equitas

Centre international d'éducation aux droits humains
International Centre for Human Rights Education

International Human Rights Training Program

2010-2015 Review Report

November 2016

Canada

Speaking at a conference on Education For Peace, UN High Commissioner for Human Rights Zeid Ra'ad Al Hussein commented last month that the World Programme for Human Rights Education represents the belief of *"all UN Member States … in the centrality of human rights education as a long-term strategy for the prevention of human rights violations and conflicts; for the promotion of equality and sustainable development; and to enhance people's participation in decision-making processes."*

Still, Zeid added, *"international programmes can only support – and not substitute for – committed, vigorous and concerted national action. I appeal to all Member States to continue, consolidate and strengthen their human rights education work, including in the context of the World Programme. Human rights education is an important investment in building just societies in which human rights are valued and respected."*

UN High Commissioner for Human Rights Zeid Ra'ad Al Hussein, May 2015, available at *http://www.ohchr.org/EN/Issues/Education/Training/Pages/StatAndNews.aspx*

TABLE OF CONTENTS

LIST OF ACRONYMS AND ABBREVIATIONS USED

CBO   Community-Based Organization

DHRD   Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms (Declaration of Human Rights Defenders)

HRE   Human Rights Education

IHRTP   International Human Rights Training Program

LGBTQI   Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer and Intersex

NGO   Non-Governmental Organization

OHCHR   Office of the High Commissioner for Human Rights

PMF   Performance Measurement Framework

SDGs   Sustainable Development Goals

SHREG   Strengthening Human Rights Education Globally (Project)

UDHR   Universal Declaration of Human Rights

UN   United Nations

ACKNOWLEDGEMENTS

For more information on Equitas and our programs, visit:

Website: www.equitas.org
Facebook: /equitas
Twitter: @EquitasIntl
Youtube: www.youtube.com/user/EquitasHRE
Instagram: www.instagram.com/equitas_human_rights

EXECUTIVE SUMMARY

This report is intended to assist Equitas in reviewing the International Human Rights Training Program (IHRTP). The last major review of the IHRTP was carried out in 2010. Since then changes have been introduced to the Program every year based on feedback gathered.

The purpose of the 2015 Review was to ensure that the IHRTP is at the forefront of human rights education (HRE) and continues to meet the needs of human rights educators from different regions of the world. Equitas gathered appropriate and valid information from a variety of sources (including participants, the 2015 IHRTP facilitation team, Equitas staff members, resource people, board members, different reports) to inform revisions to the IHRTP for the next five years as well as the follow-up strategy.

The review was carried out in two phases. Phase 1 focused on analysing the profile of IHRTP applicants and participants over the last five years. Phase 2 involved conducting an analysis of the human rights situation globally as well as an overview of other human rights education programs currently being offered. The contribution of the IHRTP to the global human rights education movement was explored within this context.

Key areas of investigation for the review focused around:

- Validating the profile of the "ideal" candidate for the IHRTP by reviewing both applicants and accepted participants over the last five years.

- Carrying out a targeted environmental scan of human rights situation in regions of the IHRTP participants as well as of the human rights and human rights education situation globally, particularly with a view to understanding any significant changes that have taken place in the last five years.

Key findings and recommendations are outlined below.

Key findings

Profile of the "ideal" IHRTP candidate

The review of the applicants to the IHRTP confirmed that the outreach is appropriate. When we think about what Equitas is setting out to achieve through the IHRTP and its overall *Strengthening Human Rights Education Globally* (SHREG) project (of which the IHRTP is a key component), the outreach has yielded the appropriate diversity.

An examination of the profile of participants selected in terms of age, gender, language, professional background, job title, education level and geographic origin mirrors the diversity of the applicants. Each year, however, most participants come from countries of the global South. Only a very small number are from Western countries. The report concludes that there may be a benefit to having more participants from Canada or other Western countries, especially from Indigenous communities in Canada, to further enhance the sharing of lessons learned and good practices on the global scale.

Marginalized groups or the most at-risk human rights defenders include among others LGBTQI people, women, people living with disabilities, Indigenous peoples, defenders of the rights of the land and of environmental rights, journalists and bloggers. The findings underscore the importance of continuing to include participants at the IHRTP who work with or represent marginalized groups.

Data on IHRTP alumni capacity as compared to non-alumni was also examined. Findings support the fact that the participants leave the Program with stronger capacity to undertake human rights education efforts as well as to take leadership roles in promoting democracy and respect for human rights. This further supports the quality of the selection of participants as well as the Program's value added to human rights and human rights education work.

The human rights context

Analysis of the perspectives of participants, Equitas staff, the United Nations Special Rapporteur on the Situation of human rights defenders and other resource persons on the current context of human rights surfaced the following common issues:

- **Shrinking space for human rights** and human rights education work, in particular for the most at-risk human rights defenders and educators (including women, LGBTQI people, and journalists) face issues related to the implementation of their human rights education work.

- Increased urgency to address **the environment and environmental issues.**

- Capitalizing on the establishment of the **Sustainable Development Goals** in human rights and human rights education work.

The prominence that HRE has gained over the last 20 years supports the importance of the focus of the IHRTP on HRE for human rights educators. It also speaks to the value added of the IHRTP to the field of HRE. Although the Declaration on HRE is addressed in the IHRTP, participants would benefit from a greater awareness of the ways though which HRE has established itself as an important part of the global human rights movement.

In an effort to situation the IHRTP among the many international human rights programs that exist around the world, over 70 programs/courses were reviewed. For the purposes of comparison, six programs/courses were selected, which it was felt had the most in common with the IHRTP. The following conclusions were drawn about what distinguishes the IHRTP and its value added to the field of HRE. For example:

- The IHRTP is the only program at the international level that **focuses primarily on human rights education** and has as its primary target group human rights educators.

- The **Program methodology** itself is necessarily an essential learning component for participants.

- No other program/course except for the IHRTP includes the **development of learning transfer plans** by participants during the Program and follow up on the progress of these plans.

- The IHRTP is the only program that has **systematic follow-up mechanisms.**

- The complete **content of the IHRTP is made publically available** every year on the Equitas website.

Recommendations
Recommendations stemming from the findings are outlined below.

1. Specifically target greater participation from organizations from Canada, USA, Europe, in particular those working with for example Indigenous communities, Roma people and people living with disabilities

2. Ensure that each year at least 10 to 15% of participants represent decision makers (including national human rights commission representatives, government representatives and ministries, and city-level representatives).

3. Specifically target human rights educators who work with and/or are members of marginalized groups (e.g., people living with disabilities, LGBTQI people, Indigenous people, defenders of the rights of land and the environment, journalists and bloggers). This enables a deeper understanding of issues faced by all these groups among all participants, which is critical to implementing a human rights-based approach in their work.

4. Ensure that efforts are strengthened in order to select participants from organizations that are most likely to have the greatest multiplier effect after the IHRTP.

5. Address the issue of shrinking space for human rights and human rights education work more directly during the Program as well as explore effective strategies to deal with the issue. This could include: how to implement HRE activities in the context of shrinking space, how to prevent or to deal with new forms of repression and react to defamation and stigmatization campaigns through HRE.

6. Consider how best to address rights related to the environment in the Program.

7. Have participants explore how they can use the Sustainable Development Goals to enhance their work.

8. Continue strengthening design and facilitation skills of participants by, for example, calling particular attention to these process elements during the Program and continuing to draw on different media forms such as art and theatre.

9. Address, during the Program, the ways through which HRE has established itself as an important part of the global human rights movement and how participants can leverage this in their HRE work.

10. The Equitas Community could be used as a tool to support the participants in the continued development and implementation of their plans after the Program. Individual plan coaches from Equitas staff could provide this support on the Equitas Community by answering questions, encouraging the sharing good practices, documenting impact stories and putting participants from the same region, who are working on similar issues, into contact with each other.

11. Consider allocating some staff time for coaching of a number of promising individual plans (those that are deemed to have potential for broader impact), after the IHRTP.

12. Continue efforts to build capacity in HRE evaluation, so that participants can better explain the concepts of change and impact and better capture the results of their HRE work.

13. Create more opportunities for IHRTP alumni to network through the Equitas Community by, for example, expanding the use of the Equitas Community during the IHRTP and providing more opportunities for participants to take leadership in activities on the Community during and after the IHRTP.

14. Ensure that facilitators selected for the IHRTP each year are consulted beforehand to gauge their comfort-level in working with a co-facilitator.

15. Continue to actively explore opportunities to build relationships with, and the engagement of, resource persons who have a significant role to play in advancing national, regional or international human rights agendas, so as to be able to secure their participation over several days at the IHRTP each year.

THE IHRTP IS
Changing the world
one person at a
time! —Maria,
Colombia—

INTRODUCTION

This report is intended to assist Equitas in reviewing the International Human Rights Training Program (IHRTP).

The report is limited to the information outlined below and does not provide an exhaustive analysis of the IHRTP.

The report is divided into five parts.

Part 1 – Background, provides a brief summary of the history of the IHRTP and describes the review process.

Part 2 – Profile of applicants and selected participants, presents a profile of IHRTP applicants and participants selected over the last five years.

Part 3 – The Human rights context gives an overview of the current global context of human rights, of human rights education and provides an overview of the existing human rights programs.

Part 4 – The IHRTP presents an analysis of the main recommendations drawn from the IHRTP evaluation reports from the last five years.

Part 5 - Recommendations present the main ideas for revisions to the IHRTP.

Some aspects of the IHRTP such as logistics have not been presented in this report.

LE PIFDH C'EST
une plateforme de
renforcement de
capacités en Droits
Humains/Ibrahim
BURKINA FASO

PART 1 - BACKGROUND

1.1 The IHRTP

The International Human Rights Training Program (IHRTP) is at the heart of the Equitas' activities. For the last 37 years, this annual three-week human rights education event has brought together between 90-120 participants from approximately 45 countries. The IHRTP is an intermediate-level program. It provides a unique opportunity for human rights defenders to deepen their understanding of human rights and of the essential role of human rights education in effecting social change.

The IHRTP is mainly designed for non-governmental organizations (NGOs) and community-based organizations (CBOs) but the Program also welcomes participants affiliated with other types of organizations involved in human rights education, such as national human rights institutions and educational institutions.

The **goal** of the 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.

More specifically, the **objectives** of the IHRTP are to enable participants 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.

Given that the IHRTP is a training program about human rights education[1] 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.

---

[1]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** 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 and a gender perspective.

The IHRTP aims at enabling participating organizations to undertake more effective human rights education activities. To this end, the Program places a strong emphasis on the transfer of learning and on follow-up activities. Participants attending the Program develop an Individual Plan for putting their learning into action as part of the training. Examples of past activities developed in Individual Plans and carried out afterwards include: organization of training sessions based on certain components of the IHRTP, integration of participatory methodology in training sessions, translation of training manuals, the creation of networks and the development of new programs and partnerships.

1.2. The review
The last major review of the IHRTP was carried out in 2010. Since then changes have been introduced to the Program every year based on feedback gathered.

The approach suggested was not to conduct an exhaustive review but rather a well-planned and targeted review that wiould yield relevant, valid and useful information.

In preparing this report, it was assumed that the current "vision" of the IHRTP will be generally maintained (i.e., a model of human rights education) as well as the current target group (i.e., primarily human rights educators.) At the same time, the implementation of vision of the IHRTP will be informed by the results of the review.

The purpose and goals of the review are the following:

Purpose of the 2015 Review:
To ensure that the IHRTP is at the forefront of HRE and continues to meet the needs of human rights educators from different regions of the world.

Goal of the 2015-2016 Review:
To gather appropriate and valid information from a variety of sources to enable Equitas to inform revisions to the IHRTP for the next five years as well as the follow-up strategy.

The two-phase process
The review was carried out in two phases. *Phase 1* focused on analzing the profile of the IHRTP applicants and participants over the last five years. *Phase 2* involved conducting an analysis of the human rights situation globally as well as an overview of other human rights education programs currently being offered. The contribution of the IHRTP to the global human rights education movement was explored within this context.

Key areas of investigation for the review focused around:

• Validating the profile of the "ideal" candidate for the IHRTP by reviewing both applicants and accepted participants over the last five years.

• Carrying out a targeted environmental scan of the human rights situation in regions of the IHRTP participants and of the human rights and the human rights education situation globally, particularly with a view to understanding any significant changes that have taken place in the last five years.

Building a profile of the "ideal" learner for the IHRTP as well as having a good grasp of the current context in which they carry out their work are essential to determining the most appropriate results and content the IHRTP.

1.3 Information sources for this report
The results presented in **Part 2** of the report are drawn from information gathered from meetings and focus group discussions undertaken in the summer of 2015 as well as a number of other sources of information. More specifically:

• **Application forms of all applicants** (2010-2015) and of **participants selected** (2010-2014).

• **Two focus group discussions with 14 participants**, one with seven English-speaking IHRTP participants and one with seven French-speaking IHRTP participants. Questions focused on the types of people and organizations that would benefit the most from the IHRTP; the best ways to reach out to these people and organizations; and how they (the participants) would describe the Program to others.

• **Two focus group discussions with 10 facilitators and co-facilitators**: one focus group discussion was held before the start of the 2015 IHRTP, during the orientation session for facilitators and co-facilitators and the second one was held at the end of the Program, during the final debrief with facilitators and co-facilitators. Questions focused around what they perceived the IHRTP was all about; how the participants benefit from the Program and what kind of person the ideal IHRTP participant would be.

• **One focus group discussion with 10 Equitas staff** members held in March 2016. Questions focused on the differences staff members working with IHRTP alumni in regional programs have seen in the capacity of these alumni when compared to non-IHRTP alumni human rights educators and defenders in terms of their attitudes, knowledge and skills in human rights and human rights education; how staff felt the IHRTP has contributed to this capacity. Staff were also asked about any weaknesses they saw in the alumni as well as for their comments and ideas on suggested additions or changes to the Program.

• **A staff questionnaire filled out by nine Equitas staff members.** Questions focused on identifying the main challenges they felt the IHRTP participants face in their work; what can be done at the IHRTP to address these challenges and how Equitas can maximize the impact of the IHRTP learning and ensure its sustainability.

• **Three meetings** (in person or via Skype) were held with resource people: questions focused on shrinking space for human rights work, the current state of HRE and the role and focus of the IHRTP in the current context.

• D**ata gathered** during the course of five years through the applications forms and pre-training assignments.

• **IHRTP evaluation reports** from 2010-2015.

• **Research c**onducted on the state of human rights education globally and on existing international human rights education programs.

• **Interviews** and **informal discussions** with staff, resource people and experts in the field of human rights and human rights education, in particular Elena Ippoliti from the Office of the UN High Commissioner for Human Rights (OHCHR) Methodology, Education and Training Section.

• A **report by an external evaluator** on the performance management framework of the SHREG.

• **Success stories of IHRTP alumni from different regions,** gathered for the 50th anniversary of Equitas.

PART 2 - IHRTP LEARNER PROFILE

In this part of the report we present the results of the review pertaining to the profile of the IHRTP learner and our conclusions in this regard. The profile developed from the analysis can help inform our decisions about the type of participants we accept to the Program and consequently the content of the Program.

Part 2 is divided into 2 sections.

2.1 IHRTP applicants and participants, presents the key findings regarding the profile of the IHRTP learner, drawing on data collected from the application forms.

2.2. IHRTP participants and alumni, presents additional information regarding the profile of the IHRTP learner drawn from other relevant sources listed in 1.3 above.[2]

2.3 Conclusions regarding the "ideal" learner profile for the IHRTP, presents our thoughts on the "ideal" learner for the IHRTP based on analysis of the data collected.

2.1 IHRTP applicants and the participants

In this section we present the key findings regarding the profile of the IHRTP learner, drawing on data collected from the application forms of applicants and participants selected for the IHRTP over the last 5 years. All data on applicants is for 2010-2015. All data for participants is for 2010-2014. We provide a summary description in terms of age, gender, language, region, professional background, current job title, education level, personal motivation for applying to IHRTP, expected benefit to the organization, where applicants heard about the IHRTP, organizational support, types of organizations from which they emanate. A comparison with the actual participants selected over this period is then provided

The IHRTP is primarily designed for representatives of non-governmental human rights organizations (NGOs), national human rights institutions and government departments who have undertaken some human rights education training activities. In a limited number of cases, consideration is also given to candidates affiliated with other types of organizations involved in human rights education, such as from educational institutions. Candidates from qualifying organizations must:

• Be active employees / volunteers with their organization for at least two years.

• Be in a position to influence the human rights education work of their organization.

• Have knowledge of human rights principles and major international instruments.

• Be committed to transferring knowledge and skills gained during the Program to colleagues and to others with whom they work.

• Be sensitive to the issues which arise when working in multicultural groups, and respectful of diversity

Age
From 2010-2015, roughly 40% of **applicants** were between the ages of 30-39.

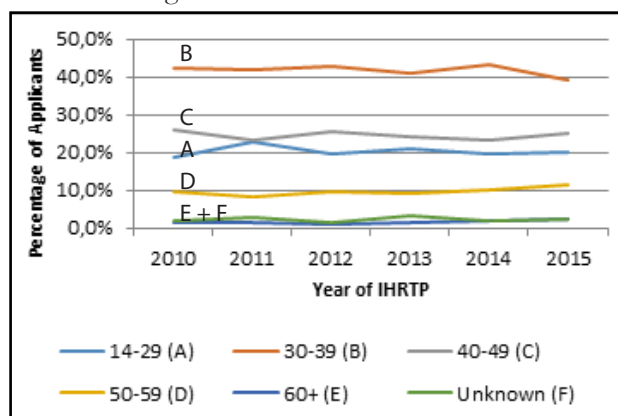**Table 1: Applicants per age group % 2010-2015**

Between 2010-2014, the largest group of **participants** was also aged 30-39, with some fluctuations. Although age is not a significant criteria in our selection, it is interesting to see the cohort of applicants over time.
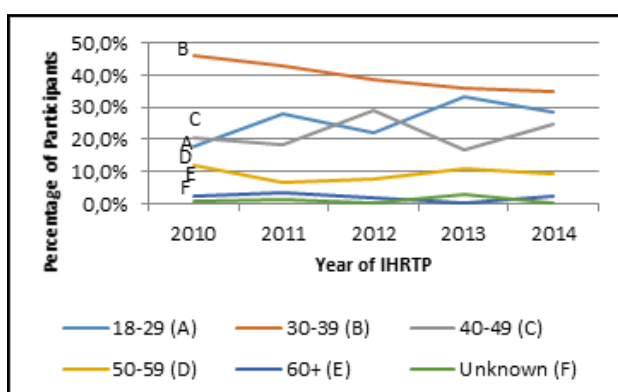

Table 2: Participants per age group % 2010-2014

---

[2]For some criteria, data is only presented about the applicants.

Gender

Between 2010 and 2015, 59.1% **applicants** were male and 40.6% were women. For **participants** the inverse was the case. 56.7% of participants were women and 43.4% were men. Although one of the criteria of our selection process is gender balance, there has been a larger number of women participants on average over the last five years. This can partially be attributed to a gender bias in favour of women in our selection, in particular women from certain geographic areas where there is a perceived need to strengthen their capacity or due to a requirement of a funder.

Language

For 2010-2015, English speakers made up 54.8% of **applicants**, while French speakers made up 39.2%. Regarding actual **participants**, between 2010-2014, 68.7% were English speakers compared to 28.9% French speakers. The larger number of English participants could be explained by the fact that there is a larger pool of English-speaking applicants from different countries, from which to select. Moreover, although a significant number of applications are received from French-speaking candidates, very often a large number are from the same countries (e.g. in 2014, out of the 234 applications, 66 - almost 30%- came from 1 country, the Democratic Republic of Congo).

Region

From 2010-2015, approximately 38.4% of all **applicants** came from French-speaking Africa, 18.1% from English-speaking Africa, and 13.7% from South Asia. These three regions also represent the majority of **participants.**

The regions from which the majority of participants emanate are the same regions where Equitas works except for Canada. During this time period there have only been 11 applicants from Canada and 0 from Indigenous communitiesin Canada.

Types of organizations

Between 2010-2015, approximately 43% of **applicants** were from national NGOs and about 23.6% were from local NGOs or community-based organizations.
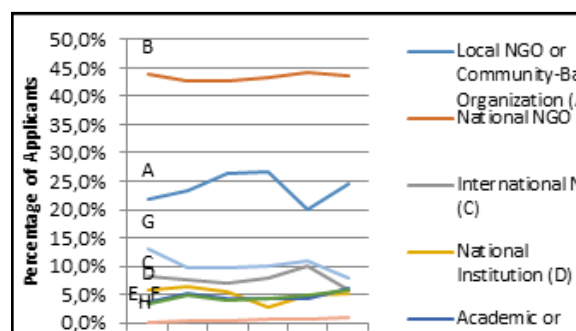
Table 3: Type of organization of applicants % 2010-2015

With the exception of 2013[3] most **participants** who attended the Program during this same period were also from national NGOs or local NGOs or community-based organizations. These are the types of organizations we have targeted.
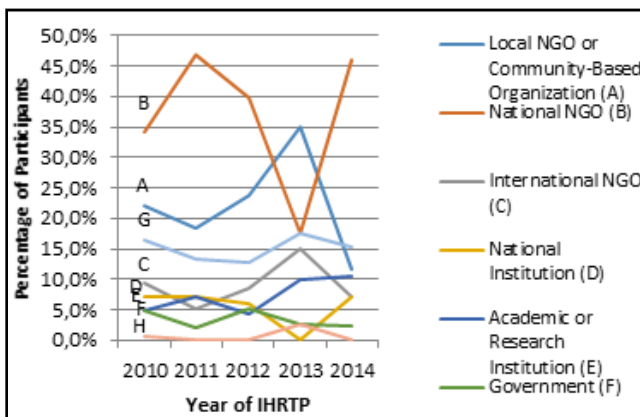
Table 4: Type of organization of participants % 2010-2014

Financial support

Between 2011-2015, the vast majority of **applicants** (approximately 80%) indicated that they would not be receiving support from their respective organizations. Although there were more fluctuations between 2010-2014, the percentage of **participants** without organizational support is approximately the same.

Where applicants heard about the IHRTP

39.5% of **applicants** heard about the Program from an Equitas alumnus or other colleagues within their organizations. 33.3% of applicants learned about the Program through the Equitas website and other internet websites. 22.9% learned about the IHRTP directly from another NGO. 10.4% were informed by email or other personal communication with a representative from Equitas. These are the usual outreach channels Equitas has been using to attract applications. Equitas receives between 600 and 700 applications every year.

Professional background

Applicants typically have backgrounds in either project coordination/project management (including "program officer", "project monitor") or as community advocates (jobs involving "facilitation", "mobilization", "outreach"). From 2010-2015, 24.6% of applicants came from a project coordination background and 23.8% came from a community advocacy background, but all had education tasks as part of their job responsibilities.

[3]It should be noted that in 2013, we only had 35 participants because of the funding situation and therefore cannot be considered significant.

Current job title

Most **applicants** identified themselves as project officers, managers, facilitators, and trainers. Many also identified themselves as directors, presidents, or executive secretaries.

Education level

From 2010-2015, 35% of **applicants** had some type of Master's-level degree (M.A., L.L.M., Diplômes d'études supérieures spécialisées -DESS, etc.), while 18% of applicants had a Bachelor's degree or equivalent.

Personal motivation for applying to IHRTP

81% of **applicants** mentioned a desire for personal growth or further education as motivation for applying to the IHRTP. 50% noted a plan to share the skills gained through their participation with their colleagues and people in the community. 41.6% hoped to increase their personal and professional networking capacity.

- The following quotes are examples of applicant responses:
  - *Personal Growth or Education*: "The IHRTP would help me to deepen my understanding of human rights and to strengthen my role as a human rights educator in effecting social change."
  - *Skill-Sharing:* "Renforcer mon expertise à travers les partages d'expériences avec des personnes venues d'horizon divers."
  - *Networking Capacity:* "This training also presents an avenue for me to come into physical contact with other people who share the passion to enhance human rights education around the world. Again, I will have the previledge (sic) to share experiences with people from other organizations and gain knowledge on how different organizations are attempting to deal with the challenges they meet in the field."

Expected benefit to organization

87.5% of **applicants** mentioned a desire to share their IHRTP experience with their organizations through improved skills and knowledge. 43.7% cited a desire for personal and professional growth of the candidate. 25% mentioned wanting to increase their networking capacity as an organization. The responses for "Expected Benefit to the Organization" and "Personal Motivation" were generally very similar.

- The following quotes are examples of applicant responses:
  - *Skill-Sharing:* "La participation du candidat à cette formation permettra à notre organisation de bénéficier des acquis de cette formation. Une restitution sera faite à tous les autres membres de l'organisation afin de permettre à tous de se doter des nouvelles connaissances et de parfaire leur savoir et savoir-faire."

- *Personal and Professional Growth*: "The Egyptian National Council for Human Rights would benefit from the candidate's participation in the IHRTP as this will promote and add to her experience in the field of human rights and will help her to develop new ideas for human rights education and raising awareness which is her specialization."
- *Networking Capacity:* "Finally, participation in the IHRTP will connect our organization with the world network of human rights protection."

2.2. IHRTP participants and alumni

In this section we present additional information regarding the profile of the IHRTP learner drawn from the focus groups discussions held with IHRTP participants, the 2015 IHRTP facilitation team and Equitas staff. This data supports the research findings in terms of the profile of the ideal participants at the IHRTP.

Individuals and organizations that would benefit from the IHRTP

During the **focus group discussions with IHRTP participants**, most of them mentioned that individuals coming from national or local NGOs would benefit the most from the IHRTP. Some also mentioned that NGOs participating in the IHRTP should work at the community level.

In terms of "ideal" participants for the IHRTP, focus group participants responded that these should be individuals who:

- Have experience in the field of human rights or human rights education.

- Can have an impact in their own organizations.

- Are more than occasional volunteers in organizations.

- Work directly on human issues such as for example children's rights or women's rights.

- Are lawyers who defend human rights.

- Are human rights educators working in prisons, with minorities, with rural women.

University professors or civic education teachers as well as decision-makers at various levels were also mentioned as people who could benefit from participation in the IHRTP.

In the **focus group discussions with facilitators and co-facilitators,** the answers provided about the "ideal" participant for the IHRTP were similar to those of participants. The facilitation team added that the language skills of some participants would need to be stronger and that it would be beneficial to have multiple participants from the same organization or institution over a number of years.

Capacity of IHRTP alumni

In the **focus group discussions with Equitas staff members**, it was stressed that when implementing programs in different regions of the world, alumni of the IHRTP had better capacity, (in terms of knowledge, skills and attitudes), to carry out human rights and human rights education when compared to non-alumni of the IHRTP. In the words of one staff member:

"I've seen a huge change in the ability of our alumni to be human rights leaders; to be more participatory leaders and mobilizers. They are better at seeking consensus and different points of view and are less competitive. They are better at listening and at articulating human rights issues. They understand the importance of effective planning and being more structured in their work. They are more results-oriented and understand the need to evaluate. And they are better able to act on universality of human rights."

When interviewed about her experience of the IHRTP, an IHRTP alumnus from Tanzania, talked about the impact the IHRTP had on her and her work:

"It reinforced for me that we all have human rights regardless of who we are or where we come from and we have the obligation to fight for those rights. The program gave me the tools and the confidence to move my work forward."

2.3 Conclusions regarding the "ideal" learner profile for the IHRTP

In this section we present a number of conclusions relating to the learner profile based on an analysis of the data collected.

• The outreach of the IHRTP is appropriate, when we think about what Equitas is setting out to achieve through the IHRTP and the overall SHREG project (of which the IHRTP is a key component). The outreach has yielded the appropriate diversity. In terms of the types of organizations most participants come from national NGOs or local NGOs (around 55% to 65% of participants). International NGOs, intergovernmental organizations such as the UN and national institutions are also represented at the IHRTP (around 15%). At this time, decision-makers and government representatives represent approximately 10% of IHRTP participants.

• An examination of the profile of participants selected in terms of age, gender, language, professional background, job title, education level and geographic origin confirms a broad diversity among participants. The opportunity to work with such a diverse international group of human rights educators has continuously been signaled by participants, as a unique feature of the Program which greatly enhances their learning experience. In terms of geographic representation, most participants come from countries of the global South. Each year, only a very small number are from Western countries, e.g., 1 to 3 from Canada, the USA, Europe. There may be a benefit to having more participants from Canada or other Western countries, especially from Indigenous communities in Canada, to further enhance the sharing of lessons learned and good practices on the global scale.

• Data on IHRTP alumni capacity as compared to non-alumni supports the fact that the participants leave the Program with enhanced capacity to undertake human rights education efforts aimed at building a global culture of human rights as well as to take leadership roles in promoting democracy and respect for human rights. This also supports the quality of the selection of participants.

• Marginalized groups or the most at-risk human rights defenders (see section 3.1.3 for more details) include among others LGBTQI people, women, people living with disabilities, Indigenous peoples, defenders of the rights of the land and of environmental rights, journalists and bloggers. The external evaluator hired to review the Performance measurement framework of the SHREG project states in his report:

"an argument may be made that increased participation and inclusivity in decision-making, especially by those now marginalized, intrinsically leads to safer communities ".[4]

A number of IHRTP participants work with and/ or are they themselves members of marginalized communities. This underscores the importance of including participants at the IHRTP who work with or represent marginalized groups.

---

[4] The ultimate outcome of the SHREG project is: *Safer and more equitable communities where key actors, including children and youth (aged 8-29), are participating and taking leadership in promoting democracy and greater respect for human rights.*

PART 3 - THE HUMAN RIGHTS CONTEXT

Kate Gilmore, the United Nations Deputy High Commissioner for Human Rights in her opening remarks at the high-level panel on the fifth anniversary of the adoption of the United Nations Declaration on Human Rights Education and Training in September 2016, began by emphasizing:

"… the world's human rights crises and chronic problems - from poverty to conflict, discrimination and exclusion, preventable diseases, false imprisonment, climate change impacts and beyond.

… Every day, we are confronted with further news of hatred for each other and of ready resort to violence; and the policy response so often we witness to be further violence and terror – leading to more terror and violence - a spiral it seems in many places degrading into contemporary barbarity." [5]

Her remarks capture the key human rights issues and challenges on a global scale.

In this part of the report we present the results of the review pertaining the current context of human rights and human right education work from the perspectives of the different sources consulted. We also present the results of our research on other HRE programs/training currently being offered that have many elements in common with the IHRTP.

Part 3 is divided into 3 sections.
3.1 The global human rights context: issues and challenges
3.2 The human rights education context
3.3 Existing human rights education programs.

For each section, a description of the data collected and the sources used is presented, followed by an analysis and reflection on what it means for the IHRTP.

3.1 The global human rights context: issues and challenges

This part of the report presents the understanding that the participants, resource people, experts and Equitas staff members have of the global human rights context and of the issues and challenges human rights educators face in their communities, countries and work. The report also presents the perspective of the United Nations Special Rapporteur on the Situation of Human Rights Defenders, on risks and threats faced by human rights defenders around the world. This section of the report highlights the main issues and challenges.

3.1.1 The perspective of IHRTP participants

In order to present the perspective of IHRTP participants on human rights problems they face in their countries and communities, we analyzed data from the pre-training assignments completed by accepted participants from 2010 to 2015. In order of the number of times issues were mentioned (from the most to the least), the issues cited by participants fall into 11 main categories. Elements from reports produced by international organizations (e.g. Amnesty International, Human Rights Watch, UN Women) are presented in some instances to support findings and provide examples of the issues discussed.

1) Limits to rights and freedoms, limits to civil and political rights and to socio-economic rights

Participants mentioned in the pre-training assignment a number of violations and limits to rights and freedoms, namely the right to equality and non-discrimination, right to privacy, security, education, information, freedom of expression, opinion, association, assembly, movement, belief and religion. They also mentioned violations related to legal rights such as the right to a fair trial, rights of prisoners, and access to justice.

The Amnesty International 2015-2016 report states that in regions of Africa, Europe, Central Asia, the Middle East and North Africa and the Asia-Pacific, respect for fundamental rights and freedoms has deteriorated in recent years. For example, "the respect for freedoms of expression, association, and peaceful assembly deteriorated across the former Soviet Union. Government control over the media, internet censorship, the curbing of protest and the criminalization of the legitimate exercise of these freedoms intensified almost everywhere" (p. 44).[6]

Across the Africa region, "many governments stifled dissent and muzzled rights to freedom of expression. Peaceful assemblies were often disrupted with the use of excessive force… Such patterns or increasing restrictions took place in a wide spectrum of countries, including Angola, Burundi, Cameroon, Chad, the Republic of Congo, Côte d'Ivoire, Equatorial Guinea, Gambia, Kenya, Lesotho, Mauritania, Niger, Rwanda, Senegal, Sierra Leone, Somalia, Swaziland, Togo, Uganda, Zambia and Zimbabwe" (p. 23) .[7]

---

[5]Kate Gilmore, High-level panel on the fifth anniversary of the adoption of the United Nations Declaration on Human Rights Education and Training, available at *http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=20494&LangID=E*
[6]Amnesty International Report 2015-2016 The State of the World's Human Rights, available at *https://www.amnesty.org/en/latest/research/2016/02/annual-report-201516/*
[7]Amnesty International Report 2015-2016 The State of the World's Human Rights, available at *https://www.amnesty.org/en/latest/research/2016/02/annual-report-201516/*

2) Issues related to governance

The information gathered in the pre-training assignments indicates that governance issues constitute a major challenge for human rights educators and the work they are doing within their countries. Participants mentioned the following issues: lack of political will, deficient legal and political systems, corruption, lack of government transparency, political instability in the country, issues related to the separation of powers, authoritarianism, abuses by civil and military administrations.

3) Violence against women, discrimination against women, gender inequalities and sexual exploitation

Across the world, women are frequently subjected to discrimination, inequalities and abuses. All participants from the various years and across all regions stated that women face major issues in various spheres of life, including social, economic and political life. This is supported by the Amnesty International 2015-2016 annual report which states that "women and girls frequently suffered abuse, discrimination and marginalization in many countries – often because of cultural traditions and norms, and the institutionalization of gender-based discrimination through unjust laws. In conflicts and countries hosting large numbers of displaced people and refugees, women and girls are subjected to rape and other forms of sexual violence" (p. 24).[8]

A report by UN Women on the right to justice for women also substantiates the issues faced by women and explains that: "although equality between women and men is guaranteed in the Constitutions of 139 countries and territories, inadequate laws and implementation gaps make these guarantees hollow promises, having little impact on the day-to-day lives of women. In many contexts, in rich and poor countries alike, the infrastructure of justice – the police, the courts and the judiciary – is failing women, which manifests itself in poor services and hostile attitudes from the very people whose duty it is to meet women's rights."[9]

4) Poverty issues and economic inequalities

According to many participants, issues related to poverty foster environments where human rights are violated. Some elements that were discussed include: unemployment, inequalities between the rich and the poor, violations of economic rights, political and social marginalization of poor people, illiteracy.

The World Bank reports that "according to the most recent estimates, in 2013, 10.7 percent of the world's population lived on less than US$1.90 a day." The World Bank also mentions that "the work to end extreme poverty is far from over, and a number of challenges remain. It is becoming even more difficult to reach those remaining in extreme poverty, who often live in fragile contexts and remote areas. Access to good schools, healthcare, electricity, safe water and other critical services remains elusive for many people, often determined by socioeconomic status, gender, ethnicity, and geography."[10]

5) Issues related to the rights of minorities and the rights of the most marginalized people

Minorities and marginalized people are relegated to the outer edges of society and are often unable to develop their full potential. Participants mentioned several minorities and marginalized people facing human rights violations: ethnic and religious minorities, people living with a disability, people living with HIV AIDS, migrant workers, refugees, Roma people, sex workers, people living with albinism, drug users, elderly people, internally displaced people.

6) Issues related to children's rights

Participants mentioned that a number of issues affecting enjoyment of human rights in their communities had to do with children's rights, including violence against children, abuses, child labor, trafficking, military use of children, issues related to the child welfare system, early marriages.

Additional insights are provided by UNICEF which reports that some children are particularly vulnerable because of gender, race, ethnic origin or socio-economic status. UNICEF indicates that "violence, exploitation and abuse occur in the homes, families, schools, care and justice systems, workplaces and communities across all contexts, including as a result of conflict and natural disasters. Many children are exposed to various forms of violence, exploitation and abuse, including sexual abuse and exploitation, armed violence, trafficking, child labour, gender-based violence, bullying, cyber-bullying, gang violence, female genital mutilation/cutting, child marriage, physically and emotionally violent child discipline, and other harmful practices."[11]

---

[8]Amnesty International Report 2015-2016 The State of the World's Human Rights, available at *https://www.amnesty.org/en/latest/research/2016/02/annual-report-201516/*
[9] 2011-2012 Progress of the World's Women, In Pursuit of Justice.
[10]The World Bank, accesses on November 9, 2016 at *http://www.worldbank.org/en/topic/poverty/overview*
[11]Protecting children from violence, exploitation and abuse, *http://www.unicef.org/protection/57929_57972.html*

7) Rights of Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer and Intersex (LGBTQI) people
According to participants, LGBTQI people around the world face a wide range of problems: widespread homophobia, discrimination, hate crimes and criminalization. In many countries LGBTQI people are denied their basic civil, political, economic, social and cultural rights such as the right to equality before the law, the right to non-discrimination, the right to freedom from violence and harassment, the right to freedom of assembly and movement, the right to privacy, the right to work, the right to social security, the right to participate in cultural life. This is substantiated by reports from organizations that monitor the rights of LGBTQI people and as outlined below. As of 2015, in 75 countries of the world, LGBTQI people are still denied their basic human rights in official legislations. In five of these countries, it is punishable by death.[12]

Trans people are at high risk in many countries. Human Rights Watch discusses the issue of recognition of trans people's rights in an 2016 article and reports about the violence trans people face: "The Trans Murder Monitoring Project, an initiative that collects and analyzes reports of transgender homicides worldwide, recorded 1,731 murders of transgender people globally between 2007 and 2014. Many were of a shockingly brutal nature, sometimes involving torture and mutilation. Several countries, including Malaysia, Kuwait, and Nigeria, enforce laws that prohibit "posing" as the opposite sex—outlawing transgender people's very existence. In scores of other countries, transgender people are arrested under laws that criminalize same-sex conduct.".[13]

8) Armed conflicts
Post-genocide environments, armed conflicts, violent clashes between government security forces and rebel forces constitute challenges for human rights educators around the world.

9) Environmental rights
Environmental degradation, pollution, use of natural resources by corporations are often mentioned as issues by participants. The World Wide Fund for Nature (WWF) in its 2016 Living Planet report states: "The Living Planet Index reveals that global populations of fish, birds, mammals, amphibians and reptiles declined by 58 per cent between 1970 and 2012. We could witness a two-thirds decline in the half-century from 1970 to 2020 – unless we act now to reform our food and energy systems and meet global commitments on addressing climate change, protecting biodiversity and supporting sustainable development." [14]

Moreover, human rights educators who defend the environment are often at-risk and face threats and often death as also highlighted by Michel Forst.[15]

With the increase in the exploitation of resources and the resulting degradation of the environment, human rights defenders working on environmental rights are at increased risk of violence. Having a safe and sustainable environment is vital as all other rights are dependent upon it. Environmental rights affect human rights and freedoms, such as the right to life, right to health, food, clean water, suitable shelter, and education, as well as the right to security and freedom of expression, opinion, association, assembly.

10) Lack of awareness of human rights in the communities
The fact that people in different communities are unaware of their rights represented an important issue for IHRTP participants.

11) Rights of Indigenous peoples
A few mentions were made of issues related to Indigenous peoples' rights. The issues mentioned include respect for their ancestral rights over their lands, access to adequate housing, education and meaningful employment, poverty, discrimination.

Amnesty International indicates that "one of the starkest examples of this [guardianship and exploitation] over the last decades has been the treatment of the world's Indigenous peoples. A key value that unites Indigenous communities around the world is their rejection of the concept of 'owning' land. Instead, they have traditionally identified as guardians of the land on which they live… Instead of respecting the value of communities being guardians of the land and its resources, states and corporations have moved into these areas, forcibly displacing Indigenous communities and seizing ownership of the land and mineral rights associated with it."[16]

---

[12]ILGA (2015). State-sponsored Homophobia: A world survey of laws criminalizing same-sex sexual acts between consenting adults, available at *www.ilga.org*.
[13]Rights in Transition: Making Legal Recognition for Transgender People a Global Priority
https://www.hrw.org/world-report/2016/rights-in-transition
[14]WWF, Living Planet, Report 2016. https://www.wnf.nl/custom/LPR_2016_fullreport/
[15]tatement by Michel Forst, SPECIAL RAPPORTEUR ON THE SITUATION OF HUMAN RIGHTS DEFENDERS
71st session of the General Assembly, Third Committee, Item 68 (b and c) 21 October 201 6 New YorK, available at, https://www.protecting-defenders.org/sites/protecting-defenders.org/files/SR%20HRD%20statement%20GA%2021%20Oct%202016-final.pdf
[16]Amnesty International Report 2013 The State of the World's Human Rights. http://files.amnesty.org/air13/AmnestyInternational_An-

3.1.2 Equitas staff's perspective on the main challenges faced by human rights educators

The perspective of Equitas staff is based on experience in the field with partners and community members in countries where our programs are implemented and where IHRTP participants come from. The information presented below was gathered from conversations with staff and in a questionnaire administered to Equitas staff in March 2016. The information was analyzed and synthetized into 7 categories of challenges faced by human rights educators:

1) Challenges related to implementing HRE activities
A number of challenges human rights educators face in the implementation of their HRE work were mentioned. These were:

• The difficulty of including decision-makers (at local, national and international levels) in human rights education programs.

• Working in countries where there are discriminatory laws for LGBTQI people.

• Including a participatory approach in HRE work.

• Working with cultural norms at the level of the community and the family which resist human rights and human rights values, particularly regarding LGBTQI issues and gender equality.

2) Shrinking space
Staff mentioned that in many countries, governments restrict human rights educators and activists and do not allow them to work. They often feel isolated and it is challenging for them to implement human rights projects in communities.

3) Lack of capacity and educational resources
Staff mentioned that human rights educators lacked capacity related to planning, evaluation, reporting and development of human rights education tools, which created a challenge in their work. Staff also indicated that human rights educators needed additional educational resources that could support their work and help them have longer term impact.

4) Funding issues
According to staff, human rights educators around the world all face issues related to funding, that is, difficulty in securing long-term funding and competition for funding among NGOs.

5) Safety and security issues
A number of risks were mentioned, including, physical and online security risks, risks associated with terrorism and risks associated with the work human rights educators do with LGBTQI people in countries where laws criminalize activities of LGBTQI people or restrict their human rights.

6) Sustainable Development Goals
The SDGs were mentioned as important in the field of human rights and human rights education. In September 2015, the 193 countries of the UN General Assembly adopted the Sustainable Development Goals. This set of seventeen aspirational «Global Goals» cover a broad range of sustainable development issues including: ending poverty and hunger, improving health and education, ensuring gender equality, making cities more sustainable, combating climate change, and protecting oceans and forests.

7) Violent extremism
The issue of violent extremism has emerged most recently as an important issue to address in the field of human rights and human rights education. It is felt that HRE can contribute significantly to building more peaceful and equitable communities and provide effective solutions to current national and global challenges, such as violent extremism.

3.1.3 The perspective of the United Nations Special Rapporteur on the Situation of human rights defenders
Michel Forst, the United Nations Special Rapporteur on the Situation of human rights defenders organized in 2014 and 2015, regional consultations with 500 human rights defenders (280 of them were women) representing 111 countries. The consultation report identifies global trends pointing to a threatening environment for human rights defenders as well as threats faced by the most at-risk groups of human rights defenders.[17]

The main global trends identified in the report include:

1) Hostility and mistrust towards human rights defenders by the authorities, the media and civil society. Human rights defenders are often depicted as foreign agents or terrorists and their work is discredited.

2) Human rights defenders are exposed to multiple dangers, including threats to themselves and family members. Reprisals against human rights defenders take various forms such as harassment, defamation campaigns and physical assault.

---

[17]This report presents an overview of the threats and risks presented in report of the United Nations Special Rapporteur on the Situation of human rights defenders.

3) New forms of repression to restrict the work done by defenders. Governments and radical groups use various techniques through the written press, radio, the Internet and enact laws to discredit the work of human rights defenders.

4) Profound institutional weaknesses cause human rights defenders to face threats and attacks due to the lack of respect for the rule of law and democratic principles by States.

Mr. Forst mentions in his report the most at-risk groups of human rights defenders. Below is a list of these groups and examples of the threats they face:

• **Women human rights defenders:** Sexual violence, harassment, defamation, stigmatization campaigns.

• **Defenders of the rights of lesbian, gay, bisexual, transgender and intersex persons:** State homophobia and criminalization, lack of visibility and support from other defenders.

• **Defenders of rights relating to land, defense of the environment and corporate responsibility:** Surveillances, attacks, forced disappearances or campaigns to discredit their work.

• **Defenders combating corruption and impunity**: Intimidation, attacks and threats to deter them from appearing in court during trials.

• **Defenders seeking to protect the rights of minorities and refugees:** Labeled as traitors when they support certain groups such as the Roma people or Indigenous peoples.

• **Journalists and bloggers:** Threatened with the suspension or non-renewal of their accreditation; difficulty to obtain visas.

• **Lawyers working to promote and protect human rights:** Communications are intercepted by authorities or third parties; intimidation campaigns are mounted against them.

• **Defenders working in countries at war or areas exposed to internal conflict:** Face attacks from the State, armed groups, militias, terrorists groups.

Mr. Forst also mentions the importance of taking into consideration that different types and sources of discrimination intersect with, and reinforce, one another. For example, a woman could identify as a homosexual defender. The concept of intersectionality is often not considered in the analysis of risks and threats faced by human rights defenders.

3.1.4 Analysis
The first three parts of this section present issues and challenges faced by human rights educators in their work. It must be noted that all our participants carry out their human rights education work in the context described above.

The analysis of the perspective of participants, the staff, and the United Nations Special Rapporteur on the Situation of human rights defenders reveals that all three groups mentioned issues that are similar. These includes:

• Firstly, issues related to **shrinking space for human right**s and human rights education work.

- Human rights educators have to face an environment where governments are restricting their work, imposing laws and restrictions that limit their rights and freedoms and reinforce state power and control.

- Security issues and communication issues (both online and physical security) were also highlighted in the discussion on shrinking space.

- Human rights education is viewed as providing an opportunity to address these difficult issues, as a tool for social transformation aimed towards building a culture of human rights. Human rights education encourages the creation of safe spaces to address human rights issues. It entails collaboration among various community actors, including decisions-makers. With time, it becomes possible to enlarge these safe spaces and to have a greater impact in the community.

• Secondly, the **most at-risk human rights defenders and educators** (including women, LGBTQI people, and journalists) face issues related to the implementation of their human rights education work.

• Issues related to the **environment and environmental rights** become highly relevant in our world and in the field of HRE, as they affect the lives of all people in communities and countries where we work. In addition, human rights defenders of the land and the environment face major risks in their work.

• The **Sustainable Development Goals** represent an international agreed to framework for a more sustainable world provides concrete goals towards which human rights educators can orient their work.

THE IHRTP IS *Promoting*
HRE & Participatory approach in world wide

Faslan-Sri Lanka

3.2 Human Rights Education Context[18]

In the last twenty years, HRE has established itself as an important part of the global human rights movement. Gaining more attention and significance since the early 1990s, HRE is now an established field of educational theory and practice.[19] In the Plan of Action for the third phase (2015-2019) of the UN World Programme for Human Rights Education, it is stated that:

"The international community has increasingly demonstrated consensus regarding the fundamental contribution of human rights education to the realization of human rights. Human rights education is aimed at developing an understanding of our common responsibility to make human rights a reality in every community and in society at large. In that sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development and the enhancement of participation in decision-making processes within a democratic system". [20]

In this section of the report, we will look at the current state of human rights education globally in terms of standard setting, institution building, international visibility of HRE and national programming on HRE.

3.2.1 Standard Setting

The Declaration on Human Rights Defenders
On December 9, 1998, the UN General Assembly adopted the "Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms", also known as "The Declaration on Human Rights Defenders" (DHRD). The DHRD is the first UN instrument that recognizes the importance of the work of human rights defenders as well as the need for better protection of those carrying out human rights activities. The Declaration refers to "individuals, groups and associations … contributing to … the effective elimination of all violations of human rights and fundamental freedoms of peoples and individuals" as defenders. As such, human rights educators also are human rights defenders.

United Nations *World Programme for Human Rights Education*
In 1994, the United Nations General Assembly adopted resolution 49/184 to proclaim a United Nations Decade for Human Rights Education and a Plan of Action was established for 1995-2005, based on recommendations from the Secretary General's report on human rights education. From this Plan of Action emerged the

first World Programme for Human Rights Education, established in 2005 by the United Nations, which has been conducted in three phases, from 2005 to 2008, 2010-2014 and 2015-2019. The main priority of the World Programme is to support and advance the implementation of human rights education programmes around the world.

The first phase (2005-2009) of the World Programme focused on the integration of human rights education in the primary and secondary school systems.

The second phase (2010-2014) was dedicated to human rights education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel at all levels.

Finally, the third phase (2015-2019) concentrates on strengthening the implementation of the first two phases and promoting human rights training for media and journalists.

Following the establishment of this programme, HRE work became a priority for the OHCHR along with the International Year of Human Rights Learning in 2007.

Declaration on Human Rights Education and Training
An important advancement on HRE at the international level was the adoption of the UN Declaration on Human Rights Education and Training in 2011. This declaration contributed to concretizing the global framework on human rights education and, as a UN international instrument, continues to act as support for HRE programs worldwide.

According to the declaration, human rights education occurs through "education about, through, and for human rights".[21] The declaration therefore also revolves around three main dimensions which are knowledge and skills in human rights, values and attitudes which respect rights, and behaviour or action to defend rights.

HRE in International and Regional Instruments and Documents
Many international and regional instruments and documents incorporate provisions related to human rights education, including:

• The Universal Declaration of Human Rights (art.26)

• The International Convention on the Elimination of All Forms of Racial Discrimination (art. 7)

- The International Covenant on Economic, Social and Cultural Rights (art. 13)

- The Convention on the Rights of the Child (art. 29)

- The Arab Charter on Human Rights (at. 41)

- The African Charter on Human and Peoples' Rights (art. 25)

- The ASEAN Human Rights Declaration (art. 31)

A compilation of provisions of international and regional instruments dealing with human rights education is available on the OHCHR website.[22]

3.2.2 Institution Building

Over the last few years, a number of new organizations and networks focusing on human rights education have been established. Here is a description of the main international networks:

- **HRE 2020:** A civil society coalition set up in 2013 to support and strengthen the implementation of international human rights education commitments. It brings together 15 organizations, including Equitas – International Centre for Human Rights Education, Amnesty International, Arab Institute for Human Rights, Democracy and Human Rights Education in Europe (DARE Network), Forum Asia, Human Rights Education Associates (HREA), Human Rights Educators USA (HRE USA), HURIGHTS OSAKA, Informal Sector Service Centre (INSEC), Institute for Human Rights and Development in Africa (IHRDA), People's Watch, Peruvian Institute for Education in Human Rights and Peace (IPEDEHP), Raoul Wallenberg Institute of Human Rights and Humanitarian Law, Soka Gakkai International, Women for Women's Human Rights (WWHR) (www.hre2020.org)

- **The International Contact Group on Citizenship and Human Rights Education:** It was set up in 2011 with a view to ensure close co-operation among regional and international initiatives in this field. It brings together the United Nations High Commissioner for Human Rights (OHCHR), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR), the European Commission, the European Union Agency for Fundamental Rights (FRA), the Arab League Educational, Cultural and Scientific Organization (ALECSO), Organization of American States (OAS) and the Council of Europe (https://www.coe.int/web/edc/international-contact-group)

- **The Platform for Human Rights Education and Training:** Established in 2007 in the UN Human Rights Council in Geneva. The Platform for Human Rights Education and Training is an informal, cross-regional grouping of UN member states (members include Brazil, Costa Rica, Italy, Morocco, the Philippines, Senegal, Slovenia, Switzerland and Thailand) that strongly support the promotion of human rights education and training at all levels.

- **NGO Working Group on Human Rights Education and Learning:** The objective of the NGO Working Group on Human Rights Education and Learning is to ensure the participation of NGOs in the processes of global policy making on human rights education and learning in relation to the UN institutions, principally the UN Human Rights Council (http://www.ngocongo.org/ngo-substantive-committees/geneva-committees-on/human-rights-eduction-and-learning)

3.2.3 Visibility of HRE on the International Agenda

In the last twenty years, HRE has steadily gained prominence on the international HRE agenda. In addition to the UN Platform for Human Rights Education and Training, the United Nations Human Rights Council and the General Assembly regularly include items on HRE on their agendas.

Since 2010, an international HRE conference has been held with the aim of advancing human rights culture worldwide. Every year the Conference brings together a network of experts, scholars and concerned individuals from different countries. One of the main purposes of the Conference is to advance the development of educational practices in Human Rights, in response to the World Programme of the United Nations for Human Rights Education.

The 8th International Conference on Human Rights Education will be organized by Equitas and will take place in Montreal from November 30 to December 3, 2017. Building on the success of previous events in Australia, South Africa, Poland, Taiwan, America, the Netherlands and 2016 conference in Chile, this 3.5 day conference will assemble up to 400 practitioners, policy makers and academics to identify current challenges and opportunities in the field of human rights education, share good HRE practices, practical tools and success stories from around the world and explore innovative HRE strategies to promote respect for diversity and inclusion, to strengthen social cohesion and reconciliation, to empower marginalized groups and provide alternatives to extremism and violence.

[22]http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/Listofcontents.aspx

3.2.4 National Programming on HRE

The report of the Office of the United Nations High Commissioner for Human Rights to the Human Rights Council on the implementation of the second phase (2010-2014) of the World Programme for Human Rights Education indicated that there was an "impressive amount of activities undertaken by States to implement and support human rights education in higher education and human rights training for civil servants, law enforcement officials and the military". Twenty-eight States submitted national reports on the implementation of the second phase. The states also mentioned that they continued to implement the first phase in relation to primary and secondary schools.

Although implementing the appropriate methodologies in human rights education often remains a challenge, the OHCHR mentioned in its report that there was an "…increased attention to the use of appropriate training methodologies that are practical and relevant to the learners and their work context."

3.2.5 Analysis

The prominence that HRE has gained over the last 20 years supports the importance of the focus of the IHRTP on HRE for human rights educators. It also speaks to the value added of the IHRTP to the field of HRE. Although the Declaration on HRE is addressed in the IHRTP, participants would benefit from a greater awareness of the numerous ways through which HRE has established itself as an important part of the global human rights movement.

3.3 Existing HRE Programs

In order to understand and analyze where Equitas' IHRTP program fits within the wider field of HRE, research was conducted to investigate and document the kinds of HRE programs that exist around the world. Equitas carried out some initial research in 2010 and continued in 2012. Most recently, in 2015, research on existing HRE programs was finalized and the results are presented here. Interestingly, although many programs were created after 2000 within the first UN Decade on Human Rights Education, there are also several programs that were created prior to 1990 that still exist today. This research helped to situate the IHRTP on the global HRE arena and enabled us to draw some conclusions regarding its value added.

3.3.1 Programs

Over 70 HRE programs/courses were reviewed. For the purposes of this report we have selected the six [23] programs/courses which we feel have most in common with the IHRTP for comparison.

Main points of comparison used are listed in the table below.

• program/course goal	• language(s) of the program/course
• program/course length	• tuition
• original start date	• online component before, during, after the program/course
• number of participants per session	• support after the program/course
• total number of alumni	• methodology and content
• when the program/ course takes place	• target group

The programs/courses reviewed are the following:
• Human Rights Advocate Program, Institute for the Study of Human Rights, Columbia University, New York City, USA, http://www.humanrightscolumbia. org/hrap/human-rights-advocates-program

• The Diplomacy Training Program, in affiliation with the Faculty of Law at the University of New South Wales, Australia, http://www.dtp.unsw.edu.au

• Annual Study Session, René Cassin Foundation, International Institute of Human Rights, Strasbourg, France, http://www.iidh.org/UK/index. php?p=page&idP=6

• Human Rights Approach to Community-led Development, Tostan Training Center, Thies, Senegal, http://tostan.org/ttc

• Online Certificate on Human Rights Leadership Development, Global Human Rights Training Institute at Human Rights and Justice Group International, Lagos, Nigeria, http://www. justicegroup.us/human-rights-leadership

• Community-Based Conflict Transformation and Peacebuilding, Coady International Institute, Saint-François Xavier University, Antigonish, Canada, http://coady.stfx.ca/education/certificates/peace

Below is a table summarizing the main characteristics of the six programs/courses reviewed as well as the IHRTP.

[23]The following programs were also considered, but not included in the analysis of this report: Human Rights Facilitator Training, John Humphrey Centre for Peace and Human Rights, Edmonton, Canada, http://www.jhcentre.org/resources-training/humanrights-facilitator-training and the training courses at the Geneva Institute for Human Rights, Geneva, Switzerland, http://www.gihr.org/.

PROGRAMS REVIEWED	Human Rights Advocate Program, Institute for the Study of Human Rights, Columbia University. USA	Diplomacy Training Program, in affiliation with the Faculty of Law at the University of New South Wales, Australia	Annual Study Session René Cassin Foundation, International Institute of Human Rights, Strasbourg, France
Goal of the Program	Provide grassroots leaders with the tools, knowledge, access and networks to promote the realization of human rights and strengthen their respective organizations.	To advance human rights and empower civil society in the Asia Pacific region through quality education and training, and the building of skills and capacity in non-governmental organisations and for individual human rights defenders and community advocates.	To enable the participants to have an improved general knowledge in International and Comparative Human Rights while acquiring a better understanding of issues specific to the subject addressed by the annual session.
Length	4 months	10 days	3 weeks
Original start date	1989	1990	1969
Number of participants each year	Between 10-15 each year	20-25 people each year	200 to 250 each year
Number of alumni	308 human rights advocates in more than 86 countries	Over 2600 alumni in the Asia-Pacific Region (includes all their programs)	No mention. Around 10 000, we assume
When	From September to December	February and March	July
Language	English	English	English and French
Tuition	University tuition at Columbia University $23,000 USD (fellowships are available)	$2,500 USD - It covers tuition, accommodation, food, field trips, and resource materials for the 10-day program. Travel expenses to and from location are not included. A limited number of scholarships (full or partial) are offered.	820 Euros – excluding travel, accommodation and restauration costs

Human Rights Approach to Community-led Development Tostan, Thiès, Senegal	Online Certificate on Human Rights Leadership Development, Global Human Rights Training Institute at Human Rights and Justice Group International, Lagos, Nigeria	Community-Based Conflict Transformation and Peacebuilding, Coady International Institute, Antigonish, Canada	International Human Rights Training Program, Equitas, Montreal, Canada
This course is designed to provide the theoretical and practical backing that people working in community development can use to reflect upon their own practices and better realize their communities' aspirations.	It aims to develop a comprehensive experience of human rights learning by equipping potential human rights educators, advocates, activists, students, volunteers, and law enforcement officers with knowledge and skills.	This program is intended for leaders passionate about building cultures of peace.	Strengthen the capacity of human rights organizations and institutions to undertake human rights education efforts aimed at building a global culture of human rights
10 days	4 weeks (35 hours)	15 days	3 weeks
2015	Unknown	2003	1980
21 participants in 2015	30 participants each year	8-20	Between 90-110 participants each year
21	Unknown	210	3600 alumni in more than 100 countries
November and March	October-November	October	June
English and French	English	English	English and French
$2,200 USD, including Course Materials, Room and Board, Field Visits, airport transportation) Scholarships available only for nationals of developing countries.	$300 USD., includes access to course materials, expert support, assignments, postage and packaging of a certificate. A limited amount of partial scholarships for applicants from developing countries.	$4,500 CAD (including tuition, accommodation and meals). A limited range of scholarships are available for qualified candidates accepted to study at Coady Institute.	$5,960 CAD This covers: Training costs, Accommodation and meals, Program materials, Emergency medical insurance Scholarships are available for qualified participants.

PROGRAMS REVIEWED	Human Rights Advocate Program, Institute for the Study of Human Rights, Columbia University. USA	Diplomacy Training Program, in affiliation with the Faculty of Law at the University of New South Wales, Australia	Annual Study Session René Cassin Foundation, International Institute of Human Rights, Strasbourg, France
Online component before, during or after the course	No online component	Unknown	No online component
Support after the program	Groups are created on social media (Facebook and LinkedIn)	No mention. There is a page for alumni to share their stories and videos on the DTP's Website.	No mention. The Institute has a Facebook and Twitter account
Methodology and content	A comprehensive program of advocacy, networking, skills-building, and academic coursework. Each advocate is assigned a Columbia University professor. Throughout the 4-month program, advocates are able to meet with a range of organisations, foundations, donors, and policymakers. Advocates participate in a networking and advocacy trip to Washington DC.	Trainers on DTP programs are experienced local, regional and international human rights practitioners, academics, and officials who understand and support DTP's philosophy of participatory training. DTP recognizes and values the experiences and skills that participants bring to its programs. The training is interactive and sharing experiences and lessons with other participants and trainers is actively encouraged.	The session provides advanced courses in international and comparative human rights law taught by specialists from various parts of the world.
Target group	• International human rights advocates	• Community advocates from Asia-Pacific countries and Indigenous Australia who work for and with NGOs/CSOs and who are working to defend and promote human rights • Applications from those working with National Human Rights Institutions (NHRIs) are also considered.	• Advanced students in legal, political or human sciences • Teachers and Researchers • Members of NGOs • National and international staff members • Members of security forces • Members of International Organisations • Lawyers, Magistrates, Jurists • Other professionals confronted to human rights

Human Rights Approach to Community-led Development Tostan, Thiès, Senegal	Online Certificate on Human Rights Leadership Development, Global Human Rights Training Institute at Human Rights and Justice Group International, Lagos, Nigeria	Community-Based Conflict Transformation and Peacebuilding, Coady International Institute, Antigonish, Canada	International Human Rights Training Program, Equitas, Montreal, Canada
No online component	Interaction with students via the Global Human Rights Leadership Training Institute training platform.	No online component	Pre-training online course Put the World to Rights. Equitas community, an online platform to support 3600 alumni.
No mention. Tostan has a presence on different social media (Facebook, LinkedIn, Youtube, Flickr)	No mention	Coady has a presence on different social media.	Individual plan, follow up 6 month and 24 month evaluation questionnaires, Regional training programs, Equitas community
This course provided an introduction to Tostan's content, human rights-based approach, participatory methodology, and outreach strategy	The programme consists of 6 different online modules, discussion and empowerment session each of which is geared towards helping the participants understand and internalize the Human Rights learning approach to development.	Participants learn to create safe, inclusive spaces for dialogue and analyses; build conflict analyses skills and tools; explore peacebuilding strategies to address root causes of family, community and work-based conflict; learn non-violent communication and mediation skills; design and deliver conflict transformation programs.	Participatory approach that encourages reciprocal learning through an exchange of experiences among participants. A program focusing on international human rights standards, current human rights issues and human rights education strategies. Exploration of human rights principles and instruments, critical reflection and sharing of experiences.
• Development practitioners working in non-profit, public or private sectors. • Activists who want to enhance and refine their knowledge of integrated, community-led approaches to development. • Individuals/students/teachers/trainers who wish to become engaged in social and international development projects.	• Human rights educators • Advocates, activists, women activists • Law enforcement officers, lawyers • Programs managers, program officers, research officers, leaders and members of coalitions and networks, staff of NGOs and CBOs, • Donor agency • Volunteers, development actors, trainers, students, • Ministry representatives	• Community-based organizations, NGOs, • Government departments, • Universities, • International organizations.	• Human rights educators representing civil society organisations, international organisations, governmental organizations and education institutions.

3.3.2 Analysis

Many international human rights programs exist around the world. As we have seen in the table above, these programs vary greatly in terms of goal, length, methodology or target groups. In light of the data presented in the table above, the following conclusion can be drawn about what distinguishes the IHRTP and its value added to the field of HRE.

• The IHRTP is the only program at the international level that focuses primarily on human rights education and has as its primary target group human rights educators.

• Given that the IHRTP is a training Program about human rights education for human rights educators, the Program methodology itself is necessarily an essential learning component for participants. Participants explore paradigms (e.g. systems approach, human rights based approach, participatory approach and the learning spiral) during the IHRTP and how to apply them in their human rights and human rights education work.

• The various programs/courses analyzed, including the IHRTP, put emphasis on knowledge and skills building, but it seems that no program/course except for the IHRTP includes the development of learning transfer plans by participants during the Program and follow up on the progress of these plans.

• IHRTP learning continues well beyond the 3 weeks in Montreal. The IHRTP is the only program that has systematic follow-up mechanisms (i.e., 6-month and 24-month questionnaires, and whenever possible, formal and informal meetings with alumni in their countries/regions, and their implication in Equitas national and/or regional programming) Ongoing support for alumni is also provided through an online platform, which constitutes a worldwide HRE community of practice of over 3,500 members, providing opportunities to engage in online discussions, as well as access and share HRE resources.

• Whereas the programs/course reviewed do not make their material readily available, the complete content of the IHRTP is made publically available every year on the Equitas website.

PART 4 - THE IHRTP

Evaluation recommendations integrated into the IHRTP

The following recommendations were integrated into the IHRTP over the last 5 years. These recommendations stem from the 2005-2010 Review Report, the annual IHRTP evaluation reports and the IHRTP team's reflections.

Gender equality

Equitas has constantly 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 (male/female) perspective. In the last five years, a number of changes were made to the IHRTP to further reinforce our approach to gender equality. Some of the most significant changes include:

• Ensuring that gender equality is addressed in every component of the Program, from participant selection to program content and delivery.

• Making sure that women are portrayed as agents of change in the examples and case studies in the Program and not only as victims of violations.

• Strengthening participants' capacity to identify strategies that promote gender equality for example during the development of their learning transfer plans (i.e. individual plans) or the regional thematic session.

• Providing examples on how to integrate a gender perspective in their individual plan.

• Integrating the session on the rights of LGBTQI people into the daytime hours of the program schedule.

• Constantly reviewing the terminology related to gender equality and LGBTQI people to ensure coherence and accuracy across the Program and with current formulation.

Educational evaluation

Measuring the impact of human rights education is a complex and long-term process. Therefore, building the skills of human rights educators in evaluation is essential to capture the results of their HRE work and increase its effectiveness. In 2011, Equitas published *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*, in collaboration with the United Nations Office of the High Commissioner for Human

Rights to address this issue. Essential content from this publication has been incorporated into the IHRTP, in particular in the section on educational evaluation. This allowed the strengthening of participants' learning about educational evaluation in human rights education. Also, electronic surveys were introduced to the IHRTP and now all the evaluation questionnaires (except for the pre-training assignment) are done through Survey Monkey. This has provided quicker access to data and the use of fewer resources.

Program methodology

The methodology of the IHRTP has been consistently cited by participants as their most significant learning. Over the last five years in particular, Equitas has strived to make the methodology and its implementation more explicit, in an effort to ensure a more effective integration of the methodology into the participants' own work. Some of the changes to achieve this include:

• Enabling participants to better distinguish interactive learning from participatory learning by reframing the description of the participatory methods and techniques used in the IHRTP according to the three pillars of a participatory approach which are: *Start with participant's experience; Critically analyze and reflect: Develop strategies for action.*

• Exploring with participants the different paradigms upon which the Program methodology is based, i.e., *a systems approach; a human rights-based approach; the participatory approach. the learning spiral* as well as processes and perspectives that are essential for implementing human rights education in line with HRBA i.e., *critical reflection, evaluation, and a gender perspective.* Participants are also provided with the opportunity to actually try out integrating the methodology in HRE design as well as through the development of their learning transfer plans.

HRE for community-level change

Since the 2010 Review of the IHRTP, significant efforts have been made to better address the role of HRE in social change. To this end, the Program was reworked to include a stream that focuses particularly on actions for social change of which HRE is key. Each year since, this stream of the Program has undergone adjustments aimed at making it more useful and practical for participants. Most recently, as mentioned above, participants are given the opportunity, in this stream, to practice designing an HRE initiative that would contribute to community-level change.

Physical and online security
Given the precarious security situation of human rights defenders around the world, including many IHRTP participants, issues of both their physical and online security has been highly relevant to the participants in the last five years. These issues were addressed in different sessions at the IHRTP.

All of these changes have enhance the quality of the Program and participants' learning as evidenced by the feedback received on the IHRTP over the last years.

Online components
Systematic follow up to the IHRTP is considered an important distinguishing feature of the Program. Over the years, Equitas has introduced different components aimed at building momentum during the IHRTP for future engagement of participants in this online

Community of Practice. These include:

• Holding, for three years, an **HRE photo contest** prior to the IHRTP.

• Having participants do **Program activities on the Equitas Community** during the Program

• And most recently, integrating an **online training component** on basic human rights, i.e., *Put the World to Rights*, to be completed by all participants before coming to the Program. In addition to exposing participants to online learning in HRE, the course, designed according to a participatory approach, also aims at ensuring some common understanding of human rights among the participants.

PART 5 - RECOMMENDATIONS

This section summarizes key recommendations based on the information gathered from the different sources consulted for this report. It must be noted that Equitas evaluates the Program on an annual basis and incorporates relevant feedback received. The purpose of the 5-year reviews of the Program is to review the IHRTP more globally to ensure that it remains at the forefront of human rights education and continues to meet the needs of human rights educators from different regions of the world. The recommendations below were developed from this perspective.

5.1 Participants
The **diversity of participants** attending the IHRTP (in terms of age, origin, gender, education level, professional background, types of organizations) represents a richness for the Program.

In terms of **geographic representation**, almost all participants come from countries of the global South. The results of the review concluded that the Program would also benefit from representation from Canada or other Western countries as well as from Indigenous communities in Canada.

Recommendation 1
Specifically target greater participation from organizations from Canada, USA, Europe, in particular those working with for example Indigenous communities, Roma people and people living with disabilities.

Decision-makers and government representatives now represent approximately 10% of IHRTP participants. Because they can have an important impact on HRE activities, engaging with them at various stages of human rights and HRE work is essential. Therefore, their continued participation in the Program is deemed important in order to have the perspective of this group in the discussions.

Recommendation 2
Ensure that each year at least 10 to 15% of participants represent decision makers (including national human rights commission representatives, government representatives and ministries, and city-level representatives).

The goal of the 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.

This entails **participation and inclusion of all** groups in society and in particular, those who are marginalized. It also entails selecting **organizations** that are committed to **retransmitting** their learning within their organizations and communities.

Recommendation 3
Specifically target human rights educators who work with and/or are members of marginalized groups (e.g., people living with disabilities, LGBTQI people, Indigenous people, defenders of the rights of land and the environment, journalists and bloggers). This enables a deeper understanding of issues faced by all these groups among all participants, which is critical to implementing a human rights-based approach in their work.

Recommendation 4
Ensure that efforts are strengthened in order to select participants from organizations that are most likely to have the greatest multiplier effect after the IHRTP.

Ensuring a good representation from all of these groups would further enhance the sharing of lessons learned and good practices on the global scale, which has been repeatedly highlighted by participants as an important feature of the IHRTP.

5.2 Curriculum content and process
The **situation of human rights defenders** is becoming more difficult in many countries and in particular in those countries where laws restrict human rights work. During the IHRTP, participants have the opportunity to address difficult human rights issues, share HRE strategies and build skills to address challenges in their particular context.

Recommendation 5
Address the issue of shrinking space for human rights and human rights education work more directly during the Program as well as explore effective strategies to deal with the issue. This could include: how to implement HRE activities in the context of shrinking space, how to prevent or deal with new forms of repression and react to defamation and stigmatization campaigns through HRE.

Issues related to the **environment and to sustainable development** of communities are becoming more and more urgent across the world and as such warrant attention in the field of HRE and in the IHRTP.

Recommendation 6
Consider how best to address rights related to the environment in the Program.

Recommendation 7
Have participants explore how they can use the Sustainable Development Goals to enhance their work.

HRE is a social action that has a fundamental role to play in the realization of all human rights. The participatory approach of the Program 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. This approach to HRE is both the process through which this is achieved as well as a main skill to be mastered in the IHRTP. The interweaving of content and process elements aimed at building human rights knowledge, skills and attitudes for effective social action has consistently been highly appreciated by all the participants. Each year participants have reported that the Program has increased their **capacity to design and/or facilitate HRE** activities and helped change their ideas and perspectives on issues such as the universality of human rights, gender equality and the rights of LGBTQI persons.

Recommendation 8
Continue strengthening design and facilitation skills of participants by, for example, calling particular attention to these process elements during the Program and continuing to draw on different media forms such as art and theatre as effective means for HRE.

Making participants aware of the **prominence** that **HRE** has gained over the last 20 years can help inspire and support them in their HRE work.

Recommendation 9
Address during the Program the ways through which HRE has established itself as an important part of the global human rights movement and how participants can leverage this in their HRE work.

5.3   Follow-up and evaluation
The **individual plan**, a key follow-up tool for participants to plan how to transfer and put into action their learning from the Program, remains a unique and central feature of the IHRTP. Follow up on the Individual Plan provides an opportunity to measure impact and to collect success stories. Coaching participants on the development of their individual plan during the Program is essential to the development of realistic and effective plans, thus increasing the potential for impact. However, as evidenced by responses to IHRTP follow-up questionnaires, participants encounter difficulties in the implementation of their individual plans and would benefit from additional **coaching.**

Recommendation 10
The Equitas Community could be used as a tool to support the participants in the continued development and implementation of their plans after the Program. Individual plan coaches from Equitas staff could provide this support on the Equitas Community by answering questions, encouraging the sharing of good practices, documenting impact stories and putting participants from the same region, who are working on similar issues, into contact with each other.

Recommendation 11
Consider allocating some staff time for coaching of a number of promising individual plans (those that are deemed to have potential for broader impact), after the IHRTP.

Measuring the impact of human rights education is a complex and long-term process. Therefore, building the skills of human rights educators in evaluation is essential to capture the results of their HRE work and increase its effectiveness. A number of actions have been taken to address skills building in evaluation of IHRTP participants.

Recommendation 12
Continue efforts to build capacity in HRE evaluation, so that participants can better explain the concepts of change and impact and better capture the results of their HRE work.

5.4   Networking and use of technology
Networking among different participants is very important as it facilitates the sharing of lessons learned and good practices during and after the IHRTP. The Equitas Community is key in this regard.

Recommendation 13
Create more opportunities for IHRTP alumni to network through the Equitas Community by, for example, expanding the use of the Equitas Community during the IHRTP and providing more opportunities for participants to take leadership in activities on the Community during and after the IHRTP.

5.5   Facilitation team

Equitas is dedicated to assisting IHRTP alumni to further develop their capacity in human rights education. One way of doing this is by inviting qualifying alumni to work as co-facilitators at the annual IHRTP. Working in this unique environment is not only an opportunity to build facilitation skills, but a learning experience in how such a large-scale program takes place.

The objectives for bringing IHRTP alumni back to the IHRTP as co-facilitators are to strengthen their capacity to develop, deliver and facilitate human rights education activities; use a participatory approach in human rights education; analyze human rights standards and issues; and establish networks. Co-facilitation can present, however, an added layer of complexity for some facilitators, in particular those facilitating the IHRTP for the first time. However, for others it may be viewed as a value added, even when it is their first time as facilitators.

Recommendation 14
Ensure that facilitators selected for the IHRTP each year are consulted beforehand to gauge their comfort-level in working with a co-facilitator.

5.6   Resource persons

IHRTP participants have greatly benefited over the years from the opportunity to interact with resource persons who have a significant role to play in advancing national, regional or international human rights agendas such as the UN Special Rapporteur on the Situation of Human Rights Defenders and representatives from the UN OHCHR.

Recommendation 15
Continue to actively explore opportunities to build relationships with, and the engagement of, resource persons who have a significant role to play in advancing national, regional or international human rights agendas, so as to be able to secure their participation over several days at the IHRTP each year.

"When I raise these issues some complain that I am pushing for new rights, for special rights for LGBT people. But there is nothing new or special about the right to life and security of person, the right to freedom from discrimination. These and other rights are universal; enshrined in international law but denied to many of our fellow human beings simply because of their sexual orientation or gender identity."

UN High Commissioner for Human Rights, Navi Pillay, May 2012, UN News Centre, available at http://www.un.org/apps/news/story.asp?NewsID=42024&Cr=gay&Cr1#.WC3LIiS2WYM

REFERENCES

Amnesty International. *The State of the World's Human Rights, Report 2015-2016*. London: Amnesty International Ltd., 2016.

Amnesty International. *The State of the World's Human Rights, Report 2014-2015*. London: Amnesty International Ltd., 2015.

Amnesty International. *The State of the World's Human Rights, Report 2013-2014*. London: Amnesty International Ltd., 2014.

Amnesty International. *The State of the World's Human Rights, Report 2012-2013*. London: Amnesty International Ltd., 2013.

Amnesty International. *The State of the World's Human Rights, Report 2013-2014*. London: Amnesty International Ltd., 2012.

Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms. Available at http://www.ohchr.org/EN/Issues/SRHRDefenders/Pages/Declaration.aspx

Equitas and the OHCHR. Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators. Montreal and Geneva, 2011.

Equitas. *International Human Rights Training Program, Evaluation Report.* Montréal, 2015.

Equitas. *International Human Rights Training Program, Evaluation Report.* Montréal, 2014.

Equitas. *International Human Rights Training Program, Evaluation Report.* Montréal, 2013.

Equitas. *International Human Rights Training Program, Evaluation Report.* Montréal, 2012.

Equitas. *International Human Rights Training Program, Evaluation Report.* Montréal, 2011.

Equitas. *International Human Rights Training Program, Evaluation Report.* Montréal, 2010.

Forst, Michel. *Facing Risks and Threats for Defending Human Rights: The Voice of Human Rights Defenders.* United Nations Special Rapporteur on the Situation of Human Rights Defenders.

Forst, Michel. Statement by Michel Forst, *SPECIAL RAPPORTEUR ON THE SITUATION OF HUMAN RIGHTS DEFENDERS* 71st session of the General Assembly, Third Committee, Item 68 (b and c) 21 October 201 6 New YorK, available at, https://www.protecting-defenders.org/sites/protecting-defenders.org/files/SR%20HRD%20statement%20GA%2021%20Oct%202016-final.pdf

Human Rights Watch. *Rights in Transition: Making Legal Recognition for Transgender People a Global Priority.* Consulted in September 2016 at https://www.hrw.org/world-report/2016/rights-in-transition

ILGA. *State-sponsored Homophobia: A world survey of laws criminalizing same-sex sexual acts between consenting adults.* Geneva: ILGA, 2015.

Office of the United Nations High Commissioner for Human Rights. *Plan of Action for the third phase (2005–2009) of the World Programme for Human Rights Education.*

Office of the United Nations High Commissioner for Human Rights. *Plan of Action for the third phase (2010–2014) of the World Programme for Human Rights Education.*

Office of the United Nations High Commissioner for Human Rights. *Plan of Action for the third phase (2015–2019) of the World Programme for Human Rights Education.*

Tibbitts, Felisa. Evolution of Human Rights Education Models, forthcoming Chapter 4 in *Human Rights Education: Theory, Research, Praxis,* Monisha Bajaj Ed.

United Nations Declaration on Human Rights Education and Training. Available at http://www.ohchr.org/EN/Issues/Education/Training/Pages/UNDHREducationTraining.aspx.

UN Women. *2011-2012 Progress of the World's Women, In Pursuit of Justice.* New York: United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) , 2011.

WWF, *Living Planet, Report 2016.* https://www.wnf.nl/custom/LPR_2016_fullreport/

Human Rights Programs reviewed
Human Rights Advocate Programs, Institute for the Study of Human Rights, Columbia University, New York City, USA, http://www.humanrightscolumbia.org/hrap/human-rights-advocates-program

Human Rights Facilitator Training, John Humphrey Centre for Peace and Human Rights, Edmonton, Canada, http://www.jhcentre.org/resources-training/human-rights-facilitator-training

Annual Study Session, René Cassin Foundation, International Institute of Human Rights, Strasbourg, France, http://www.iidh.org/UK/index.php?p=page&idP=6

Human Rights Approach to Community-led Development, Tostan Training Center, Thies, Senegal, http://tostan.org/ttc

Online Certificate on Human Rights Leadership Development, Global Human Rights Training Institute at Human Rights and Justice Group International, Lagos, Nigeria, http://www.justicegroup.us/human-rights-leadership

Community-Based Conflict Transformation and Peacebuilding, Coady International Institute, Saint-François Xavier University, Antigonish, Canada, http://coady.stfx.ca/education/certificates/peace

equitas

Centre international d'éducation aux droits humains
International Centre for Human Rights Education