

**International Human Rights Training Program
June 10-29, 2018**



**Evaluation Report
2018**



Photo: 2018 IHRTP participants

“I have learned a lot from this training. I have [a] better understanding of Human Rights Education, and it[s] importance in bringing about social change. My perception[s] have changed a great deal. Earlier I had the assumption that HRE is all about learning UN international instruments , various conventions and treaties and the human rights activism . However after attending the training , I have learnt that it[’]s not just that. It is also about having better relationship[s] , networking and respecting others , with much dignity and respect. I also learnt how each of our perceptions may be different for a particular event, or situations and how as Human Rights Defenders, we can learn to resolve the difference and conflict and instead focus on our common goals / cause for social change.”

Participant from India

Executive summary

This is the evaluation report for the 39th annual International Human Rights Training Program (IH RTP) offered by Equitas – International Centre for Human Rights Education (Equitas). The Program took place at John Abbott College, in Ste. Anne de Bellevue, Québec, June 10 – 29, 2018. This report is mainly addressed to Program stakeholders, which include participants, facilitators, co-facilitators, resource persons, Equitas staff as well as IH RTP alumni, funders and Canadian Embassies, Consulates and High Commissions.

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

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

This year's Program brought together ninety (90) participants and six (6) returning alumni who attended as co-facilitators for a total of ninety-six (96) participants (48 women, 44 men and 4 others). Forty-eight (48) countries were represented. Fifty-seven (57) participants were English-speaking and thirty-nine (39) were French-speaking. There were also seven (8) facilitators, more than twenty-five (25) resource persons, thirty-seven (37) Equitas staff members, and eleven (11) student interns who participated in implementing the Program. In addition, nine (9) volunteers contributed time, services or goods.

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

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

Ninety percent (90%) of participants that completed the General Evaluation reported that they were very satisfied (68%) or satisfied (22%) with the 2018 IH RTP.¹

Ninety-eight percent (98%) of participants strongly agreed (54%) or agreed (44%) that the overall objectives of the Program were met.²

¹ 10% of participants mentioned they were dissatisfied. However, the positive results of the rest of the General evaluation contradict this. For example, 98% of participants strongly agreed or agreed that the overall objectives were met and 97.7 % indicated they would recommend the Program to others. This indicates that these responses were likely a misreading or misinterpretation of the rating scales.

² For complete statistics, see Appendix A.

Ninety-five percent (95.4%) of participants strongly agreed (53.4%) or agreed (42%) that the topic of gender equality was adequately addressed throughout the IH RTP. Disaggregating the results of this question by gender reveals no significant differences between men and women's total ratings (95.6% of women strongly agreed or agreed and 94% of men strongly agreed or agreed).

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

The IH RTP continues to be a Program that is highly recommended by participants: 97.7% indicated they would recommend the Program to others from their organization or country.

One participant noted:

"This course it is life changing. The amount of knowledge and interaction was massive. I learned in this course about human rights what I didn't learn in 4 years working in my organization."

- Participant from Rwanda



Canada

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

Organization of this Report

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

Part II describes the results of the IH RTP evaluation.

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

Part I: Program Description

Program Goal

The goal of the 2018 International Human Rights Training Program (IH RTP) is to strengthen the capacity of human rights organizations and institutions to undertake human rights education efforts (e.g. training, awareness campaigns, information dissemination and advocacy) aimed at building a global culture of human rights.

Program objectives

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

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



Using a tree metaphor, 2018 IH RTP participants create a visual representation of a society where a culture of human rights is a reality.

Program methodology

Given that the IH RTP is a training program about human rights education³ 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 IH RTP, 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 IH RTP 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.

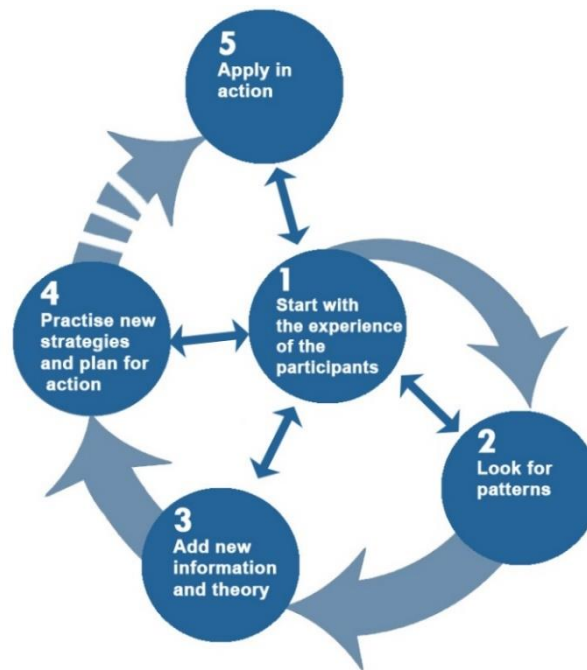
The **participatory approach** is the way we implement HRBA in human rights education and other social actions. It encourages social analysis aimed at the empowerment of participants to develop concrete actions for social change that are in accordance with human rights values and standards. It enables 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 IH RTP or other social actions and in their daily lives. It also leads to changes in attitudes and behaviours in people's private spheres.

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

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

³ For Equitas, human rights education is a process of transformation that begins with the individual and branches out to encompass the society at large. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect them.

The Learning Spiral



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

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

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

A group setting is viewed as foundational to adult education and transformative learning. The use of facilitation and discussion in groups connects learning with experience and social action. During the IHRTP, participants worked in working groups of 10 to 15 members for most of the Program. This year there were four (4) English language groups and three (3) French language groups for a total of seven (7) groups. The guiding principle for the formation of groups was maximum diversity in terms of professional background, type of organization, and country of origin while at the same time ensuring a gender balance.

Each group is assigned a facilitator, and, in most cases, a co-facilitator, who is an alumnus of a previous session of the IHRTP invited back to further develop his/her capacity in human rights education methodology and facilitation. The role of the facilitators and co-facilitators is to provide guidance in

achieving the objectives of the IH RTP as the participants work through activities, which include large and small group discussions, critical reflection activities, and case studies. Facilitators and co-facilitators are selected for their ability to effectively support the learning process, for their knowledge of human rights and their experience in adult experiential learning. At various points during the IH RTP, the seven (7) working groups were reorganized into different groupings to further promote exchange of experiences and networking among the participants.

Program overview

The IH RTP is an intermediate-level Program that focuses on international human rights standards, current human rights issues and human rights education methodology. The exploration of human rights principles and instruments, ongoing critical reflection and inquiry and extensive sharing of experiences enable participants to strengthen their capacity to engage in effective human rights education which take into account the current global and local contexts.

Pre-training

IH RTP pre-training activities this year included:

- a) Completing and returning to Equitas a pre-training assignment before the start of the Program. The assignment involved having participants:
 - Rate their pre-training knowledge of the international human rights system and their level of expertise in human rights education
 - Reflect on their training needs and what they could offer in terms of knowledge and experience
 - Prepare a description of the situation in their respective countries with regard to human rights and rights education

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

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

Three-week overview

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

Week 1 (Streams 1-4) focuses on an analysis of the current human rights context and engages participants in defining what positive social change looks like. Participants get to know the members of their working group and engage in activities that lay the groundwork for developing a productive group dynamic based on mutual respect. Using systems analysis, participants begin a process of reflection on human rights in their societies, the human rights work of their organizations and their own role within those organizations. They also explore the global human rights context and how it influences and is influenced by issues at the local level. Principles and values of the Universal Declaration of Human Rights and their importance in human rights education are examined as well as the key elements of a culture of human rights and gender equality and non-discrimination. Participants then look at the role of human rights education in the process of social change and compare their roles as human rights activists/educators. Participants end the week by examining how personal values and deeply held assumptions about "right and wrong" influence the actions and reactions of individuals. HRE methodology elements covered include the overview of the IH RTP design and methodology including the systems approach, the participatory approach, the learning spiral, defining HRE, and a variety of participatory techniques.

Week 2 (Streams 4-5) focuses on actions for social change in line with human rights values, principles and standards. Participants begin the week by exploring the universality of human rights and effective human rights education strategies for dealing with culturally sensitive issues in their work. They explore how adopting a human rights-based approach could help ensure that actions undertaken by governments, civil society and communities can lead to positive social change and make human rights a reality in their societies. Participants also explore the topic of online and offline security of human rights defenders as well as the rights of Indigenous Peoples. Through case studies and discussions, participants are introduced to a number of key international human rights instruments and explore their potential relevance in their work.

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

Week 3 (Streams 6-7) focuses on skills building for action. Participants explored strategies for using monitoring and advocacy to educate about human rights. They also became familiar with methods of evaluating educational activities. Participants also had the opportunity during this final week to further hone their training skills through designing an HRE initiative using the Learning Spiral. HRE methodology elements covered included ways of conducting effective evaluation of HRE.

Gender perspective

A gender perspective which involves looking at the impact of gender on people's opportunities, social roles and interactions is mainstreamed in every aspect of the Program. From the application process, pre-training, during the 3-week Program, both in terms of content and process to evaluation and follow up, all Program stakeholders (participants, facilitators, Equitas staff) reflect on the integration of gender equality.

Follow up component of the IH RTP

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

Generally, four (4) months after the IH RTP, participants receive the **IH RTP Evaluation Report** and can access the Program proceedings on the Equitas website. Equitas follows up with participants via e-mail by sending them **follow-up questionnaires at intervals of six (6) months and twenty-four (24) months** after the IH RTP. Participants are asked about their progress on their Individual Plans, whether the IH RTP experience has been relevant, and whether they have incorporated their learning from the Program into the work of their organizations. Participants are also asked whether any networking or partnership activities are taking place as a result of their organization's participation in the IH RTP, and to provide Equitas with examples of any direct or indirect impact of their HRE activities on the broader community. The average return rate of the questionnaires is quite significant, between 60% and 70% for 6-month questionnaire and 30% and 40% for the 24-month questionnaire.

Participant profiles

This year's Program brought together ninety (90) participants and six (6) returning alumni who attended as co-facilitators for a total of ninety-six (96) participants (48 women, 44 men and 4 others) Forty-eight (48) countries were represented. Fifty-seven (57) participants were English-speaking and thirty-nine (39) were French-speaking. These human rights educators and activists represented civil society organizations, international organizations and educational institutions working on a diversity of human rights issues.

Table 1 outlines the breakdown of participants by region and gender.

Table 1: 2018 IH RTP Participants by region and gender (including co-facilitators)				
Region	Men	Women	Other	Number of Participants
South Asia	7	6	0	13
Middle East and North Africa	4	8	0	12
South East Asia and East Asia	6	7	1	14
English-speaking Africa	7	5	0	12
French-speaking Africa	12	15	1	28
Caribbean	4	4	2	10
Latin America	2	1	0	3
Canada-USA-Western Europe	2	0	0	2
Central and Eastern Europe and Central Asia	0	2	0	2
TOTAL	44	48	4	96

Equitas would like to acknowledge that the participation of some individuals was made possible through the support of the following sponsors and organizations: ABCOM, Alena Perout, American Jewish World Service (AJWS), Avocats sans frontières, Brian Bronfman Family Foundation, Carmelite Prisoners' Interest Organization (CAPIO), Carrefour Canadien International, Claretian Missionaries, Embassy of Canada to Vietnam, Euro-Burma Office, FOKAL Haiti, High Commission of Canada in Malaysia, Institute for Cooperative Education – Concordia University, Inter Pares, Max Yalden Foundation, McGill University Arts Internship Office, Oxfam Québec, PARA, Programa Nina, University of the Philippines Law Center.

Type of organizations 2018 IH RTP participants represented

National NGO	41
Community based organization	16
International NGO	8
Other	8
National human rights institution	7
Government	4
Network and coalition	4
Inter-governmental organization	2
Media	2
Religious institution	2
Academic or research institution	1
Foundation	1
Total	96 participants (including the co-facilitators)

Changes made to the 2018 Session of the IH RTP

The following content changes were made to this year's IH RTP (2018). These changes are based on the recommendations put forward in the 2017 IH RTP evaluation report, the 5-year (2010-2015) IH RTP review report (published in November 2016) and the IH RTP team's reflections.

Gender equality and LGBTQI rights

Equitas continues to reinforce its approach to gender equality each year-to ensure broader inclusion of non-binary realities (i.e. the binary gender paradigm).

As in previous years, we included a session focusing specifically on the rights of LGBTQI persons. Changes this year included expanding the spectrum of perspectives presented by inviting, in addition to resource people from Canada, resource people from other countries where the reality of LGBTQI people may be closer to the reality of the IH RTP participants (e.g. people from the LGBTQI community from Africa and the MENA region). This enabled a broader discussion of effective strategies for the promotion and protection of the rights of LGBTQI persons in different contexts.

Stream 5

To address the issues of insufficient time for the activity on the international instruments, which was raised by participants, facilitators and resource people alike, the following changes were implemented:

- Preparatory tasks were assigned to participants in week 1
- Thirty minutes was added to the activity

These changes enabled more time for analysis and discussion, resulting in deeper learning.

Resource manual

At the recommendation of a resource person on the international instruments case study (Stream 5), the link to the *Joint general recommendation/general comment No. 31 of the Committee on the Elimination of Discrimination against Women and No. 18 of the Committee on the Rights of the Child on harmful practices* was added, as this represents a good example of a holistic framework to address an issue that is overlapping two conventions.

The Declaration *Bridging our Diversities, Declaration and recommendations*, from the International Human Rights Education Conference, organized by Equitas in partnership with the OHCHR in December 2017, was also included in the resource manual. As IH RTP participants are all human rights educators, the Declaration serves as a useful tool for their HRE work given that all the recommendations therein are related to human rights education and are drawn from main international HRE plans of actions and recent international conferences.

Sustainable Development Goals

We addressed the SDGs in the facilitator's orientation and planned with them how these could be addressed in the Program within the context of the different streams of the IH RTP.

Individual plan

In order to further enhance the effectiveness of the individual plan coaching process and the subsequent quality of the plans, two two-hour orientation sessions for IP staff coaches were conducted. This year, these were:

- A training on the international human rights system provided by a resource person from the Commission des droits de la personne et des droits de la jeunesse du Québec, who is also a resource person during the IH RTP.

- A staff-led session on key elements of a good individual plan, with a particular perspective on integrating a gender perspective.

Part II: Program Evaluation

Evaluation Method

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

- A General Evaluation questionnaire completed by 88/90 participants at the end of the IH RTP, that covered all aspects of the Program (**98%** response rate).
- Evaluation grids of participants' individual plans completed and submitted at the end of the Program by Equitas staff and facilitators who provided coaching and support to participants in the development of their individual plans throughout the Program.

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

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

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

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

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

Participants' perspective of the Program

The General Evaluation questionnaire completed by 88/90 participants at the end of the IH RTP, that covered all aspects of the Program (98% response rate).

Overall satisfaction and level of the Program

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

Ninety-five percent (95.4%) of participants strongly agreed (53.4%) or agreed (42%) that the topic of gender equality was adequately addressed throughout the IH RTP. Disaggregating the results of this question by gender reveals no significant differences between men and women's total ratings (95.6% of women strongly agreed or agreed and 94% of men strongly agreed or agreed).

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

The IH RTP continues to be a Program that is highly recommended by participants: 97.7% indicated they would recommend the Program to others from their organization or country.

As one participant noted: *"Wow, totally! This course it is life changing. The amount of knowledge and interaction was massive. I learned in this course about human rights what I didn't learn in 4 years working in my organization."* Participant from Rwanda

Other participants' comments on the program included:

"I will recommend that AJWS staff attend this process so as to understand needs of sending or supporting partners to attend and improve participatory approach"

Participant from Kenya

"We need more opportunities especially youth, Women and men, LGBTQ need to understand Human right and its work in Myanmar. We need to promote all sector in country."

Participant from Myanmar

"Le PIFDH pour moi est le socle pour bâtir des sociétés équitables vivant en harmonie dans le respect des droits humains pour un monde meilleur."

Participant from Senegal

Level of the Program

As stated previously, the IH RTP is an intermediate-level program. When participants were asked to rate the overall level of the Program, thirty-two percent (31.8%) reported that the Program was advanced and sixty percent (60.2%) reported it was intermediate. Eight percent (8%) participants reported that it was basic.

Program objectives

At the end of the Program, ninety-eight percent (98%) of participants on average strongly agreed (54%) or agreed (44%) that the overall objectives of the Program were achieved. Table 2 below indicates the participant ratings for the Program objectives.

Table 2: Overall Program Objectives			
Program elements	Strongly Agree	Agree	Total Strongly Agree and Agree
Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization	42%	56%	98%
Identify ways in which human rights education can increase the effectiveness of my human rights work	44%	54%	98%
Integrate a participatory approach into my human rights and human rights education work	32%	66%	98%
Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization	40%	58%	98%
Explore networking opportunities essential for furthering the cause of human rights	47%	51%	98%
Determine strategies for promoting gender equality in my human rights education work	47%	51%	98%
Employ a basic evaluation process for assessing the results of my human rights education work	55%	43%	98%

Some comments about the objectives included:

“Now at the point of completing the IH RTP, I feel I grabbed all the above knowledge and skills to practice in my work. The level of practicing different skills and techniques might be different, but every point would be useful at some point of my work.”

Participant from Sri Lanka

“The training provided knowledge, skills, and attitude about HR education in a holistic ways. It is structural and approachable to everyone regardless community activists and academic or state officers... It helps us explore many aspects about HR and HRE.”

Participant from Vietnam

“Le PIFDH m'a permis d'améliorer mes compétences en termes des connaissances et pédagogies dans l'éducation des droits humains ce qui va donner un impact positif sur mon travail en tant qu'éducateur en droits humains et sur mon organisation puisque je vais essayer dans mon plan individuel de partager ces connaissances avec les autres éducateurs de mon organisation et avec les autres personnels. Ce partage va permettre un changement positif non seulement sur le volet éducation des droits humains mais sur les autres volets comme l'élaboration des stratégies et des projets, observation et plaidoyer des droits des personnes handicapées.”

Participant from Tunisia

“Le PIFDH est la plus belle expérience de ma vie, très capitale pour moi et ainsi pour mon organisation, l'enseignement était pratique et participatif... ce programme vient renforcer nos apprentissages en nous donnant plus de bagage pour améliorer notre travail en palliant à toutes les éventualités.”

Participant from the Democratic Republic of Congo

Participants' Learning

At the end of the Program, one hundred percent (100%) of participants felt that the Program addressed (90.9%) or somewhat addressed (9.1%) the needs they identified prior to attending and (90%) of participants that completed the General Evaluation reported that they were very satisfied (68%) or satisfied (22%) with the 2018 IH RTP. When asked to specify the “most important learning” from the Program, the participants responded as outlined in **Table 3**.



Photo: 2018 IH RTP Participant discuss the international human rights system with a resource person.

Table 3: Most important learning⁴ 2018	Percentage of Respondents (n = 85)
Participatory approach and/or the learning spiral	32 (38%)
Respect for others, human dignity, and diversity; working, sharing, and learning from other participants; the universality of human rights; human rights principles; and culture of human rights	27 (32%)
Skills, tools, techniques (including Open Space Technology, Live Storyboard Technique, and Dinamicas); methodologies; and/or process of program in general	19 (22%)
International human rights bodies, instruments, mechanisms, and system (e.g. Universal Periodic Review)	13 (15%)
Monitoring, evaluation, and advocacy	10 (12%)
Human rights-based approach	6 (7%)
Importance and influence of HRE, more knowledge of HRE	5 (6%)
Gender issues (including equality, identity, and gender perspective)	4 (5%)
Specific Activities from IH RTP (including making an individual plan, designing an advocacy campaign, and learning the history of Indigenous Peoples)	3 (4%)
Systems approach	1 (1%)

⁴ Some participants mention more than one reason in their response. When this was the case, both reasons were included in the calculation of the percentage. Percentage was calculated based on the total number of respondents to the question.

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

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

"The most important thing I learned during the IH RTP is the use of the Participatory Approach in HRE. It is the most important because [i]t involves participants, with their own experiences. I will incorporate it in my training sessions and sharing that methodology with my fellow colleagues."

Participant from Rwanda

"I have learnt that human rights education must always lead to social change and not be the end in itself. Through the training I have been equipped with the strategies and techniques to use in order to realize that change."

Participant from Malawi

"L'influence [L'influence] de EDH sur nous, ce changement individuel immédiat. Grace au PIFDH je vais améliorer mes prestations sur terrain parce j'ai [j'ai] reçu des baggages intellectuels très importants qui ont changé ma façon de voir les choses et oui me poussent à rentrer au Pays pour changer ;on [mon] entourage. J'ai [J'ai] été change [changé], par ce programme."

Participant from Democratic Republic of Congo

"[L]a chose la plus importante, je pense, est qu'il n'y a pas d'âge pour être soi même et de défendre les droits humains. Je me dis aussi que je ne suis pas seule et qu'il y a d'autres personnes dans le monde qui combattent comme moi."

Participant from Madagascar

"La chose la plus importante que j'ai appris au cours du PIFDH c'est que nos différences ne doivent pas être un obstacle mais plutôt une force pour rendre notre monde meilleur."

Participant from Mali

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 IH RTP transformative learning experience. It also enables the assessment of how the IH RTP 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 IH RTP. The most common changes participants mentioned relate to:

Table 4: Most significant change in perception 2018	Percentage of Respondents (n = 88)
Importance of HRE in bringing about social change, importance of using appropriate tools; techniques and approaches for HRE; increased confidence in ability to carry out HRE work; and/or use a participatory approach in human rights education	42 (48%)
The importance of promoting human rights principles and values, including respect for diversity, equality, non-discrimination, respect, dignity, solidarity, openness, in building a culture of human rights.	21 (24%)
Perception of LGBTQI community and the rights of LGBTQI persons as human rights	20 (23%)
Perception of gender equality; using a gender perspective and/or gender-based analysis	14 (16%)
Personal changes in perceptions and attitudes about, for example the rights of people living with disabilities, the life and reality of Indigenous peoples	13 (15%)
Increased knowledge of, ability, and confidence to use or apply human rights instruments; accessibility and understanding of the United Nations human rights system	2 (2%)

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

"I changed my perceptions towards gender perspective, so it remind me on each the program i had i have to consider Gender perspective for the program sustainability."

Participant from Tanzania

"About gender . Although I am used to work with gender perspective, I think I didnt understand much about all the importance and concept of gender , that means I was not applying properly gender perspective."

Participant from Colombia



"I have been challenged in my perceptions of people of the LGBTQI. At first I had some discriminatory perceptions towards such groups but now I have come to an understanding that we are all equal as [and]

must treat such people as equals and should work towards educating the public so that they can also enjoy their rights.”

Participant from Malawi

“The most significant change would be that human rights education is underrated and under appreciated. I always believe though that people who fight for human rights should continue to soldier on amidst these trying times, and always engage with the relevant sectors that it aims to serve and uplift, because the goal is to be on the side of the marginalized, underrepresented, and less privileged sectors of society.”

Participant from the Philippines

“J’ai découvert une autre catégorie de repartir les gens dans la société qui n’est pas fondée sur ce que je pensais, mais sur la valeur de de l’être humains. Je ne considérais pas les autres genres, je les prenais pour des hors la loi, a cause de leur orientation sexuelle, mais les trois semaines à Equitas ont transformé mes pensées.”

Participant from Cameroon

“L’éducation des droits humains peut vraiment changer notre vie et la vie des autres vers un monde plus beau, plus juste et plus égal....”

Participant from Tunisia

« l’importance de notre travail en tant éducateurs des droits humains - La perception sur les LGBTQI - les perspectives genre à intégrer dans mon travail - l’approche participative à utiliser dans tous les sujets. »

Participant from Burkina Faso

Individual Plan

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

The “Individual Plan for Putting My Learning into Action” (Individual Plan) provides participants with the opportunity to plan how they will apply the human rights as well as human rights education knowledge, skills and techniques acquired during the IHRTP in their own work, once back in their countries. Participants are assisted by coaches from the Equitas staff and their facilitators and co-facilitators throughout the development of their plan. They present their final plan during the third week of the IHRTP and are provided with a quality rating.

All participants developed an individual plan as part of the IHRTP. Co-facilitators were also tasked with producing their own Individual Plan. The purpose of the Co-Facilitator Individual Plan is to provide an opportunity to reflect critically on the experience and learning of being a co-facilitator at the IHRTP and to plan how they will put their learning in this area into practice in their work. This year, 5 out of 6 co-facilitators produced an Individual Plan.

The total number of Individual Plans completed by both co-facilitators and participants was 91 out of 96, or ninety-five percent (95%). Participants were asked to provide an approximate number of people that will benefit directly and indirectly from their Individual Plan. Participants reported 4451 direct beneficiaries and 13 490 indirect beneficiaries. The average number of direct beneficiaries was 53 and indirect beneficiaries was 233.⁵

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

Table 5. Individual Plan for putting my learning into action⁶				
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Preparing the Individual Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the IHRTP. (n=88)	1.1%	0%	29.5%	69.4%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=87)	1.1%	3%	41.1%	57.5%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=86)	1.2%	0%	30.2%	68.6%

Some of the participants commented on this learning experience:

“The individual plan is a guideline of how I will put what I gained from IHRTP in practice. It was challenging and fruitful, I now know what I will do back to my work and how I will do it because of my wonderful coaches.”

Participant from Rwanda

⁵ Total direct beneficiaries mentioned: 4451/ 83 (#participants who answered that question) = 53

Total indirect beneficiaries mentioned: 13 490/ 58 (#participants who answered) = 233

⁶ This data does not include input from co-facilitators who did not complete the general evaluation questionnaire.

“My individual plan is the real outcome I'm taking back with me. The implementation of my plan is the real ground for me to experience, practice and apply what I have learned through IH RTP. The instructions, worksheets, and the support from facilitator, co facilitator and the Equitas staff was amazing. It was the drive behind the success of my plan so far.”

Participant from Sri Lanka

“Le plan individuel donne aussi l'opportunité de comprendre d'avantage l'application des connaissances et techniques d'EDH.”

Participant from Mali

“ Le fait de nous faire faire individuellement nos plans m' a permis de mieux comprendre les différentes étapes de la formation. Avec les échanges des autres membre de groupe cela m' a permis encore de mieux comprendre.”

Participant from Burkina Faso

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

The majority of Individual Plans produced fully met or partially met the following criteria⁷:

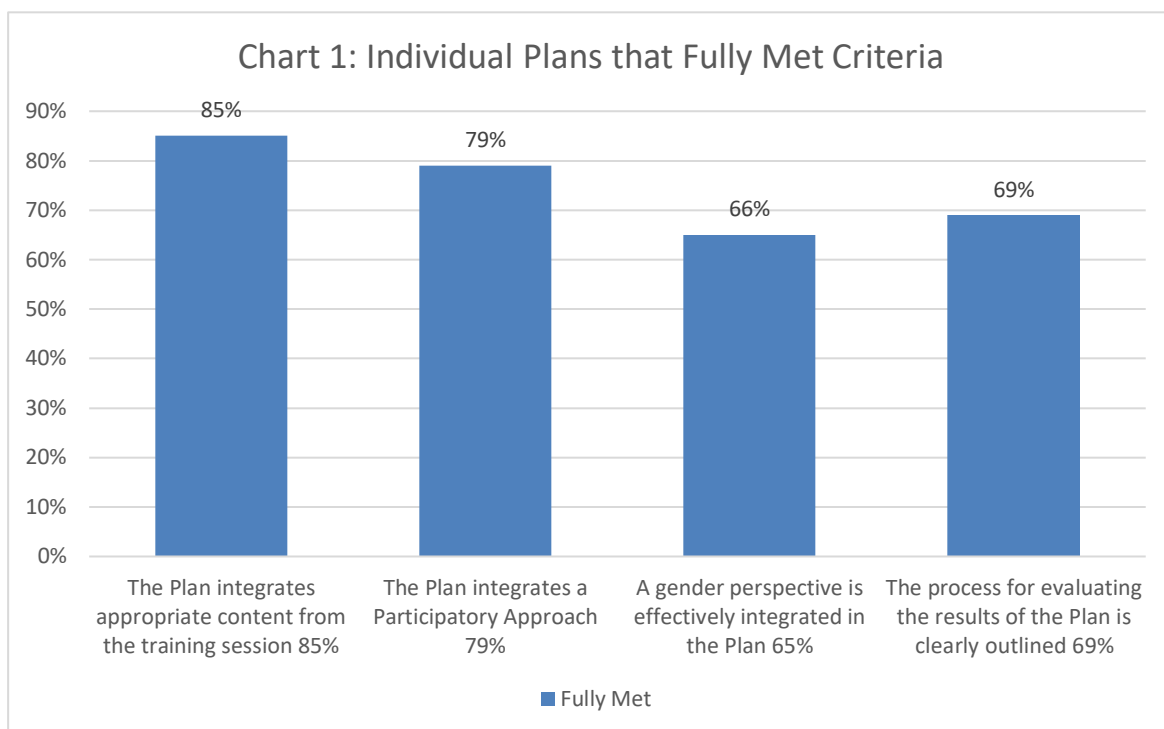
Table 6. Individual Plan Assessment Criteria and Ratings⁸				
	Did not meet	Partially Met	Fully Met	Fully and Partially Met
The Plan integrates appropriate content from the training session (n=82)	0%	15%	85%	100%
The Plan integrates a Participatory Approach (n=86)	1%	20%	79%	99%
A gender perspective is effectively integrated in the Plan (n=85)	7%	28%	65%	93%
The process for evaluating the results of the Plan is clearly outlined (n=85)	3%	28%	69%	97%

The four criteria in **Table 6** are considered good measures of plan quality. Ninety-seven percent (97%) of Plans, either fully (74.5%) or partially met (22.5%) these criteria. The quality of the Individual Plan is seen as an indicator of the potential degree to which knowledge and skills will be transferred to the organization as well as to the community.⁹ Below is a visual representation of those Individual Plans that fully met the criteria in **Table 6**:

⁷ N=the total number of plans that were rated for each criterion. These percentages were calculated based on the total number of plans rated for a particular criterion. Given that certain plans were not evaluated for certain criteria, the total number of plans for the purposes of this calculation varies slightly.

⁸ The total number of responses varies, as some of the coaches left specific questions on some of the Individual Plan evaluation forms blank.

⁹ Evaluation of the Global Program on Human Rights Education (January 23, 2013) pp. 76. Note that these values are expressed as averages.



In terms of the content of the Individual Plans, given that the IH RTP is primarily a training program for human rights educators, it is understandable that a majority of the plans focused on conducting training. Some of the topics of the trainings included: integrating a gender perspective into the organization's work, training for staff on integrating a human rights-based approach and/or a participatory approach and training on international human rights instruments.

In terms of direct beneficiaries of the Individual Plans, they are generally members of staff of the participants' organization. All of the participants at the IH RTP indicated that the main groups their organizations work with are marginalized people, including children and youth, LGBTQI people, people living with disabilities, religious minorities, women and girls.

Some examples of individual plans include:

- Designing and conducting the training for government officials in India on the rights of children with regards to corporal punishment in schools.
- Promoting awareness of human rights education for peace and reconciliation in Myanmar for youth and women.
- Training 20 missionary priests and sisters on the UN system and UN HR instruments and about the rights of Indigenous peoples, refugees and migrants, women, LGBTQIA, sustainable development.
- Training of trainers on the human rights based approach in order to fight for the rights of women in Senegal.
- Training of trainers on the rights of people living with disabilities in Tunisia, integrating a gender perspective.

Other IH RTP learning activities

Two new learning opportunities were added to the 2016 session of the IH RTP and continued in 2018. These were:

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

Put the World to Rights

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

“The course to a greater extent helped to change some of the perceptions i had before attending the course. among them is the Universality of human rights. Although i supported the idea to the universality of human rights, the arguments to support this notion were not as strong as they are now after attending the course. Secondly, i now have an increased understanding of the human rights instruments that i had before attending the course”

“The debate of universalism and relativism. I thought that human rights are universal, but reading the part of relativism, it makes me think more about cultures, local contexts, colonialism, the root of human rights. and reflecting it with LGBTIQ rights and principles applied in Viet Nam”

“Ce cours permet de mieux aborder, analyser certaines situations. il ouvre mon analyse en m'aidant à considérer Les enjeux, les facteurs à la base, les traités en violations, les actions pouvant être menées pour rétablir la situation”

Art

Participants had the opportunity to participate in an artistic activity involving illustrating rights from the *Universal Declaration of Human Rights* through painting. The activity enabled good discussions on human rights issues using art.



Photo: 2018 IH RTP co-facilitator engaging in the arts activity

Part III: Conclusions and recommendations

This section outlines some key conclusions and recommendations coming out of the 2018 IH RTP.

Introduction

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

Addressing Global Challenges

Regional Thematic Session

From 2014 to 2016, the focus of the regional thematic session has been on strategies and opportunities for engaging with decision makers on human rights-related issues. As the situation of human rights defenders is becoming more difficult and particularly in countries from which a majority of IH RTP participants emanate, in 2017 and 2018, the regional thematic session addressed the challenge of shrinking space for human rights and human rights education work.

For this session, participants were grouped, for the most part, by region. As usual, this was well-received by participants. As noted in the data in Appendix A, 91% of participants found the session very useful (57%) or useful (34%). After the session, the work resulting from the session will be used to develop knowledge products which will be shared on the Equitas Community and website on through the *Equitas Shares It!* component.

Noteworthy is the fact that human rights educators who defend the environment are often at-risk and face threats and often death. This was highlighted by Michel Forst, the Special Rapporteur on the situation of Human Rights Defenders.¹⁰

Recommendation

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. Moreover, 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, and assembly.

It is therefore recommended that Equitas explore in the 2019 regional thematic session, the theme of environmental rights and how these 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, and assembly. This would also address a recommendation made in the last 5-year review of the IH RTP and related SDGs.

¹⁰ 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 2016 New York, available at, <https://www.protecting-defenders.org/sites/protecting-defenders.org/files/SR%20HRD%20statement%20GA%2021%20Oct%202016-final.pdf>

Physical and online security of human rights defenders

Given the precarious security situation of human rights defenders around the world, including many IH RTP participants, issues of both physical and online security of human rights defenders remain highly relevant. In terms of the session regarding online security, 83% of participants reported that the presentation was relevant to their work and rated it as very good (23%) or good (60%).

Recommendation

It is recommended that Equitas continue to provide space in the program to discuss this issue and that the session regarding online security be more focused on specific security questions participants have, with practical exercises.

Gender equality and the human rights-based approach

Gender Equality including LGBTQI rights

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

Recommendations

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

- Continue to review how gender and gender equality are framed in the Program to ensure broader inclusion of non-binary realities (i.e. the binary gender paradigm).
- Maintain the 2018 format of the LGBTQI session
- Continue to make specific reference to UN Sustainable Development Goal 5 in the Program, that discusses the achievement of gender equality and empower for all.

HRBA - Non-discrimination

As a human rights-based approach is central to the IH RTP, and a key aspect of this approach is the realization of the rights of excluded and marginalized populations, Equitas has been building knowledge and pushing its thinking and that of IH RTP participants around how to ensure that the rights of these people are also taken into account. A first step was to ensure their inclusion in the IH RTP. Therefore, in 2017 and 2018 there was a concerted effort to invite participants working on the rights of people living with disabilities (PLWDs) some of whom are living with disabilities. Their inclusion in the Program enabled numerous discussions during the plenary sessions and within the groups about the reality, challenges, rights and opportunities of PLWDs. Equitas also held a focus group on the rights of PLWDs with participants working primarily on the issue.

Recommendations

To address the rights of people living with disabilities, it is recommended that Equitas:

- Add the *Convention on the Rights of Persons with Disabilities* in the online module *Put the World to Rights!* and in the resource manual.
- Add a question on the inclusion of persons living with disabilities in the individual plan.
- Include a discussion on intersectionality and non-discrimination with the facilitation team to ensure that rights of all marginalized people, including PLWDs, are taken into account in Program activities and that questions are asked by facilitators in the activities.
- Continue to hold a focus group on the rights of PLWDs with participants working primarily on the issue during the IH RTP to make sure we integrate appropriately the issue.
- Prepare a tip sheet for Equitas staff and the facilitation team on the inclusion of PLWDs at the IH RTP, with best practices and tips.

Rights of Indigenous Peoples

Indigenous peoples' rights were mentioned in the IH RTP 2010-2015 Review Report as an important issue to address. The issues mentioned include respect for their ancestral rights over their lands, access to adequate housing, education and meaningful employment, poverty, discrimination.

This year, we added a territorial acknowledgement in our training manuals and the information handbook. We also made a territorial acknowledgement at the beginning of the Program and at the opening ceremony.

Recommendations

To address the rights of Indigenous peoples, it is recommended that Equitas:

- Continue to integrate the territorial acknowledgement in the training materials and in the opening sessions.
- Add the *Declaration on the Rights of Indigenous Peoples* in the resource manual
- Think about to integrate the issue further for the 2020 IH RTP.

Building capacity in HRE

Individual Plan

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

As is noted in **Table 5** above, participants were overwhelmingly positive regarding the Individual Plan as a practical method for planning how to put their knowledge and skills gained from the IH RTP into practice, as well as the value added of the Individual Plan workbook and the coaching provided. The Individual Plan process also contributes to networking and partnership building which benefit, participants, their organizations and Equitas alike.

Many of the issues raised last year were addressed by adding coaching sessions for staff and providing clear instructions on calculating the reach of the Individual Plan.

Recommendations

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

- Equitas continue with the process developed in 2017 of identifying staff who will act as coaches for the Individual Plan as part of the annual planning process;
- As in 2018, two orientation sessions for coaches be provided, one focusing on the international human rights system and a second session focusing more specifically on coaching IH RTP participants as they develop their individual plans. Expectations regarding what can be considered a clear evaluation process and a gender perspective as well as the formula for calculating reach should be addressed more specifically during the orientation sessions with staff and facilitators to ensure consistency of ratings by coaches;
- Equitas provide various examples from past individual plans of “good integration” of an evaluation process and a gender perspective to staff coaches in order to help them support the participants.

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

Prior to the Program, 50 participants took part in the online course.

Recommendations

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

Stream on evaluation

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

Recommendations

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

Facilitator orientation

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

Recommendation

It is recommended that Equitas:

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

Manual

During the facilitators’s final debrief, it was mentioned that a number of references in the information boxes throughout the manual might be outdated.

Recommendation

It is recommended that Equitas reviews the content boxes to ensure the most updated and relevant sources are used and referred to in the manual.

Resource manual

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

Recommendation

It is recommended that Equitas continue to update the readings in the resource manual to ensure their ongoing relevance and to maximize their value to participants’ learning. As discussed earlier, it is recommended to add both the *Convention on the Rights of Persons with Disabilities* and the *Declaration on the Rights of Indigenous Peoples*.

Program schedule

Timing

In the last few years, significant efforts have been made following feedback from participants to ensure that the overall Program schedule provided adequate time for learning, rest and social activities.

Participants, facilitators, and co-facilitators indicate in their comments that the schedule is quite busy, but the comments do not seem to indicate that changes should be made.

Recommendation

It is recommended that Equitas considers limiting the evening sessions during the IH RTP, as was done in 2018.

Appendix A: Results from general evaluation (quantitative)

Group #: _____ Gender: F (n=46) M (n=39) Other (n=4) Participant ID _____

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

1. General Satisfaction	<i>Please indicate your response by checking (✓) the appropriate box.</i>			
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. What is your general level of satisfaction with the IH RTP? (n=88)	9%	1%	22%	68%
2. Objectives	<i>Please indicate your response by checking (✓) the appropriate box.</i>			
Now that we have completed the IH RTP, I feel I can:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization (n=88)	1%	1%	42%	56%
b. Identify ways in which human rights education can increase the effectiveness of my human rights work (n=88)	1%	1%	44%	54%
c. Integrate a participatory approach into my human rights and human rights education work (n=88)	1%	1%	32%	66%
d. Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization (n=87)	1%	1%	40%	58%
e. Explore networking opportunities essential for furthering the cause of human rights (n=88)	1%	1%	47%	51%
f. Determine strategies for promoting gender equality in my human rights education work (n=88)	1%	1%	47%	51%
g. employ a basic evaluation process for assessing the results of my human rights education work (n=88)	1%	1%	55%	43%
Provide any comments you may have. Please be precise.				

3. International Human Rights System				
Rate your current level of understanding of each of the following instruments by checking (✓) the appropriate boxes.	Same level of understanding as before attending the IH RTP	Better level of understanding than before attending the IH RTP	Much better level of understanding than before attending the IH RTP	
a. Universal Declaration of Human Rights (UDHR) (n=88)	5%	34%	61%	
b. International Covenant on Civil and Political Rights (ICCPR) (n=88)	4%	51%	45%	
c. International Covenant on Economic, Social and Cultural Rights (ICESCR) (n=88)	4%	55%	41%	
d. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (n=88)	4%	39%	57%	
e. Convention on the Rights of the Child (CRC) (n=87)	3%	37%	60%	
f. Universal Periodic Review (UPR) (n=87)	5%	32%	63%	
g. Declaration on Human Rights Defenders (n=86)	1%	47%	52%	
Provide any comments you may have. Please be precise.				
4. Program Methodology				
	Never	Some of the Time	Most of the Time	All of the Time
a. Do you feel that your group followed the program as outlined in the manual? (n=88)	0%	2%	20%	78%
Provide any comments you may have. Please be precise.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
b. The integrated approach of the IH RTP (covering content and process) has increased my capacity to carry out human rights education activities. (n=88)	0%	0%	38.7%	61.3%
Provide any comments you may have. Please be precise.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
c. The topic of gender equality was adequately addressed throughout the IH RTP. (n=88)	2.3%	2.3%	42%	53.4%

Provide any comments you may have. Please be precise.

5. Written Documentation

Rate the quality of the following:	Poor	Fair	Good	Very Good
a. Participant's Manual (n=88)	0%	0%	19%	81%
b. Texts/ articles in the Resource Manual (n=85)	0%	0%	28.9%	71.1%

Provide any comments you may have. Please be precise.

6. Other Program Activities

Rate the following human rights education activities in terms of their usefulness for your human rights work:	Not Useful	Somewhat Useful	Useful	Very Useful	Did Not Participate
a. Open Space Technology (n=88)	1%	8%	27%	60%	4%
b. Thematic Regional Session (n=86)	1%	2%	34%	57%	6%
c. "Play it Fair" Toolkit Demonstration (n=86)	1.1%	10.5%	24.4%	57%	7%

Provide any comments you may have. Please be precise.

7. Individual Plan for Putting My Learning into Action

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Preparing the Individual Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the IH RTP. (n=88)	1.1%	0%	29.5%	69.4%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n=87)	1.1%	0%	41.4%	57.5%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n=86)	1.2%	0%	30.2%	68.6%

Provide any comments you may have. Please be precise.

8. Facilitators

Rate your FACILITATOR'S ability to:	Poor	Fair	Good	Very Good
a. Explain activities and tasks clearly (n=88)	0%	0%	20.5%	79.5%
b. Show connections among different activities (n=88)	0%	0%	23.9%	76.1%

c. Synthesize key points (n=88)	1.1%	0%	22.8%	76.1%
d. Debrief activities (n=87)	1.1%	1.1%	21.9%	75.9%
e. Encourage participation of all group members (n=88)	0%	1.1%	12.5%	86.4%
f. Keep discussions focused (n=88)	0%	0%	21.6%	78.4%
g. Balance needs of individuals and of the group (n=87)	0%	0%	34.5%	65.5%
h. Listen attentively (n=88)	1.1%	0%	27.3%	71.6%
i. Reserve judgment and keep an open mind (n=88)	0%	1.1%	22.7%	76.2%
j. Promote mutual learning and understanding (n=88)	1.1%	0%	19.3%	79.6%
k. Manage conflicts (n=87)	0%	2.3%	23%	74.7%
l. Comments and/or suggestions about the work of your main facilitator.				
9. Co-Facilitators (If applicable)				
Did not have a co-facilitator <input type="checkbox"/>				
Rate your CO-FACILITATOR'S ability to:	Poor	Fair	Good	Very Good
a. Explain activities and tasks clearly (n=76)	0%	2.7%	39.5%	57.8%
b. Show connections among different activities (n=76)	0%	2.7%	43.4%	53.9%
c. Synthesize key points (n=76)	1.3%	4%	40.8%	53.9%
d. Debrief activities (n=76)	1.3%	2.7%	36.8%	59.2%
e. Encourage participation of all group members (n=76)	0%	1.3%	34.2%	64.5%
f. Keep discussions focused (n=76)	0%	1.3%	38.2%	60.5%
g. Balance needs of individuals and of the group (n=75)	0%	5.3%	34.7%	60%
h. Listen attentively (n=76)	1.3%	1.3%	28.9%	68%

i. Reserve judgment and keep an open mind (n=76)	0%	0%	26.3%	73.7%
j. Promote mutual learning and understanding (n=76)	1.3%	0%	28.9%	69.8%
k. Manage conflicts (n=75)	0%	2.7%	26.6%	70.7%
l. Comments and/or suggestions about the work of your co-facilitator.				
10. Reflection on Your Learning				
	No	Somewhat	Yes	
a. Based on the needs you identified at the beginning of the IH RTP, do you feel that these needs have been met. (n=88)	0%	9.1%	90.9%	
Provide any comments you may have. Please be precise.				
b. What is the single most important thing you learned during the IH RTP? Please explain your response.				
c. Now that you have completed the IH RTP, please list what was most useful for you. Please explain your response.				
d. What has been the most significant change in your perceptions/ideas (in any area) as a result of the activities during the IH RTP?				
	Basic	Intermediate	Advanced	
e. Now that you have completed the program, what do you feel is the IH RTP's overall level of difficulty? (n=88)	8%	60.2%	31.8%	
Provide any comments you may have. Please be precise.				
11. Future Direction				
a. Would you recommend participating in the IH RTP to individuals from your organization or country? (n=88) 97.7% Yes, I would refer others to participate 1.1% Maybe, I am unsure/undecided 1.1% No, I would not refer anyone				

Provide any comments you may have. Please be precise.					
b. Is there a subject (content or methodology) that you wanted to discuss in more detail during the IH RTP?					
c. List any recommendations you may have for changes to the IH RTP. Please explain.					
12. Administration, Material Needs, and Special Events					
Communication	Poor	Fair	Good	Very Good	
a. Communication with Equitas prior to arrival in Canada (n=88)	1.1%	3.4%	25%	70.5%	
b. Information in the Program Handbook (n=88)	0%	1.1%	27.3%	71.6%	
c. Communication of information during the IH RTP (n=88)	0%	1.1%	28.4%	70.5%	
d. Assistance from and availability of Equitas staff (n=88)	0%	1.1%	20.5%	78.4%	
Comments or suggestions:					
Travel	Poor	Fair	Good	Very Good	
a. Quality of services provided by the travel agent (n=88)	2.3%	4.5%	40.9%	52.3%	
Comments or suggestions:					
Facilities	Poor	Fair	Good	Very Good	
a. Quality of classrooms (n=88)	4.5%	6.8%	47.7%	40.9%	
b. Plenary session rooms (n=88)	1.1%	1.1%	40.9%	55.7%	
c. Accommodations and sleeping quarters (n=87)	9.2%	12.6%	43.7%	34.5%	
d. Food quality and variety (n=88)	18.2%	37.5%	33%	11.4%	
e. Food service and convenience (n=87)	6.9%	19.5%	54%	19.5%	
f. On-site communication services (telephone, Internet, etc.) (n=87)	10.3%	20.7%	47.1%	21.8%	
Comments or suggestions:					
Special Events	Poor	Fair	Good	Very Good	Did not Participate
a. Opening evening (n=88)	0%	1.1%	31.8%	60.2%	6.8%

b. Host Family Dinner (n=88)	0%	0%	5.7%	92%	2.3%
c. International Dinner (n=88)	1.1%	0%	20.5%	73.9%	4.5%
Comments or suggestions:					

<p>13. a. During the IHRTP how much time did you have to spend doing work for your organization? (e.g., responding to emails, completing reports, proposals) (n=88)</p> <p>35.2% Less than 1 hour per week 18.2% Between 5 and 10 hours per week</p> <p>38.6% Between 1 and 5 hours per week 8% More than 10 hours per week</p> <p>b. What impact did this have on your ability to fully participate in the IHRTP?</p>
<p>14. General Comments or Suggestions</p>
<p>15. What are you taking away with you from this experience at the IHRTP?</p>