



East Africa Human Rights Training Program

October 15 – 27, 2017



Evaluation Report 2017



Executive summary

This is the evaluation report for the 5th East Africa Human Rights Program (EAHRP) which took place at the MS TCDC, near Arusha, Tanzania, October 15 – 27, 2017. This report is addressed mainly to Program stakeholders, which include participants, facilitators, resource persons, EAHRP alumni, funders, Canadian Embassies and High Commissions as well as Equitas staff.

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

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

This year's Program brought together thirty-five (35) human rights defenders and educators from seven (7) countries. It also included six (6) facilitators, three (3) resource persons, one (1) Equitas staff member, and two (2) alumni from the region who participated in coaching the team and coordinating the Program. In addition, three (3) volunteers contributed their time throughout the two-week Program.

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

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

Ninety-four percent (94.5%) of participants that completed the General Evaluation reported that they were very satisfied (77.78%) or satisfied (16.67%) with the 2017 EAHRP.¹ Ninety percent (90%) of participants felt that the Program addressed the needs they identified prior to attending.

The EAHRP continues to be a Program that is highly recommended by participants: one hundred percent (100%) indicated they would recommend the Program to others from their organization or country.

As one participant noted: *"The program is an excellent one for anyone who wants to use human rights education to create social change."* - [Kenya]

¹5.5% of participants reported being very dissatisfied. However, the overwhelmingly positive comments provided by participants contradict this. This indicates that these responses were likely a misreading or misinterpretation of the rating scale.



Program undertaken with the financial support of the Government of Canada provided through Global Affairs Canada (GAC), as well as support from the Open Society Initiative for Eastern Africa(OSIEA), UHAI - the East African Sexual Health and Rights Initiative (UHAI EASHRI), American Jewish World Service(AJWS) and the Embassy of France to Tanzania. We would also like to thank those organizations who have been able to contribute to the participation of their candidates.

Organization of this Report

This is the evaluation report for the 5th East Africa Human Rights Program supported by Equitas – International Centre for Human Rights Education (Equitas). The Program took place at the MSCTDC, October 15 – 27, 2017. This report is addressed mainly to Program stakeholders, which include participants, facilitators, resource persons, EAHRP alumni, funders, Canadian Embassies and High Commissions as well as Equitas staff.

Part I of the report contains basic information related to the EAHRP.

Part II describes the results of the EAHRP evaluation.

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

Part 1: Program Description

This intensive two-week training is an intermediate-level Program, intended primarily for representatives of non-governmental organizations (NGOs), national and regional human rights institutions and government bodies involved in the advancement of human rights through human rights education (HRE).

The goal of the 2017 East Africa Human Rights Program 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.

The Program uses a participant-centered approach, called the participatory approach, that encourages reciprocal learning through an exchange of experiences among participants, facilitators and resource persons. A participatory approach encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards.

Program objectives

By the end of the EAHRP, participants should be able to:

- Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of their organizations
- Identify ways in which human rights education can increase the effectiveness of their human rights work
- Integrate a participatory approach into their human rights and human rights education work
- Indicate appropriate ways for putting their learning from the EAHRP 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

Participant profiles

The 2017 session of the EAHRP brought together thirty-seven (35) human rights defenders and educators from seven (7) countries. It also included six (6) facilitators, three (3) resource persons, one (1) Equitas staff member, and two (2) alumni from the region who participated in coaching the team and coordinating the Program. In addition, three (3) volunteers contributed their time throughout the two-week Program.

The participants were selected by a Selection Committee primarily represented by alumni from the Region who reviewed all the applications based on the criteria shared in the Application Package.

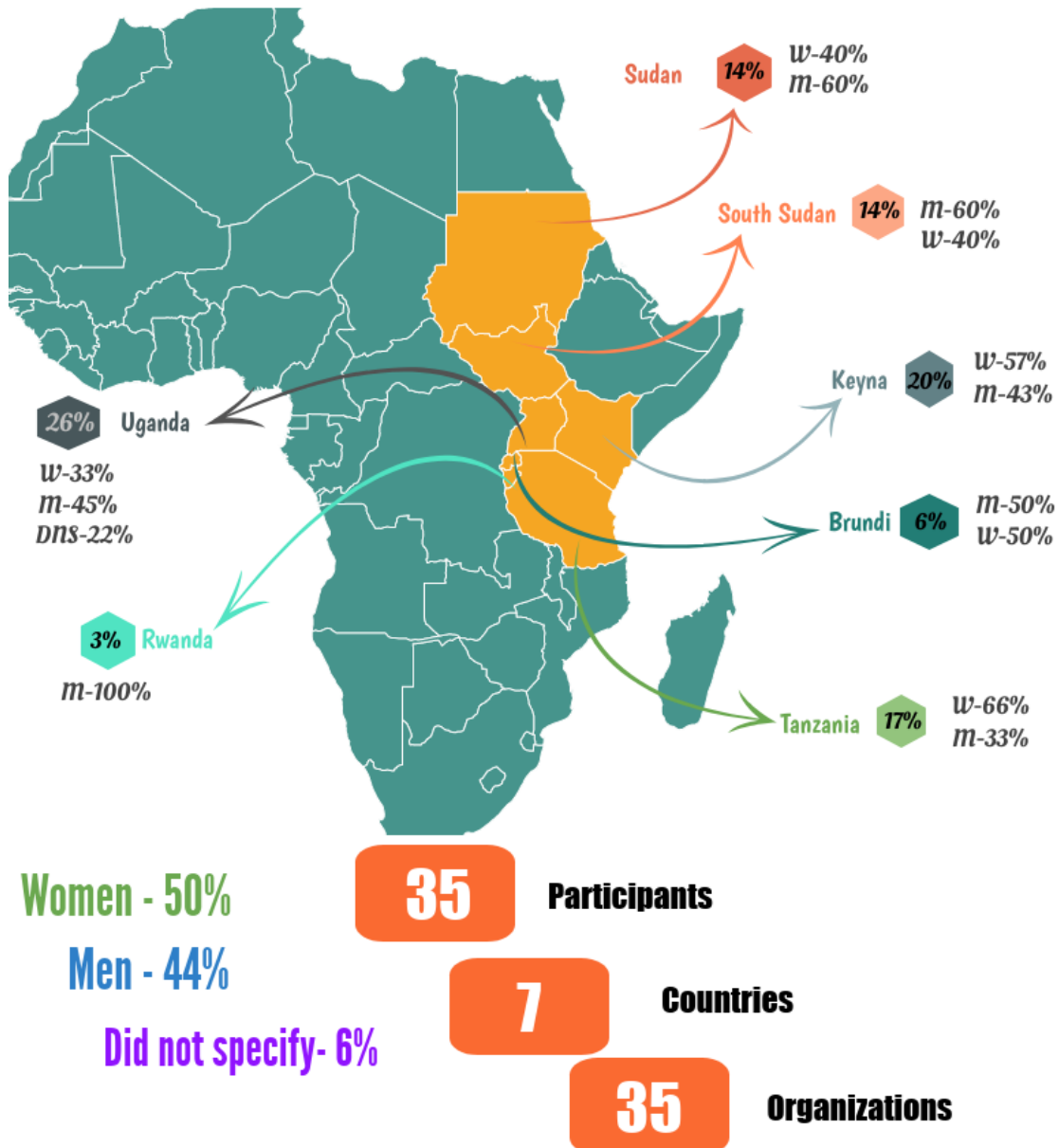
Table 1 below presents the participants by country and gender.

Table 1. EAHRP participants by country and gender				
Country	Men	Women	Did not specify	Total
Burundi	1	1		2
Kenya	3	4		7
Rwanda	1			1
South Sudan	3	2		5
Sudan	3	2		5
Tanzania	2	4		6
Uganda	3	4	2	9
TOTAL	16	17	2	35

Equitas would like to acknowledge that the participation of some individuals was made possible through the support of the following sponsors: Government of Canada provided through Global Affairs Canada (GAC), Open Society Initiative for Eastern Africa(OSIEA), UHAI - the East African Sexual Health and Rights Initiative (UHAI EASHRI), American Jewish World Service(AJWS) and the Embassy of France to Tanzania. We would also like to thank those organizations who have been able to contribute to the participation of their candidates.



East Africa Human Rights Program 2017



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

Summary of changes made to the 2017 Session of the EAHRP

The following content changes were made to this year's EAHRP (2017). These changes are based on the recommendations put forward in the 2016 EAHRP evaluation report and the EAHRP team's reflections.

Diversity, gender equality and non-discrimination

The EAHRP continues to reinforce its approach to diversity, gender equality and non-discrimination each year. This year the program included a sharper focus on diversity and included conversations on intersectionality.

There was also increased focus on how gender and gender equality are framed in the EAHRP to ensure broader inclusion of non-binary realities (i.e. the binary gender paradigm). For example, when discussing gender equality or equality between men and women, we added questions related to persons with other gender identities (e.g., trans, queer or intersex people).

The organizing team also ensured a diverse participant group. This enabled a broader discussion of effective strategies for the promotion and protection of the rights of marginalized groups, such as LGBTQI, and people with disabilities.

The Convention on the Rights of Persons with Disabilities was also added to the program content.

Human rights terminology

We added an introduction to the underlying principles of human rights definitions to explain why these principles should guide our human rights education work. We also included key concepts and definitions with regards to gender, gender identity and sexual orientation.

Individual plan

In order to further enhance to effectiveness of the individual plan coaching process and the subsequent quality of the plans, a job-aid for facilitators was produced with tips for good individual plans, and a supporting feedback grid was also completed by facilitators and shared with participants.

Resource manual

The resource manual was updated with the addition of several articles to reflect and support the focus on diversity and the challenges experienced in the East African context.

Participant led sessions

Participants were given the opportunity to lead on two evening sessions; one which looked at the physical and online security of human rights defenders and a 'Marketplace' which provided the participants an opportunity to share some of the best ideas and activities from their work, experiences and creativity.

Part II: Program Evaluation

Evaluation Method

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

- A General Evaluation questionnaire completed by participants at the end of the EAHRP, that covered all aspects of the Program.
- Completed evaluation grids of the Individual Plans developed by participants throughout the course of the Program and submitted to Equitas at the end of the EAHRP.

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

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

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

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

General satisfaction

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

Participants' Perspective of the Program

The General Evaluation questionnaire completed by all the participants at the end of the EAHRP, that covered all aspects of the Program.

Overall satisfaction and level of the Program

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

Ninety percent (91%) of participants felt that the Program addressed the needs they identified prior to attending and ninety-four percent (94.5%) of participants reported that they were very satisfied (77.78%) or satisfied (16.67%) with the 2017 EAHRP.²

Ninety-seven percent (97%) of participants on average strongly agreed (22.5%) or agreed (75%) that they were able to achieve the overall objectives of the Program. Ninety-seven percent (97%) of participants strongly agreed (14.71%) or agreed (82.35%) **that the topic of diversity and non-discrimination** was adequately addressed throughout the EHARP. Disaggregating the results by gender reveals no significant differences between men and women's total ratings. More women than men, however strongly agreed that the topic of diversity and non-discrimination was adequately addressed (93% of women strongly agreed and 7% agreed whereas 76% of men strongly agreed and 24% agreed).

Representative comments included:

*"I noted from the very beginning that the participants were from different countries and backgrounds; age, gender, education etc. In our group there was gender parity; even the facilitators were male and female. In the classroom I think the facilitators did their best to explain ...the concepts of diversity and non-discrimination. I think there was a deliberate attempt by the programme not only to **teach** but also to **practice diversity and non-discrimination**. "*

- [Uganda]

"I am tuned anew that aspects of non-discrimination cannot be looked very far. One has to start with oneself, family, colleagues and communities. And in all this, I am convinced that it is a matter of human dignity which deserves respect. In all I do, I will continue to be guided by this principle so that I do justice to all persons of different backgrounds, anywhere any time."

- [South Sudan]

"I am glad that LGBTQ and sex work issues were talked about and also the fact that I was given time to hold a session on Feminism and SOGIE (sexual orientation, gender identity and expression) for those who needed further information than addressed by the program."

- [Uganda]

"Diversity and non-discrimination are values that were emphasised on throughout the program. Right from the first day, one of the values that guided the training."

- [Kenya]

"We were taught on the way we want to receive and give feedback. As a sex worker and bi sexual woman this platform was so welcoming, nondiscriminatory and I felt safe and secure."

- [Uganda]

"With no limitation in every session diversity and non-discrimination was accountable and putted in practice"

[Tanzania]

²5.5% of participants reported being very dissatisfied. However, the overwhelmingly positive comments provided by participants contradict this. This indicates that these responses were likely a misreading or misinterpretation of the rating scale.

The Program's integrated approach to learning, which combines human rights content and human rights education methodology was appreciated by all the participants. Ninety-seven (97%) of participants said that the EAHRP has increased their capacity to carry out human rights education activities.

The EAHRP continues to be a Program that is highly recommended by participants: one hundred percent (100%) indicated they would recommend the Program to others from their organization or country.

As one participant noted:

"The EAHRP has come at time where civil society actors in my country are being targeted and the space continues to shrink. I am glad to have gotten this chance to attend this program. It is designed in a way anyone would easily relate to and easy practiced at individual level. "

- [Kenya]

Other representative participant comments on the program included:

"We need more Human rights actors to go through this training in order to equip more of us with knowledge and skills in HRE but also to change perceptions and attitudes about different things."

- [Uganda]

"The more number of well equipped and trained in human rights issue and transference of that knowledge to others, means general awareness and transference if human rights culture."

- [Sudan]

"The program is an excellent one for anyone who wants to use human rights education to create social change."

- [Kenya]

Level of the Program

As stated previously, the EAHRP is an intermediate-level program. However, when participants were asked to rate the overall level of the Program, eighty-five percent (84.8%) reported that the Program was advanced and fifteen percent (15.15%) reported it was intermediate.

Program objectives

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



Table 2: Overall Program Objectives

	Strongly ³ Disagree	Disagree	Agree	Strongly Agree
Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization	2.28%		28.57%	68.57%
Identify ways in which human rights education can increase the effectiveness of my human rights work	2.28%		14.29%	82.57%
Integrate a participatory approach into my human rights and human rights education work	2.94%		8.57%	88.57%
Employ a basic evaluation process for assessing the results of my human rights education work	2.94%		26.47%	70.59%
Determine strategies for promoting gender equality in my human rights education work	3.03%		26.47%	70.59%
Explore networking opportunities essential for furthering the cause of human rights	2.28%		27.27%	69.70%
Indicate appropriate ways for putting my learning from the EAHRP into practice in the work of my organization	2.28%		11.43%	82.86%

Some comments about the objectives included:

“During this EAHRP we have learnt how to use the international and regional rights treaties (documents), and we have learnt the participatory approach and techniques that lead to make critical analysis of situation of human rights for social change. At the end the training I developed an individual plan to be implement using participatory approach in my organization with main focus of promote the human rights values and gender equality within National Union of Disabilities' Organizations of Rwanda (NUDOR).”

- [Rwanda]

“The EAHRP has been very effective to me. I have acquired skills that I will incorporate in my organization. From the participatory approaches and techniques to the overall contents such as promoting gender equality, monitoring, evaluation and advocacy skills.”

- [Kenya]

“There was a lot learnt from the program. Many new ideas, concepts and practical things. While I have absorbed a lot of this, I still need time to internalize the material for application in my organization. Some of the concepts and applications were straightforward, but others need further

³ 2.28% -3.03% of participants strongly disagree. However, there were overwhelmingly positive comments. This indicates that these responses were likely a misreading or misinterpretation of the rating scale.

reflection before and during operationalization. I will need to read the manual afresh to gain the necessary confidence to apply.”

- [Rwanda]

Participant's Learning

Ninety percent (90%) of participants felt that the Program addressed the needs they identified prior to attending and ninety-four percent (94.5%) of participants that completed the General Evaluation reported that they were very satisfied (77.78%) or satisfied (16.67%) with the 2017 EAHRP.⁴

Spiral Model^{Gender}
Participatory Approach^{Participants}
Human Rights^{Technique} Learning
Knowledge^{Advocacy}

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

Table 3: Most important learning ⁵	
Program elements	Percentage of Respondents (N =26)
Participatory approach and/or Spiral model	57%
Advocacy	14%
Diversity (LGBTQI, equality, non discrimination)	8%
Importance of HRE, more knowledge on HRE	6%
International and regional human rights instruments	6%

HRE is typically defined as all learning that, builds knowledge, develops skills, attitudes and behaviours in line with the principles and values of human rights. Participants cited the skills, tools, approaches and methodologies of the program as contributing significantly to their learning.

A participatory approach is one key element of this learning process and participants consistently report that it is one of the EHARP's most important contributions to their work.

⁴2.8% of participants reported being very dissatisfied. However, the overwhelmingly positive comments provided by the participant contradict this. This indicates that these responses were likely a misreading or misinterpretation of the rating scale.

⁵ Some participants mention more than one reason in their response. When this was the case, both reasons were included in the calculation of the percentage. Percentage was calculated based on the total number of respondents to the question.

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

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

"Participatory approach in Human Right Education is the mother of success."

- [Tanzania]

Participatory approaches to human rights education. I feel that my future engagements with communities and beneficiaries of my training initiatives will be more relevant and effective. The impact of my organization's work will be greater.

- [Kenya]

"The most important thing I learned in the EAHRP is the participatory approach that has brought to life the concept of Community and Human rights defender working together. Which also solves the problem of implementation of programs."

- [Uganda]

Most significant change in perception

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

Significant Change ^{Effective} Perceptions
Discrimination Community Respect
Human Rights ^{LGBTI} Gender ^{Method}
Participatory Approach

Table 4: Most significant change in perception

Acceptance, respect for diversity (LGBTQI, ethnicity, non-discrimination, respect for difference)	44%
Importance of using a participatory approach for human rights education	14%

The most common changes participants mentioned related to diversity, and in particular, gender diversity. This demonstrates the importance of the theme within the program, and how bringing together diverse groups of people for a human rights education training can help to shift attitudes and behaviours.

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

“My most significant change in my perceptions or ideas in the result of the activities during the EAHRP is that the use of the participatory model is more effective as it gives an opportunity and a wide range to participants to fully and actively participate in meetings.”

- [Tanzania]

“I learned that different communities from different countries can have different culture, beliefs... but can have the same human rights struggles and violations.”

-[Burundi]

“I thought that gender involved just men and women and showing number of men and women, but it is a much broader aspect. We consider not just men and women but also PLWA, PLWD, LGBTIQ, mature citizens, OVCs, youths, etc. Gender aspect is not only numbers but also participation and feedback. How to receive feedback and how to give feedback.”

- [Kenya]

“The diversity of gender. I have exchange experience with participants other than women and men. It helped me to understand the concept of gender diversity.”

- [Rwanda]

“The principle of diversity is something I now take very seriously. I intend to respect and integrate it in my official engagements with others and in my personal interactions”

- [Kenya]

Individual Plan

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

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

Participants are assisted by their peers and facilitators throughout the development of their plan. They present their final plan are presented on the last day of the program and are provided with a quality rating.

All EAHRP participants produced an Individual Plan and were asked to provide an approximate number of people that will benefit directly and indirectly from their Individual Plan. Participants reported 921(N = 32) direct beneficiaries and 4,425 (N =32) indirect beneficiaries⁶.

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

⁶ When participants did not list the number of indirect beneficiaries, we multiplied the direct beneficiaries by 5.

Table 5. Individual Plan for putting my learning into action

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Preparing the Individual Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the EAHRP.			20.59%	79.41%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan.		2.94%	35.29%	61.76%
c. Support provided by my facilitator was helpful in preparing my Plan.			14.71%	85.29%
d. Support provided by my peer and group was helpful in preparing my Plan.			24.24%	75.76%

Representative participant comments on this learner product included:

"This has been my first experience of an individual plan after attending a training. The instructions and the work sheets were very helpful because they guided me to make my plan effective. My facilitators were so amazing and they could check on me all the time to support me and make sure that am on the right track. They gave me insight of what I can do to make an I individual plan which can be achieved within a given time. My team members helped me a lot because they shared their skill and experience to support me. We did wonderful group works and we all participated equally. "
- [Uganda]

"I was able to pick the instructions in the booklet because they were clear. Besides, the guidance provided to me by the facilitators made my plan even more easier. I finished in time and was able to offer assistance to about 3 persons of my group. When their work was rated nice during the discussion, I feel that I have understood what I will be doing in my individual plan. However, I happy to continue correcting areas of weaknesses and realities as I embark on the implementation phase."
-[South Sudan]

"I found the individual plan to be a very important tool and I intend to continuously use it even in the implementation of other activities that I implement in my organization. I received very useful suggestions from my facilitators and my peers and group members on the things I can do to make my planned activity more effective."
- [Kenya]

"I didn't realize how much the EAHRP had opened up my mind and my concept of doing work until I started preparing my individual plan. It was tough I must admit but it also helped me conceptualize my work and think at the grass root level and while using minimum resources which I wouldn't normally do. I think it is a very practical evaluation tool."
- [Uganda]

Some participants expressed the need for improving the plan either through increased coaching or clarifying the instructions. Respondent comments included:

"The instructions were so complex."
- [Tanzania]

“On the instructions and the worksheets, I found them to be somewhat repetitive. For instance, worksheet 3 and worksheet 4 should be combined.”

- [Kenya]

EAHRP facilitators rate the quality of the Individual Plans developed by participants along a number of criteria including: 1) whether the plan integrates appropriate content from the EAHRP 2) integration of the participatory approach into their plan, 3) whether a gender perspective is effectively integrated in the plan and; 4) whether the plan clearly outlines a process for evaluating results. The majority of Individual Plans produced fully met or partially met the above criteria.

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

In terms of direct beneficiaries of the Individual Plans, they included members of staff of the participants' organization, prisoners, sex workers, women and girls in refugee camps and some specifically involve working with children and youth (for those organizations who work with youth).

Some examples of plans include:

- Training persons with physical disabilities on human rights education and the human rights-based approach
- Monitoring and documenting human rights violations in Yei.
- Training prisoners at Kisumu Main Prison with knowledge and skills on the criminal trial process and the content of the right to fair trial.
- Equipping organization with HRE and HR values and principles learnt at the EAHRP
- Training staff on the strategies and techniques used in a participatory approach to HRE
- Strengthen young boys and girls' capacity to deliver key messages related to child protect, gender based violence and violence against children to other peers through HRBA
- Training for staff, as well as women and girls living in displaced and refugee camps
- Human rights education for girls and women, so they can access education

Part III: Conclusions and Recommendations

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

To remain at the forefront of human right education, the EAHRP team reviews the Program content before each Session. Changes to the content are made in light of the previous year's evaluation and recommendations to ensure the Program is coherent with the current trends in human rights and human rights education, and the current context of the participants. The EAHRP needs to continue to explore ways to effectively address emerging Regional challenges while at the same time continuing to enhance participants' capacity to focus on diversity, gender equality and use human rights-based approaches ensuring a more holistic vision in addressing human rights issues in their communities through human rights education. Recommendations in this report are framed within this broader vision

Building knowledge and capacity of participants

Overall, the participants indicated that the EAHRP was a positive experience, which not only strengthened their knowledge and skills in human rights and human rights education, but provided an opportunity to network and share with others in the field. When asked what the one thing they will take away from the EAHRP experience, participants shared the positive impact the program had for them personally.

"Change of my life in how I should maximise the human rights values starting with my personal and professional life, my family, my organisation and my country. I am taking away knowledge and skills. I am taking away strong believe that I cannot be the same again. Even if I attend another training of human rights, it will be just because learning cannot end. This training seems to me the last to me mentor in human rights and its associated relevance."

- [South Sudan]

"Most of the learning, and experience that I got from EAHRP will make sure I am practicing in my daily life."

- [Tanzania]

"I have a greater network of friends and colleagues in the human rights movement in East Africa. I'm also empowered and ready to put my newly acquired knowledge and skills to practice."

- [Kenya]

Addressing Regional Challenges

Shrinking space for human rights and human rights education work

The issue of shrinking civil society space was a recurrent theme in discussions in all of the groups and was identified as an issue which was prevalent across the region.

Recommendation

It is recommended that EAHRP continue to explore the theme of shrinking space for human rights and human rights education, as this is an important subject that affects the work of human rights educators throughout East Africa and use this as a knowledge building opportunity to share strategies.

Physical and online security of human rights defenders

This year, we discussed the physical security of human rights defenders in the program. It was led by two participants. Given the precarious security situation of human rights defenders around the world, including many EAHRP participants, issues of both physical and online security of human rights defenders remain highly relevant. In terms of the session regarding online security, 70.5% of participants reported that the presentation was useful (17.65%) or very useful (52.94%) for their work and rated it as very good (29%) or good (47%).

“The evening session on security and protection on Human Rights was useful and I now understand how to protect my information on line and myself, family members, office mates and my community from human rights violators.”

-[Tanzania]

“As a human rights activist I appreciated very much evening session in security because it provided me with extra information about security when am doing my work in human rights.”

-[Sudan]

“Evening security session on security and protection is a key, especially to us, the Human Rights defenders. Often times we get arrested, kidnapped, being trucked in many ways, so it was a way of guaranteeing ourselves safety.”

-[South Sudan]

Recommendation

It is recommended that EAHRP continue to provide space in the program to discuss both these issues, drawing on the expertise of the participants, facilitation team and organizers.

Participant led sessions

Marketplace – Sharing knowledge and skills

The Marketplace is designed as an opportunity for everyone to share some of the best ideas and activities from their work, experiences and creativity. It is an opportunity to exchange ideas and learn from one another. 86 % of participants reported that the marketplace was useful (20.59%) or very useful (64.71%) for their work.

“On marketplace, it was great for me as it gives me opportunity to share my experiences. I was happy to hear questions and requests to me on how I should offer guidance on how advocacy can be done in certain peculiar situations. I have already shared the tips our organization has been using in working with Parliament and I am ready to share even further in details when requested to do so.” --

[South Sudan]

Recommendation

It is recommended that the Program continues to provide this space.

Diversity, non-discrimination and equality

HRBA and non-discrimination

As a human rights-based approach is central to the EAHRP, and a key aspect of this approach is the realization of the rights of excluded and marginalized populations, EAHRP has been building knowledge and pushing its thinking around how to ensure that the rights of these people are also taken into account.

A first step was to ensure their inclusion in the EAHRP. Therefore, in 2017 there was a concerted effort to invite participants working on the rights of the LGBT community, as well as those working with persons with disabilities (PWDs).

Six (6) participants mentioned in their application form that one of the main groups their organizations worked with included LGBTI groups. Three (3) participants mentioned in their application form that one of the main groups their organizations work with included people with disabilities.

Their inclusion in the Program enabled numerous discussions during the plenary sessions and within the groups about the reality, challenges, rights and opportunities of marginalized groups.

The Convention on the Rights of Persons with Disabilities was also added to the program content.

Recommendations

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

- Include a discussion on intersectionality and non-discrimination to ensure that rights of all marginalized people
- Prepare a tip sheet for Equitas staff and the facilitation team on the inclusion of PWDs at the EAHRP

Diversity

In addition to making efforts to include marginalized groups in the program, the content was revised to focus more sharply on the concept of diversity and its impact on how rights are accessed and enjoyed. Diversity is a reality created by individuals and groups from a broad spectrum of demographics and philosophical differences. Human beings are the same, because we are all human, but different because we are all diverse. Diversity includes differences in ethnicity, race⁷, class, gender, gender expression, sexual orientation, age, physical abilities/qualities, as well as religious beliefs, political beliefs or other ideologies, educational background, geographical location, social-economic status, marital status, parental status, and work experiences. It is important to acknowledge that categories of differences are not fixed and are evolving.

Recommendation

- Continue to integrate and refine the theme of diversity into the program
- Include information pertinent instruments and information on appropriate terminology for people living with disabilities

⁷ Race: A social construction used to categorize individuals based on physical or social differences, including skin color accent, name, diet, etc. one can reject the notion of “race” as a biological category while recognizing that racism and racist attitudes and barriers exist.” (Mcgill SEDEO)

Program content

To remain at the forefront of human right education, EAHRP team reviews the Program content before each EAHRP. Changes to the content are made in light of the previous EHARP's evaluation and recommendations, and to ensure the Program is coherent with the current trends in human rights and human rights education.

Manuals

Overall, 100% of participants rated that the manuals were good or very good.

"I think both manuals are very good. The Participant's Manual with its step by step approach makes follow up easy. In class however, this was not always the case as the facilitator controlled the process and sometimes moved from one section to another in a non-sequential manner. The Resource Manual too had a wide range of materials for reference that facilitated learning. Maybe the Resource Manual could be enriched by adding links or recommending other materials."

-[Uganda]

"The manuals are very good and will assist me to continue using them in training others in future and also continue reading them for my use too."

-[Kenya]

"The quality of the participant's manual's in the terms of information is real rich, the exercise are written in a simple and understandable language where one does not need to read and consult the facilitator. The texts and articles in the Resource Manual provide case studies which many the reader understand and feel the urge of continuing to read and discover more information."

-[Tanzania]

A few participants commented on their desire for more case studies, and for the manuals to be produced in Arabic, Swahili and French.

Individual plan

The Individual Plan is a key tool for participants to plan for how to transfer their learning from the program and put it into action. It also serves as a useful tool for a step by step critical reflection on their learning from the Program, with the assistance of facilitators who provide coaching during the entire process.

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

Field trip

The field trip to the Arusha court was rated by eighty-eight percent (84%) of participants as very useful (5.88%) or useful (79.41%).

“The visit to the court was particularly beneficial as I got an insight into the operations and workings of the court and its place in defending human rights.”

-[Uganda]

Recommendation

- Continue to visit the Court providing the training takes place in proximity to Arusha.

Participants

Facilitators, participants and the EAHRP team noted the diversity of the group both in terms of issues they work on, experience and country. This helped to ensure maximum learning. The facilitators recommended that

Recommendations

- Continue to select a diverse group, and ensure the inclusion of organizations and individuals working on LGBTI issues and the rights of PWD.

Facilitation team

Facilitators selected for this session were able to successfully implement the Program. New facilitators benefited from the presence of more experienced facilitators to support their efforts. One hundred percent (100%) of participants rated their facilitators as good or very good.

Focused **Activities**
Instructions Wonderful **Training** Resources **Peers**
Organization **Group** Activities **Team** Received **Learning**
Good Job Inspired Understand **Practical**
EAHRP **Knowledgeable**

Recommendation

- It is recommended that the facilitators are invited to future Evaluation and Planning meetings and to contribute to the curriculum review.

Appendix A: Results from the general evaluation (quantitative)

1. General Satisfaction	Please indicate your response by checking (✓) the appropriate box.			
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
What is your general level of satisfaction with the EAHRP? N = 35	5.56%		16.67%	77.78%
Female N = 17	5.88%		5.88%	88.24%
Male N = 16	5.88%		23.53%	70.59%
Other N=2			50%	50%
2. Objectives	Please indicate your response by checking (✓) the appropriate box.			
Now that we have completed the EAHRP, I feel I can: N = 35	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization N = 35	2.28%		28.57%	68.57%
Female N = 16	6.25%		18.75%	75.00%
Male N = 17			35.29%	64.71%
Other N=2			50%	50%
b. Identify ways in which human rights education can increase the effectiveness of my human rights work N = 35	2.28%		14.29%	82.57%
Female N = 16	6.25%		6.25%	87.50%
Male N = 17			17.65%	82.35%
Other N=2			50%	50%
c. Integrate a participatory approach into my human rights and human rights education work N = 35	2.94%		8.57%	70.59%
Female N = 15	6.25%			93.75%

Male N = 17			17.65%	82.35%
Other N =2				100%
d. Employ a basic evaluation process for assessing the results of my human rights education work N = 34	2.94%		26.47%	70.59%
Female N = 16	6.25%		18.75%	75%
Male N = 16			31.25%	68%
Other N =2			50%	50%
e. Determine strategies for promoting gender equality in my human rights education work N = 34	3.03%		27.27%	70.59%
Female N = 15	6.25%		18.5%	75%
Male N = 17			31.25%	68.75%
Other N =2			50%	50%
f. Explore networking opportunities essential for furthering the cause of human rights N = 33	2.28%		27.27%	69.70%
Female N = 15	6.67%		13.33%	80%
Male N = 16			37.5%	62.5%
Other N =2			50%	50%
g. Indicate appropriate ways for putting my learning from the EAHRP into practice in the work of my organization N = 35	2.28%		11.43%	82.86%
Female N = 16	6.25%		6.25%	87.50%
Male N = 17	5.88%		11.76%	48.57%
Other N =2			50%	50%

3. International Human Rights Systems			
Rate your current level of understanding of each of the following instruments by checking (v) in the appropriate boxes.	Same level of understanding as before attending the EAHRP	Better level of understanding than before attending the EAHRP	Much better level of understanding than before attending the EAHRP
a. Universal Declaration of Human Rights (UDHR) N = 34	2.94%	17.65%	79.41%
b. International Covenant on Civil and Political Rights (ICCPR) N = 34		41.18%	58.82%
c. International Covenant on Economic, Social and Cultural Rights (ICESCR) N = 34		38.25%	61.76%
d. African Charter on Human and Peoples Rights ("African Charter") N = 34		26.47%	73.53%
Please provide precise comments you have about the above			

Program Methodology				
	Never	Some of the Time	Most of the Time	All of the Time
4. Do you feel that your group followed the program as outlined in the manual? N = 34	2.94%	29.41%	67.65%	67.65%
Please provide precise comments you have about the above				
	Strongly Disagree	Disagree	Agree	Strongly Agree
5. The integrated approach of the EAHRP (covering content and process) has increased my capacity to carry out human rights education activities. N = 34	2.94%		17.65%	79.41%
Female N = 15			13.33%	86.67%
Male N = 17			23.53%	76.47%
Other N = 2	50%			50%
Please provide precise comments you have about the above				
	Strongly Disagree	Disagree	Agree	Strongly Agree
6. The topic of diversity and non-discrimination was adequately addressed throughout the EAHRP. N = 34	2.94%		14.71%	82.35%
Female N = 17			6.67%	93.33%
Male N = 17			23.54	76.47%

Other N =1	50%			50%
Please provide precise comments you have about the above				

Written Documentation				
a. Rate the quality of the following:	Poor	Fair	Good	Very Good
b. Participant's Manual			8.82%	91.18%
c. Texts/articles in the Resource Manual			21.21%	78.79%
Please provide precise comments you have about the above				

7. Other Activities					
Rate the following human rights education activities in terms of their usefulness for your human rights work: N = 34	Not Useful	Somewhat Useful	Useful	Very Useful	Did Not Participate
Program Activities					
a. Evening session on Security and Protection of HRDs	2.94%	8.82%	17.65%	52.94%	17.65%
b. Arusha court visit	2.94%	2.94%	5.88%	79.41%	8.82%
c. Market place		5.88%	20.59%	64.71%	8.82%
Please provide precise comments you have about the above					

8. Individual Plan for Putting My Learning into Action				
	Strongly Disagree	Disagree	Agree	Strongly Agree
e. Preparing the Individual Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the EAHRP. N = 34			20.59%	79.41%
f. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. N = 34		2.94%	35.29%	61.76%
g. Support provided by the facilitation team was helpful in preparing my Plan. N = 34			14.71%	85.29%
h. Support provided by my peer and group was helpful in preparing my Plan. N = 33			24.24%	75.76%
Please provide precise comments you have about the above				

Facilitators				
9. Please indicate the name of the facilitator you will rate first :	Poor	Fair	Good	Very Good
10. Rate your FACILITATOR'S ability to:				
a. Explain activities and tasks clearly N = 34			14.71%	85.29%
b. Show connections among different activities N = 34			8.82%	91.18%
c. Synthesize key points N = 34			8.82%	91.81%
d. Debrief activities N = 32			9.38%	90.63%
e. Encourage participation of all group members N = 34			11.76%	88.24%
f. Keep discussions focused N = 34			11.76%	88.24%
g. Balance needs of individuals and of the group N = 34			11.76%	88.24%
h. Listen attentively N = 33			9.09%	90.91%
i. Reserve judgment and keep an open mind N = 33			9.09%	90.91%
j. Promote mutual learning and understanding N = 34			8.82%	91.18%
k. Manage conflicts N = 34			14.71%	85.29%
Comments and /or suggestions about the work of your facilitator				

Facilitators				
16. Please indicate the name of the second facilitator you will rate:	Poor	Fair	Good	Very Good
17. Rate your FACILITATOR'S ability to:				
a. Explain activities and tasks clearly			16.13%	83.87%
b. Show connections among different activities			16.13%	83.87%
c. Synthesize key points			22.58%	77.42%
d. Debrief activities			25.81%	74.19%
e. Encourage participation of all group members			12.90%	87.10%
f. Keep discussions focused			12.90%	87.10%
g. Balance needs of individuals and of the group			19.35%	80.65%
h. Listen attentively			12.90%	87.10%
i. Reserve judgment and keep an open mind		3.23%	19.35%	77.42%
j. Promote mutual learning and understanding			19.35%	80.65%
k. Manage conflicts			12.90%	87.10%
Comments and /or suggestions about the work of your facilitator				

Reflection on Your Learning			
	No	Somewhat	Yes
18. A) Based on the needs you identified at the beginning of the training, do you feel that these needs have been met? N = 34		9.09%	90.91%
Female N = 15		6.67%	93.3%
Male N = 17		11.76%	88.2%
Other N =1			100%
Provide any comments you may have. Please be precise.			
19. What is the single most important thing you learned during the EAHRP? Please explain your answer.			
20. Now that you have completed the EAHRP, please list what was most useful for you. Please explain your response			
21. What has been the most significant change in your perceptions/ideas (in any area) as a result of the activities during the EAHRP?			
	Basic	Intermediate	Advanced
22. Now that you have completed the program, what do you feel is the overall level of the EAHRP? N = 33		15.15%	84.85%
Provide any comments you may have. Please be precise.			
Future direction			
23. Would you recommend others from your community, organization or country to participate in the EAHRP?			
100% Yes, I would refer others to participate			
0% Maybe, I am unsure/undecided			
0% No, I would not refer anyone			
Provide any comments you may have. Please be precise.			

Administration , Material Needs and Special events				
24. Communication	Poor	Fair	Good	Very Good
a. Communication with EAHRP organizers prior to arrival at the training venue N = 33			12.12%	87.88%
b. Communication of information during the EAHRP N = 33			6.06%	93.84%
c. Assistance from and availability of EAHRP organizers N = 33			12.12%	87.88%
Comments or suggestions:				
25. Facilities	Poor	Fair	Good	Very Good
a. Quality of workshop rooms N = 33			33.33%	66.67%
b. Plenary session rooms N = 32			37.5%	62.50%
c. Accommodations and sleeping quarters N = 33			45.45%	39.39%
d. Food quality and variety N = 32		21.88%	46.88%	31.25%
e. Food service and convenience N = 32		3.13%	56.25%	40.63%
f. On-site communication services (telephone Internet, etc.) N = 32	3.13%	37.50%	43.75%	15.63%
26. Comments or suggestions:				
27. General comments or suggestions				