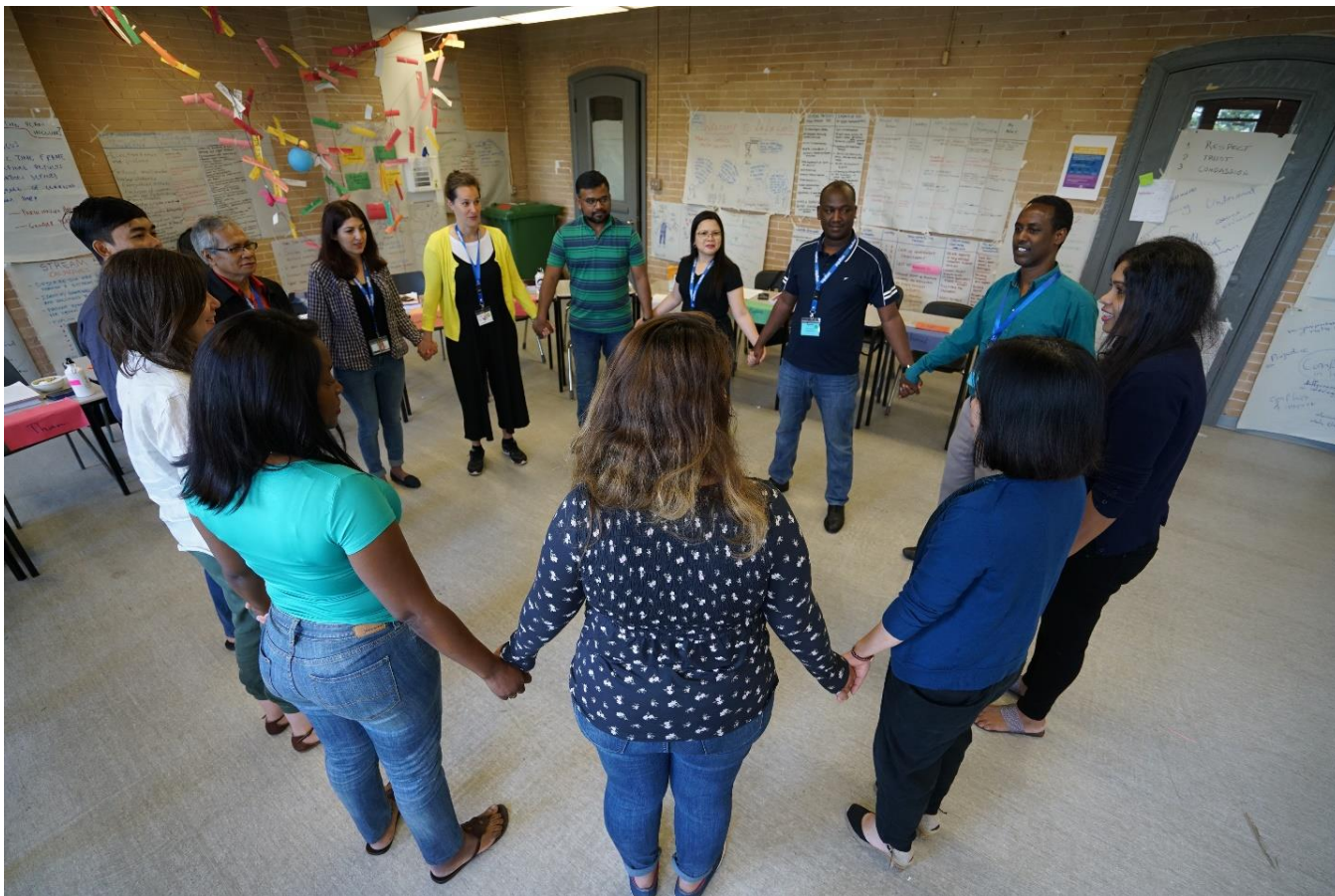


**International Human Rights Training Program  
June 9 - 28, 2019**



**Evaluation Report**

**2019**



2019 IH RTP  
Photo by Marc Forget

*L'expérience que j'ai vécue, les enseignements que j'ai reçus si d'autres membres de mon organisation et simplement de mon pays les reçoivent cela va grandement aider dans le changement social souhaité pour l'atteinte duquel, l'éducation aux droits est nécessaire.*  
Participant from Mauritania

*The learning framework allowed theory and practice to come together in daily praxis, and a process of cumulative learning (and spiral learning!) that ensured a clear understanding of the skills and the ability to put them into practice through individual plan and presentation of the plan (and application post-IH RTP). I can't say enough about how well the methodology in IH RTP worked, many things that we intuitively practice in our community or even apply some theoretical approaches to, here are transparent, clear, consistent and built in a meaningful way that is so commendable. Thank you!*  
Participant from Canada

## Executive summary

This is the evaluation report for the 40<sup>th</sup> annual International Human Rights Training Program (IH RTP) offered by Equitas – International Centre for Human Rights Education (Equitas). The Program took place at John Abbott College, in Ste. Anne de Bellevue, Québec, June 9-28, 2019. 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' Advancing Equality Through Human Rights Education (AEHRE) 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-four (94) participants and seven (7) returning alumni who attended as co-facilitators for a total of one hundred one (101) participants (59 women, 40 men and 2 that identified as other). Forty-five (45) countries were represented. Sixty-one (61) participants were English-speaking and forty (40) were French-speaking. There were also seven (7) facilitators, more than twenty-five (25) resource persons, thirty-two (32) Equitas staff members, and eleven (11) student interns who participated in implementing the Program. In addition, six (6) volunteers contributed time, services or goods.

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

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



Eighty-six percent (86.2%) of participants that completed the General Evaluation reported that they were very satisfied (58.5%) or satisfied (27.7%) with the 2019 IH RTP.<sup>1</sup>

Almost all (98.6%) participants strongly agreed (55.2%) or agreed (43.4%) that the overall objectives of the Program were met. Note that the above-mentioned figures are averages of the 7 program objectives.<sup>2</sup>

Ninety-five percent (95%) of participants strongly agreed (56%) or agreed (39%) 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).

99% 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: 97.9% indicated they would recommend the Program to others from their organization or country.

A couple of participants noted:

*This is important training program I would recommend every human rights activist to attend because it empowers, transforms and changes the participants.*

Participant from Rwanda

*All human rights activist, advocates, educators and defenders must experience the IH RTP.*

Participant from the Philippines



Gouvernement  
du Canada

Government  
of Canada

Canada

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

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<sup>1</sup> 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.

<sup>2</sup> For complete statistics, see Appendix A.

# 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 2019 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:

1. 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
2. Identify ways in which human rights education can increase the effectiveness of their human rights work
3. Integrate a participatory approach into their human rights and human rights education work
4. Indicate appropriate ways for putting their learning from the IH RTP into practice in the work of their organizations
5. Explore networking opportunities essential for furthering the cause of human rights
6. Determine strategies for promoting gender equality in their human rights education work



*Using a tree metaphor, 2019 IH RTP participants create a visual representation of a society where a culture of human rights is a reality.*

*Photo by Marc Forget*

7. Employ a basic evaluation process for assessing the results of their human rights education work

## **Program methodology**

Given that the IHRTP is a training program about human rights education<sup>3</sup> for human rights educators, the program methodology itself is necessarily an essential learning component for participants. Equitas' approach to human rights education, which is exemplified in the IHRTP, involves the dynamic interplay of the different paradigms described below. Taken together, they enable people to expand their views of themselves, of others, and of the world and to take action for social change in their societies that are consistent with human rights values and standards. Participants explore each of these paradigms during the IHRTP and how to apply them in their human rights and human rights education work. A brief description of each is provided below.

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

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

The **participatory approach** is the way we implement HRBA in human rights education and other social actions. It encourages social analysis aimed at the empowerment of participants to develop concrete actions for social change that are in accordance with human rights values and standards. It enables participants to address human rights issues from the perspective of their lived experiences. A participatory approach enables

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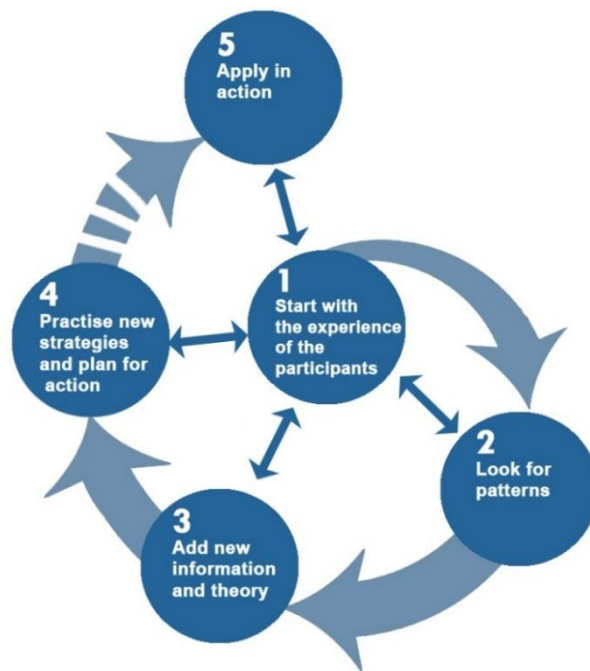
<sup>3</sup> For Equitas, human rights education is a process of transformation that begins with the individual and branches out to encompass the society at large. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect them.

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.

## The Learning Spiral



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

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

1. Learning begins with the experience or knowledge of the participants. The educational approach is emphatically learner-centred, aiming at reinforcing learners 'self-esteem, self-confidence and the development of a positive and realistic self-concept.
2. After the participants have shared their experience, they analyze that experience and look for patterns.

3. To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
4. Participants need to practice what they have learned. They need to practice new skills and make strategies and plan for action.
5. Afterwards (usually when they are back in their organizations and daily work) they apply in action what they have learned.

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

Each group is assigned a facilitator, and, in most cases, a co-facilitator, who is an alumnus of a previous session of the IHRTP invited back to further develop his/her capacity in human rights education methodology and facilitation. The role of the facilitators and co-facilitators is to provide guidance in achieving the objectives of the IHRTP as the participants work through activities, which include large and small group discussions, critical reflection activities, and case studies. Facilitators and co-facilitators are selected for their ability to effectively support the learning process, for their knowledge of human rights and their experience in adult experimental learning. At various points during the IHRTP, the seven (7) working groups were reorganized into different groupings to further promote exchange of experiences and networking among the participants.

## **Program overview**

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



## Pre-training

IH RTP pre-training activities this year included:

1. 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.

2. 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 focused on “Advancing Gender Equality Through Human Rights Education.” In the session, participants identified challenges and strategies related to gender equality in their work as human rights educators. During this week, the participants also participated in a session on the rights of LGBTIQI 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 IHRTP**

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-four (94) participants and seven (7) returning alumni who attended as co-facilitators for a total of one hundred one (101) participants (59 women, 40 men and 2 who identified as other, hereafter, "other"). Forty-five (45) countries were represented. Sixty-one (61) participants were English-speaking and forty (40) were French-speaking. These human rights educators and activists represented civil society organizations, international organizations and educational institutions working on a diversity of human rights issues. **Table 1** below outlines the breakdown of participants by region and gender.

As shown in **Table 2** below, more than half of the participants work for national NGOs (44%) or for Community based organizations (17%); 11% for national human rights institutions; 9% for international NGOs, 6% for academic or research institutions. The remaining 13% work for government, UN agencies, foundations, networks and coalitions, and religious institutions.

**Table 1: 2019 IH RTP Participants by region and gender (including co-facilitators)**

Region	Men	Women	Other	Number of Participants
Canada-USA-Western Europe	0	1	0	1
Caribbean	3	4	1	8
Central and Eastern Europe and Central Asia	0	2	0	2
English-speaking Africa	9	9	0	18
French-speaking Africa	18	12	1	31
Latin America	0	6	0	6
Middle East and North Africa	3	8	0	11
South Asia	2	5	0	7
South East Asia and East Asia	5	12	0	17
<b>TOTAL</b>	<b>40</b>	<b>59</b>	<b>2</b>	<b>101</b>

**Table 2. Type of organizations 2019 IH RTP participants represented**

Type of organizations	Number of Participants
National Non-Government Organization (NGO)	44
Community-based organization	17
National human rights institution	11
International NGO	9
Academic or research institution	6
Government	2
Network and coalition	2
Foundation	2
Religious institution	1
Others (UN office, charitable organization, private individual)	7
<b>Total</b>	<b>101 participants (including the co-facilitators)</b>



Equitas would like to acknowledge that the participation of some individuals was made possible through the support of the following sponsors and organizations: Global Affairs Canada, American Jewish World Service, Avocats sans frontières, Carrefour canadien international, Max Yalden Foundation, Ministère des relations internationales et de la francophonie, United Nations Office of the High Commissioner on Human Rights, Caritas Allemagne, High Commission of Canada in Malaysia, High Commission of Canada in Mozambique, Canadian embassy in Vietnam, Canadian embassy in Indonesia, KAIROS – United Church of Canada, Euro-Burma Office, IMPACT, Never Again Rwanda, Sandra Stephenson, Alena Perout, Law School of Human university of Arts and science (China), Développement et Paix, Health Equity Initiatives and Solutions (Malaysia), GIZ Égypte, Brian Bronfman Family Foundation, RUWWAD, Centre de Promotion des Femmes Ouvrières (Haïti), Ford Foundation, SOS Villages d'enfants Monde (Mali), Carmelite Prisoners' Interest Organization, Fondation Jules et Paul-Emile Leger, Association pour la promotion de l'éducation citoyenne (Tunisie), World University service of Canada (WUSC), Institute for Cooperative Education - Concordia University, McGill University Arts Internship Office.

## **Changes made to the 2019 Session of the IH RTP**

**The following content changes were made to this year's IH RTP (2019) in order to:**

- Bring the IH RTP closer to current thinking of Equitas programming
- Increase opportunities for deeper analysis and critical reflection
- Reinforce links between various approaches in the Program
- Address participants' and facilitators' feedback

These changes are based on the recommendations put forward in the 2018 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. expanding the binary gender paradigm).

As in previous years, we included a session focusing specifically on the rights of LGBTQI persons with resource people not only from Canada but also from other countries as the reality of the latter is 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.

A number of special sessions were conducted on the theme of "gender equality" during the IH RTP to support Equitas' reflection on how the IH RTP can contribute to gender

equality results in the context of the new Advancing Equality Project Theory of Change, of which the IH RTP is a main component. These included:

- A discussion session that involved a resource person with expertise in gender and sound knowledge of the IH RTP, Maimouna Tankoano, the newly hired Equitas gender advisor, Amira Diallo, and Vincenza Nazzari, Equitas' Director of Education and of the IH RTP.

Questions addressed were:

- a) Why is it important to integrate gender equality in human rights education work?
  - b) How does the IH RTP contribute to gender equality?
  - c) What more can be done in the IH RTP for gender equality?
- Selecting the theme "Gender equality: challenges and strategies" for the regional thematic sessions during this year's IH RTP. Working in groups by geographic region, participants would address the following questions:
    - a) What are the 3 main challenges human rights educators face related to gender equality?
    - b) Name 3 specific and realistic strategies to advance gender equality.
  - Addressing the topic of "gender equality and longer-term results of the IH RTP" during the Orientation and evaluation sessions with facilitators and co-facilitators.

## **Stream 6**

Based on participants' and facilitators' recommendations, we reviewed this stream on evaluation drawing on the new indicator tool being developed with the UN Office of the High Commissioner for Human Rights (*Evaluating the impact of human rights training: guidance on developing indicators*).

### **Prevention of Sexual Violence, Harassment and Discrimination**

In 2019, Equitas adopted its new *Policy on Preventing Sexual Violence, Harassment and Discrimination* in order to be better able to address this issue as an organization and in its programming. In order to ensure its effective integration in the IH RTP, information/orientation sessions were carried out for IH RTP staff, the facilitation team, interns and participants. A Forum Theatre presentation was added to the program during the first week to highlight the issue and present the policy. In addition, a how-to poster was created for the Program to support participants, staff, the facilitation team and interns in addressing incidents of harassment and discrimination should they arise. (see Appendix B).

**Individual Plan**

The Individual Plan workbook includes gender components that helped participants to integrate it in their own plans. In order to further enhance the effectiveness of the individual plan coaching process, Equitas staff who provided coaching to participants during the Program will follow up with them after the IHRTP. This will be done through online forums with these select participants, one forum per region, starting in November 2019. These forums will be facilitated by Equitas staff coaches.

# 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 participants at the end of the IH RTP, that covered all aspects of the Program.
- 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 and final evaluation with facilitators and co-facilitators
- Informal feedback gathered through discussions with participants and resource persons

Equitas used Survey Monkey ([www.surveymonkey.com](http://www.surveymonkey.com)) to administer all of the evaluation questionnaires.

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

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

## Participants' perspective of the Program

The General Evaluation questionnaire, covering all aspects of the IH RTP, was administered at the end of the Program and was completed by all the 94 participants (100% response rate).



## Overall satisfaction and level of the Program

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

Ninety-five percent (95%) of participants strongly agreed (56%) or agreed (39%) that the topic of gender equality was adequately addressed throughout the IHRTP. Table 3 below shows gender disaggregated results to this question.

Table 3 – Gender equality in the IHRTP				
Question	Respondents	Strongly Disagree / Disagree	Agree	Strongly Agree
The topic of gender equality was adequately addressed throughout the IHRTP. (n= 94)	<b>Overall</b>	4%	39%	56%
	<b>women</b>	5%	44%	51%
	<b>men</b>	3%	32%	65%
	<b>Other</b>	0%	50%	50%

The Program's integrated approach to learning, which combines human rights content and human rights education methodology was appreciated by all the participants. 98.9% of participants agreed or strongly agreed that the IHRTP has increased their capacity to design and/or facilitate HRE activities.

The IHRTP continues to be a Program that is highly recommended by participants: 97.9% indicated they would recommend the Program to others from their organization or country.

As one participant noted:

*The International Human Rights Training program ... is really an amazing program that would be recommended to anyone who is devoted for furthering and defending the causes of Human Rights.*

Participant from Ethiopia

Other participants' comments on the program included:

*I would recommend religious and political people who hold positions of decision making in order to be the influence of change and be the change.*

Participant from India

*C'est un joyau pour tout personne souhaitant avancer dans l'Education des Droits. Une mine d'or en termes d'expériences, de rencontres, de jeux, d'idées, etc.*

Participant from Cameroon

## 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, 23% reported that the Program was advanced, 60% reported it was intermediate. Seventeen percent (17%) of participants reported that it was basic.

## Program objectives

At the end of the Program, 98% of participants on average strongly agreed (55%) or agreed (43%) that the overall objectives of the Program were achieved. This average figure is 99% for women, 98% for men and 100% for other. Hence there is very little difference between the overall results and the gender disaggregated results. Table 4 below presents participants' rating for the Program objectives.

<b>Table 4: Overall Program Objectives</b>			
<b>Program elements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Total Strongly Agree and Agree</b>
Use a framework based on internationally accepted human rights standards and principles to analyze the issues and situations encountered in the work of my organization	50%	49%	99%
Identify ways in which human rights education can increase the effectiveness of my human rights work	60%	39%	99%
Integrate a participatory approach into my human rights and human rights education work	70%	29%	99%
Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization	53%	45%	98%
Explore networking opportunities essential for furthering the cause of human rights	45%	53%	98%
Determine strategies for promoting gender equality in my human rights education work	57%	41%	98%
Employ a basic evaluation process for assessing the results of my human rights education work	52%	47%	99%

Some comments about the objectives included:

*It was a very amazing learning journey, I feel that I am more empowered as a HR defender, and now I am able to integrate all the learnings from the IH RTP to increase the impact of my organization.*

Participant from Jordan

*This training program has been a very great opportunity for me to explore the new concept of human rights education and sharpen my skills to integrate participatory approach and gender equality into my daily work.*

Participant from Rwanda

*I have increased knowledge on how to analyse issues using the internationally recognised human rights standards. Prior to attending the training I had limited understanding on how to use the UN human rights mechanisms and protocols. Further I have expanded my network and I have benefitted from the opportunity to learn on diverse human rights issues and strategies other human rights educators are employing which are also applicable to our organisation's work.*

Participant from Kenya

*Oui je me sens capable car le PIDH est un cadre approprié pour apprendre et améliorer ses connaissances sur l'éducation aux droits. Du coup je me sens suffisamment outiller pour mettre en pratique les connaissances acquises lors de cette immense opportunité du donner et du recevoir. Le PIDH m'a aussi permis de développer un réseau d'amitié avec multiples nationalités et d'organisations différentes mais œuvrant tout de même dans l'éducation aux droits humains. Il est aussi heureux de dire que le PIFDH en plus des apprentissages d'ordre théoriques, nous apprend aussi le comment les capitaliser en terme de leur implémentation dans nos activités quotidiennes. Les connaissances acquises nous permettent aujourd'hui d'asseoir et développer des stratégies et techniques permettant d'évaluer notre travail d'éducateur aux droits humains pour le changement social."*

Participant from Mali

*Cette formation a permis de développer un très grand nombre de compétences dont la capacité de pouvoir utiliser une approche fondée sur les droits humains. Faire le lien entre les dénonciations des violations des droits humains et les dispositions des instruments internationaux protégeant les droits violés est extrêmement important. La question de l'évaluation a été également un élément important parce qu'elle permet de mesurer l'activité réalisée afin d'y apporter les modifications nécessaires.*

Participant from Haiti



*2019 IH RTP participants collaborating during a group work activity*

## **Participants' Learning**

At the end of the Program, one hundred percent (100%) of participants felt that the Program addressed (88%), or somewhat addressed (12%) the needs they identified prior to attending. Eighty-seven per cent (87%) of participants that completed the General Evaluation reported that they were very satisfied (59%) or satisfied (28%) with the 2019 IH RTP. Disaggregated the data 91% of women, 78% of men and 100% of those who identify as other reported being very satisfied or satisfied. When asked to specify the “most important learning” from the Program, the participants responded as outlined in **Table 5** below.



<b>Table 5: Most important learning from the 2019 Program<sup>4</sup></b>	
<b>Most important learning</b>	<b>Percentage of Respondents (n = 94)</b>
Participatory approach and/or the learning spiral	36 (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	23 (24%)
Skills, tools, techniques (including Open Space Technology, Live Storyboard Technique, and Dinamicas); methodologies; and/or process of program in general	9 (10%)
International human rights bodies, instruments, mechanisms, and system (e.g. Universal Periodic Review)	8 (9%)
Specific Activities from IH RTP (including making an individual plan, designing an advocacy campaign, and learning the history of Indigenous Peoples)	7 (7%)
Human rights-based approach	6 (6%)
Importance and influence of HRE, more knowledge of HRE	6(6%)
Gender issues (including equality, identity, and gender perspective)	5 (5%)
Monitoring, evaluation, and advocacy	3 (3%)
Systems approach	1 (1%)
Everything was important	5 (5%)

As indicated in **Table 5**, 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 contribution to their work.

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

*I had a very rich learning journey in the IH RTP, one of the most important thing I learnt from the IH RTP was integrating the learning spiral model and the HRBA in my community actions planning, designing and implementing.*

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

Participant from Jordan

*For me, the single most important thing I learned during IH RTP is actually the skills and techniques of facilitation Human Rights Education. I reflected from my group's facilitator as well as from other facilitators whose I met during mix-group, and so on. They indeed have different style of facilitating, different voice tone and accent, and different experiences as well, but they always been able to deliver session per-session from the beginning to an end, and made us come up with summary of takeaways. They also always been able to respect everybody's opinion as well as for me and those who struggling with practicing English language and need to talk fast due to the concern of time limit.*

Participant from Indonesia

*I think so many things are important but I am applying every part of it. For example harmonious among different people, sharing, understanding. This is important for the communication and relationship.*

Participant from Myanmar

*I have learned many things but I will mention one of them. Participation in IH RTP is a great chance to me to meet and communicate with different people from various countries of the world who have different culture, traditions, languages. During these days I understood that we are totally different but at the same time we have many common things, common issues which we try to solve via HRE.*

Participant from Nicaragua

*La vie dans un cadre multiculturel m'a paru une formidable expérience. Mais par dessus tout, l'on se rend compte que d'un bout à l'autre de la planète, les défis en matière de droit de la personne demeurent presque similaires d'un point de vue des inégalités de genre, des atteintes aux droits des minorités et des violations commises par l'Etat. Cela nous interpelle et nous engage à la réflexion et à l'action en faveur des droits humains.*

Participant from Burkina Faso

*La façon d'organiser les travaux en groupe et de présenter en plénière était vraiment créatif, le PIFDH a donné à tous les participants l'opportunité de s'épanouir et de développer d'autres compétences en matière d'EDH*

Participant from the Democratic Republic of the Congo

*Improve my knowledge and understanding about others context in the world, specially about muslims countries, religious believers, countries that are no seculars, and how the values and principles of HR work in this places*

Participant from Ecuador

## 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:

<b>Table 6: Most significant change in perception from the 2019 Program</b>				
<b>Most significant change</b>	<b>Overall (n=94)</b>	<b>Women (n=55)</b>	<b>Men (n=37)</b>	<b>Other (n=2)</b>
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	35 (37%)	25 (46%)	9 (24%)	1 (50%)
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.	19 (18%)	11 (20%)	8 (22%)	-
Perception of LGBTQI community and the rights of LGBTQI persons as human rights	12 (11%)	6 (11%)	6 (16%)	-
Perception of gender equality; using a gender perspective and/or gender-based analysis	16 (15%)	10 (18%)	6 (16%)	-
Personal changes in perceptions and attitudes about, for example the rights of people with disabilities, the life and reality of Indigenous Peoples	10 (9%)	4 (7%)	5 (14%)	1 (50%)
Increased knowledge of, ability, and confidence to use or apply human rights instruments; accessibility and understanding of the United Nations human rights system	12 (11%)	7 (13%)	5 (14%)	-
Nothing much	3 (3%)	3 (6%)	-	-

Comments on participants' change of perception or ideas included:

*I'm more confident with my role as a human rights defenders (sic)...Understanding the principles of human rights better during this course, especially its universality, I am now confident in defending human rights impartially, regardless of who they are and where they are from. I'm more confident in criticizing violations of human rights, regardless of the perpetrator.*

Participant from Thailand

*The interaction session with LGBTIQ has changed my perceptions about their status. I understood how they lead good life in their families despite the oppression and frustration in their daily life. I also learnt how they are often attacked because of who they are or their sexual orientation.*

*This session renewed my commitment to advocating for the respect and protection of rights of LGBTQI community members.*

Participant from Rwanda

*The most significant change for me is the fact that i have changed my idea of using the expert model in all Human Rights Education and replacing it with the participatory approach.*

Participant from Nigeria

*Le changement le plus significatif c'est la prise de conscience personnelle sur le fait que changer de façon de faire peut contribuer à apporter un plus grand impact dans mes actions de promotion et de défense des droits humains.*

Participant from Mali

*Acceptation de l'autre quel que soit son origine, son ethnie, sa couleur de peau, son orientation sexuelle, son âge etc.*

Participant from Haiti

*J'étais convaincu que le châtement corporel était une méthode efficace d'éducation des enfants.*

*Après avoir participé au Forum ouvert à un débat sur le châtement corporel en milieu scolaire j'ai beaucoup médité, j'ai eu beaucoup de remords puisque l'ayant appliqué sur mes enfants. Depuis ce jour, j'ai pris l'engagement de ne plus le faire et j'ai aussitôt changé de comportement avec mon dernier enfant qui se trouve ici en vacances. Nos relations sont devenues plus agréables et ses réactions plus positives.*



2019 IHRT participant from Jordan

Participant from Mauritania

## Individual Plan

A unique feature of the IH RTP 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, techniques, attitudes and behaviours acquired during the IH RTP 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 IH RTP and are provided with a quality rating.

All participants developed an individual plan as part of the IH RTP. 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 IH RTP and to plan how they will put their learning in this area into practice in their work. This year, all seven co-facilitators produced an Individual Plan.

All participants and co-facilitators submitted individual plans. Participants were asked to provide an approximate number of people that will benefit directly and indirectly from their Individual Plan. Eighty participants reported 3,899 direct beneficiaries and 18,369 indirect beneficiaries. The average number of direct beneficiaries was 49 and indirect beneficiaries was 353.<sup>5</sup>

As indicated in Table 7 below, participants were extremely positive about the usefulness of the Individual Plan and the support they received from their coaches and peers.

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<sup>5</sup> Total direct beneficiaries mentioned: 3,899/ 80 (#participants who answered that question) = 49  
Total indirect beneficiaries mentioned: 18,369/ 52 (#participants who answered) = 353

**Table 7. Individual Plan for Putting My Learning into Action<sup>6</sup>**

	Strongly Disagree)	Disagree	Agree	Strongly Agree	Total agree or 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= 94)	-	-	27%	73%	100%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n= 94)	-	2%	36%	62%	98%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n= 94)	1%	-	28%	71%	99%

Noteworthy participants' comments on this learning experience include:

*The individual plan for me was the best learning product I have to transfer the learning and start implementing the knowledge I had.*

Participant from Jordan

*It's an excellent idea to work on our individual plans to be able (truly) to apply what we've learned, even though it is also part of our commitment as HR educators and activists. I think it is also great the follow-up process of Equitas within the period established for the implementation of our individual plans.*

Participant from El Salvador

*was a great idea in assisting me to plan my future project. also summarizing my individual plan helped me to introduce my ideas with others and the feedback on it is going to help me to adjust my plan and move forward on track.*

Participant from Sri Lanka

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



*Le plan individuel est pour moi une technique et un mécanisme qui permet le transfert des connaissances apprises aux autres n'ayant pas bénéficié du programme. Il est aussi une stratégie permettant de rassembler les habilités issus au PIFDH. Le plan d'action est un créneau d'autoévaluation. Cependant la contribution des animateurs dans l'exercice d'élaboration du plan a beaucoup facilité sa compréhension.*

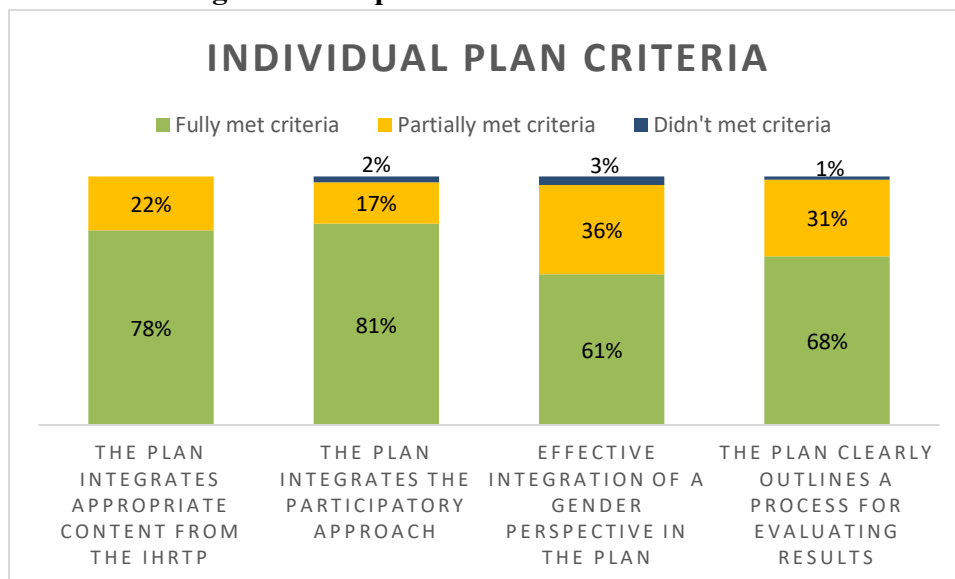
Participant from Mali

*L'élaboration du plan individuel obéit à un certain nombre de processus et démarche. La mise en œuvre de ce plan constituera une formation continue pour moi.*

Participant from Burkina Faso

Coaches, facilitators and co-facilitators at the IH RTP rated the quality of the Individual Plans developed by participants on the following criteria: a) the plan integrates appropriate content from the IH RTP b) the plan integrates the participatory approach, c) effective integration of a gender perspective in the plan and; d) the plan clearly outlines a process for evaluating results. Table 8 below, illustrates that a majority of Individual Plans fully met or partially met these criteria.<sup>7</sup>:

**Table 8. Ratings of Participants' Individual Plans**



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

These four criteria, are considered good measures of the quality of Individual Plans. On the average, ninety-eight 98% of Individual Plans, either fully (71%) or partially met (27%) these criteria. The quality of the Individual Plan is seen as an indicator of the potential degree to which knowledge and skills acquired by the participants through the IHRTP will be transferred to the organization and through the work of the organizations to the community.<sup>8</sup>

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

In terms of direct beneficiaries of the Individual Plans, they are generally staff members of the participants' organizations or their partners. Indirect beneficiaries comprise of the main groups their organizations work with including children and youth, women and girls, LGBTQI people, people living with disabilities, religious and ethnic minorities and other groups that are subject to discrimination, exclusion and other forms of human rights violations.

Some examples of individual plans include:

- Integrating the participatory and human rights-based approaches into the organization's courses and workshops designed for educators / facilitators who work with youth. (Timor-Leste, Armenia, Jordan and Myanmar)
- Building the capacity of the organizations' facilitators to use participatory and human rights-based approaches and to better integrate a gender perspective into their programmes. (Tunisie, République démocratique du Congo)
- Integrating the gender and participatory approaches in the organization's human rights education activities. (Senegal)
- Developing advocacy campaigns to enable women victims of violence to access legal recourse. (Haiti)

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<sup>8</sup> Evaluation of the Global Program on Human Rights Education (January 23, 2013) pp. 76. Note that these values are expressed as averages.

- Developing a curriculum for colleagues that uses the human rights-based approach and human rights education with a focus on the rights of disabled people. (Jordan)
- Strengthening the organization's paralegal outreach training programs for Indigenous peoples in conflict areas on the use of the participatory approach and human rights standards. (Malaysia)
- Promoting human rights, respect for diversity and peaceful conflict resolution among women and youth in Egypt.
- Building the capacity of fellow teachers in human rights education in southern Philippines through 18 workshops.
- Building the capacity of youth anti-rape ambassadors on integrating the participatory approach into their anti-rape activities. (Côte-d'Ivoire)
- Building the capacity of colleagues on the promotion and protection of LGBTQI rights. (Nicaragua, Haiti)

## Other IHRTP learning activities

### Put the World to Rights

*Put the World to Rights*, a pre-training online course, was added to the 2016 session and continued in 2019. Participants completed this online course prior to coming to the IHRTP. 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 IHRTP. Below are a few comments from participants on the course:

*The course is very essential in giving the initial aspects to learn and understand before attending the IHRTP. It is important that we are all on the same page.*

Participant from South Africa

*Ce cours a répondu à mes attentes. Avec ce cours, il est plus facile pour moi de faire les liens entre les violations des droits et les documents internationaux qui protègent ces droits. J'ai également appris connaissance d'autres textes que je n'utilise pas souvent comme "Convention sur l'élimination de toutes les formes de discrimination à l'égard des femmes.*

Participant from Haiti

*The relativist debate on the universality of human rights and Human rights principles have been most useful aspects of this course because they have opened my eyes in*

*understanding those principles and have learnt how to apply them in our ways of living. Case studies of Mia and Isabel have really helped me to learn a lot in terms of analyzing human rights issues affecting our communities.*

Participant from Rwanda

### **Forum Theatre**

Re-introduced to the IHRTP 2019, the Forum Theatre<sup>9</sup> was held during the first week of the IHRTP to introduce participants to the issues of harassment and discrimination often lived by women and the LGBTQI community as well as to underscore the importance of Equitas' Policy on Preventing Sexual Violence, Harassment and Discrimination.

*Excellente technique qui favorise le changement des attitudes et des comportements et qui aide à une prise de conscience et à une appropriation réfléchie d'une culture de DH.*

*L'activité comme d'éducation se révélait selon moi originale et opportune par rapport au contexte dans lequel nous évoluons maintenant et surtout par rapport aux différences de point de vue sur les questions de harcèlement et de discrimination et aussi par rapport au caractère divers des cultures desquelles les participants sont issus*

*Cela a mis l'accent sur plusieurs incidents très réalistes qui pourrait se présenter durant le programme, plus précisément sur l'exclusion de la communauté LGBTQI.*

### **UN High Commissioner's visit**

During her two-day visit to Montreal and Ottawa in June 2019, Michelle Bachelet, the United Nations High Commissioner for Human Rights made time in her busy schedule to participate in the IHRTP on June 19. OHCHR has been partnering with Equitas for the last 20 years to foster social justice through human rights education, which the High Commissioner noted is a powerful tool to advance knowledge and understanding of human rights. In keeping with the participatory approach of the IHRTP, the High Commissioner requested



*Michelle Bachelet, during her visit to the 2019 IHRTP*

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<sup>9</sup> Based on Augustus Boal's *Theatre of the Oppressed*, the activity aims to explore real life scenarios in a way that empowers spectators or participants to rehearse solutions and change the outcome of a scenario for the better.

that questions from the participants be forwarded to her prior to her session so that she could better align her intervention to the needs of the participants. Given the limited time of only 1 hour, this format provided the participants the opportunity to engage more directly with the High Commissioner and was appreciated by them.

As one participant said when asked to state what was most useful in (Stream 5 of the program during which the High Commissioner intervened) “...*la présence de la présidente du Haut commissariat des Nations Unies.*”

## Part III: Conclusions and recommendations

This section outlines some key conclusions and recommendations coming out of the 2019 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.

### Gender equality

Advancing gender equality is central to human rights discourse. Gender equality is both a human rights issue and a precondition for, and indicator of, sustainable people-centered development. Addressing the discrimination, marginalization and exclusion of women and girls is essential to reducing poverty, advancing the 2030 Agenda for Sustainable Development and protecting human rights for all. Human rights education is a powerful tool to increase empowerment of women, girls and other stakeholders to take action for advancing gender equality.

Gender equality has always been central to the IH RTP. In the context of its new strategic plan and new programming, Equitas is further strengthening its efforts to advance gender equality through human rights education.

#### *Regional Thematic Session*

The theme for 2019 IH RTP regional thematic sessions was Gender equality: Challenges and strategies.

For this session, participants were grouped, for the most part, by region. As usual, this was well-received by participants. In order to prepare for this session, participants were asked the following questions in the pre-training assignment:

- How are the human rights problems in your society experienced differently by women and men? Please give some examples.
- What measures are in place to promote gender equality? Are they effective? Why or why not?



As noted in the data in Appendix A, 87% of participants found the session very useful (66%) or useful (21%). Disaggregated the data 85% of women, 89% of men and 100% of those who identify as other found the session very useful or useful. 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

#### **Recommendations**

- Given the centrality of gender equality to human rights discourse, it is recommended that Equitas continue to have participants explore concrete strategies for advancing gender equality through their human rights education work in the regional sessions for the 2020 session.
- The knowledge created through these discussions is a valuable resource for human rights educators around the world. It is recommended therefore to share the knowledge products from this session during the *16 Days of Activism against Gender-Based Violence (November 25 to December 10)*.
- To make the discussion more concrete, specific case studies on the issue could be introduced and links made with the UN Sustainable Development Goal 5, which focuses gender equality.

#### *Gender equality in the program content*

Equitas continues to reinforce its approach to gender equality each year including to ensure broader inclusion of non-binary realities (i.e. expanding the binary gender paradigm). During the 2019 IHRTTP a number of special sessions were conducted on the theme of “gender equality” to support Equitas’ reflection on how the IHRTTP can contribute to gender equality results.

#### **Recommendations**

It is recommended that Equitas review the findings from the various special sessions and prepare a plan to integrate relevant changes into the program content.

As an initial step, for the 2020 IHRTTP, it is recommended to:

- Provide greater guidance to facilitators and co-facilitators during the orientation session on how to effectively engage participants around the issue of gender equality.
- Include in the briefing for staff on the regional thematic sessions as well as the briefing for individual plans, greater guidance on gender equality.

It is also recommended to maintain the processes adopted in 2019 around Equitas’ new *Policy on Preventing Sexual Violence, Harassment and Discrimination*,

including information/orientation sessions for IH RTP staff, the facilitation team, interns and participants and the Forum Theatre presentation. The how-to poster that was created for the 2019 session of the Program to support participants, staff, the facilitation team and interns in addressing incidents of harassment and discrimination should be reviewed and updated if necessary.

## Stream 5

This stream extends over 4 days of the IH RTP and facilitators and participants alike how commented on the density of the content.

### Recommendations

- It is recommended that the content of this stream, as well as its organization be reviewed, based on the feedback received. One idea maybe to separate it into 2 streams.

## Human rights and the environment

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 was recommended in the 2018 evaluation of the IH RTP that Equitas explore in the 2019 regional thematic session, the theme of environmental rights and how these rights affect human rights and freedoms. For the reasons cited above, the theme of the 2019 session focused on the issue of gender equality.

### Recommendations

- It is recommended that Equitas continue to explore how to address human rights and the environment in the IH RTP as part of the next 5-year review process scheduled for 2021.

## Online security

For the last 6 years, Equitas has included a session on online security. Different formats have been explored and have received mixed reviews.

### Recommendations

- Due to the different levels of capacity and interest among participants, the constantly changing technology and the very limited time available during

the program (maximum 1.5 hours), it is recommended that this session be removed.

- Participants however should be provided with a variety of resources for online security.
- It is further recommended that the time be used to focus more on the physical security of human rights defenders, which is becoming more and more of a critical issue.

## Special sessions Resource persons

The session with the UN High Commissioner for Human Rights was a highlight for participants at the 2019 IHRTP and provided evidence of the high esteem in which the IHRTP is held. Moreover, the opportunity to engage with someone at Mme Bachelet's level provided evidence of international support for participants' work in very difficult environments.

### Recommendation

- It is recommended that Equitas plan for similar interventions from high ranking international human rights defenders in future IHRTP.

## Program Schedule

Every year, comments are made about the intensity of the program schedule, with recommendations from adding an entire extra week to having days off during the week.

### Recommendation

- It is recommended that Equitas continue to review the schedule with a view to keeping the end time each day to 5:30 pm at the latest.

## Manual

### *IHRTP Facilitator's manual*

Facilitators and co-facilitators expressed an interest in receiving the program manual electronically prior to the program. They also signaled problems with the accuracy of the page referencing in the facilitator's manual.

### Recommendations

- It is recommended that the facilitator's manual be made available to the members of the facilitation team as soon as possible prior to the start of the program and that a thorough review of the page referencing is undertaken to ensure accuracy.

### *IHRTP Resources manual*

In a effort to reduce our carbon footprint, resource manuals were provided to all participants in an electronic format with only a few hard copies provided to each group.

Although groups were able to manage, facilitators requested a few more hard copies per group.

Both participants and facilitators commented that articles in the manual should be updated.

#### **Recommendations**

- It is recommended that Equitas continues the practice of providing each participant with electronic versions of the resource manual and increase the number of hard copies per group.
- Equitas should also explore email reminders about daily readings to all participants.
- It is also recommended that reading in the resources manual be updated.

## Appendix A: IHRTP 2019 Results from general evaluation (quantitative)

English respondents: Sex : F (n=39) M (n=18) Other (n=0) Total: 57

French respondents: Sex : F (n=16) M (n=19) Other (n=2) Total: 37

Total participants (English and French respondents): 94

Excel file exported from Survey Monkey on July 2, 2019 and October 2, 2019

**Instruction:** Participants were asked to reflect back on the IHRTP to answer the questions below.

1. General Satisfaction					
	Respondents	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
What is your general level of satisfaction with the IHRTP? (n= 94)	Overall	12.8%	1.1%	27.7%	58.5%
	Female	9.1%	0.0%	32.7%	57.2%
	Male	18.9%	2.7%	18.9%	59.5%

2. Overall Program Objectives				
	Respondents	Disagree/ Strongly 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	Overall	1.1%	48.9%	50.0%
	Female	0.0%	49.0%	51.0%
	Male	2.7%	48.7%	48.7%
	Other	0.0%	50.0%	50.0%
Identify ways in which human rights education can increase the effectiveness of my human rights work	Overall	1.1%	39.4%	59.6%
	Female	0.0%	40.0%	60.0%
	Male	2.7%	37.8%	59.5%
	Other	0.0%	50.0%	50.0%

Integrate a participatory approach into my human rights and human rights education work	Overall	1.1%	28,7%	70,2%
	Female	0.0%	30.9%	69.1%
	Male	2.7%	24.3%	73.0%
	Other	0.0%	50.0%	50.0%
Indicate appropriate ways for putting my learning from the IH RTP into practice in the work of my organization	Overall	2.1%	45.2%	52.7%
	Female	1.8%	41.8%	56.4%
	Male	2.8%	52.8%	44.4%
	Other	0.0%	0.0%	100.0%
Explore networking opportunities essential for furthering the cause of human rights	Overall	2.1%	52.7%	45.2%
	Female	1.9%	55.6%	42.6%
	Male	2.7%	48.7%	48.7%
	Other	0.0%	50.0%	50.0%
Determine strategies for promoting gender equality in my human rights education work	Overall	1.1%	41.5%	57.5%
	Female	0.0%	40.0%	60.0%
	Male	2.7%	43.2%	54.1%
	Other	0.0%	50.0%	50.0%
Employ a basic evaluation process for assessing the results of my human rights education work	Overall	1.1%	47.3%	51.6%
	Female	1.8%	50.9%	47.3%
	Male	0.0%	41.7%	58.3%
	Other	0.0%	50.0%	50.0%

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 the attending the IH RTP
a. Universal Declaration of Human Rights (UDHR) (n= 93)	7.53%	40.86%	51.61%
b. International Covenant on Civil and Political Rights (ICCPR) (n= 93)	4.30%	50.54%	45.16%



c. International Covenant on Economic, Social and Cultural Rights (ICESCR) (n= 93)	6.45%	49.46%	44.09%
d. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (n= 94)	7.45%	41.49%	51.06%
e. Convention on the Rights of the Child (CRC) (n= 94)	5.32%	43.62%	51.06%
f. Universal Periodic Review (UPR) (n= 93)	5.38%	38.71%	55.91%
g. Declaration on Human Rights Defenders (n= 93)	4.30%	49.46%	46.24%

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= 94)	0	2.13%	23.40%	74.47%
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
b. The integrated approach of the IHRTP (covering content and process) has increased my capacity to carry out human rights education activities. (n= 94)	0	1.06%	36.17%	62.77%
	<b>Respondents</b>	<b>Strongly Disagree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
c. The topic of gender equality was adequately addressed throughout the IHRTP. (n= 94)	<b>Overall</b>	4.26%	39.36%	56.38%
	<b>Female</b>	5.45%	43.64%	50.91%
	<b>Male</b>	2.70%	32.43%	64.86%
	<b>Other</b>	0%	50%	50%

5. Written Documentation				
Rate the quality of the following:	Poor	Fair	Good	Very Good
a. Participant's Manual (n= 88)	0	1.14%	23.86%	75%
b. Texts/articles in the Resource Manual (n= 84)	0	2.38%	29.76%	67.86%
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:	Respondents	Not / Somewhat Useful	Useful	Very Useful	Did Not Participate
Thematic Regional Session (n= 93)	Overall	12.90%	21.51%	65.59%	0
	Female	14.55%	23.64%	61.82%	0
	Male	11.11%	19.44%	69.44%	0
	Other	0	0	100%	0
Open Space Technology (n= 93)	Overall	6.45%	30.11%	61.29%	2.15%
"Play it Fair" Toolkit Demonstration (n= 93)	Overall	20.43%	31.18%	46.24%	2.15%

<b>6. Other Program Activities</b>				
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. Preparing the Individual Plan was a practical method for planning how to put into practice the knowledge and skills I gained from the IHRTP. (n= 94)	0	0	26.60%	73.40%
b. The instructions and the worksheets in the Individual Plan helped me to develop my Plan. (n= 94)	0	2.13%	36.17%	61.70%
c. Support provided by my coach (Equitas staff, facilitator and/or co-facilitator) was helpful in preparing my Plan. (n= 94)	1.06%	0	27.66%	71.28%

<b>7. Facilitators</b>				
<b>Rate your FACILITATOR'S ability to:</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
a. Explain activities and tasks clearly (n= 94)	0	0	15.96%	84.04%
b. Show connections among different activities (n= 94)	0	2.13%	15.96%	81.91%
c. Synthesize key points (n= 94)	0	2.13%	20.21%	77.66%
d. Debrief activities (n= 90)	0	2.22%	21.11%	76.67%
e. Encourage participation of all group members (n= 94)	0	2.13%	17.02%	80.85%
f. Keep discussions focused (n= 94)	0	1.06%	21.28%	77.66%

g. Balance needs of individuals and of the group (n= 93)	1.08%	0	29.03%	69.89%
h. Listen attentively (n= 94)	0	3.19%	12.77%	84.04%
i. Reserve judgment and keep an open mind (n= 93)	0	1.08%	13.99%	84.93%
j. Promote mutual learning and understanding (n= 93)	0	0	19.35%	80.65%
k. Manage conflicts (n= 92)	0	2.17%	16.30%	81.53%

8. Co-Facilitators (If applicable)				
Rate your FACILITATOR'S ability to:	Poor	Fair	Good	Very Good
a. Explain activities and tasks clearly (n= 91)	1.10%	8.79%	32.97%	57.14%
b. Show connections among different activities (n= 91)	1.10%	5.49%	32.97%	60.44%
c. Synthesize key points (n= 90)	1.11%	5.55%	34.44%	58.90%
d. Debrief activities (n= 90)	1.11%	6.67%	31.11%	61.11%
e. Encourage participation of all group members (n= 91)	1.10%	7.69%	30.77%	60.44%
f. Keep discussions focused (n= 91)	1.10%	5.49%	40.66%	52.75%
g. Balance needs of individuals and of the group (n= 91)	1.10%	7.69%	37.36%	53.85%
h. Listen attentively (n= 91)	1.10%	5.49%	24.18%	69.23%

i. Reserve judgment and keep an open mind (n= 91)	1.10%	6.59%	30.77%	61.54%
j. Promote mutual learning and understanding (n= 91)	1.10%	9.89%	26.37%	62.64%
k. Manage conflicts (n= 91)	1.10%	6.59%	35.17%	57.14%

9. Reflection on Your Learning			
	No	Somewhat	Yes
a. Based on the needs you identified at the beginning of the IHRTP, do you feel that these needs have been met. (n= 94)	-	12%	88%
Provide any comments you may have. Please be precise.			
b. What is the single most important thing you learned during the IHRTP? Please explain your response.			
c. Now that you have completed the IHRTP, please list what was most useful for you. Please explain your response.			
d. What has been the most significant change in your perceptions/ideas (in any area) as a result of the activities during the IHRTP?			
	Basic	Intermediate	Advanced
e. Now that you have completed the program, what do you feel is the overall level of the IHRTP? (n= 94)	17.02%	59.58%	23.40%
Provide any comments you may have. Please be precise.			

9. Future Direction			
	No, I would not refer anyone:	Maybe, I am unsure/undecided :	Yes, I would refer others to participate:
a. Would you recommend others from your organization or country to participate in the IH RTP? (n= 94)	-	2.13%	97.87%
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.			

10. Administration, Material Needs, and Special Events				
Communication	Poor	Fair	Good	Very Good
b. Communication with Equitas prior to arrival in Canada (n= 94)	1.06%	2.13%	18.09%	78.72%
c. Information in the Program Handbook (n= 94)	0	0	19.15%	80.85%
d. Communication of information during the IH RTP (n= 94)	0	1.06%	19.15%	79.79%
e. Assistance from and availability of Equitas staff (n= 94)	0	0	19.15%	80.85%
Comments or suggestions:				
Travel	Poor	Fair	Good	Very Good
a. Quality of services provided by the travel agent (n= )94	4.25%	11.70%	43.62%	40.43%
Comments or suggestions:				



Facilities		Poor	Fair	Good	Very Good
a. Quality of classrooms (n= 94)		2.13%	8.51%	47.87%	41.49%
b. Plenary session rooms (n= 93)		1.07%	1.08%	49.46%	48.39%
c. Accommodations and sleeping quarters (n= 93)		4.30%	11.83%	45.16%	38.71%
d. Food quality and variety (n= 92)		18.48%	47.82%	26.09%	7.61%
e. Food service and convenience (n= 90)		13.33%	31.11%	44.45%	11.11%
f. On-site communication services (telephone, Internet, etc.) (n= 94)		8.51%	31.91%	43.62%	15.96%
Comments or suggestions:					
Special Events	Poor	Fair	Good	Very Good	Did not Participate
a. Opening evening (n= 94)	1.06%	1.06%	32.98%	58.51%	6.39%
b. Host Family Dinner (n= 94)	2.13%	0	9.57%	87.23%	1.06%
c. International Evening (n= 94)	0	1.06%	11.70%	82.98%	4.26%
Comments or suggestions:					
Work for your organization		Less than 1 hour per week	Between 1 and 5 hours per week	Between 5 and 10 hours per week	More than 10 hours per week
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= 94)		37.23%	41.49%	12.77%	8.5%
Comments or suggestions:					



## Appendix B: Safe space poster

# LET'S CREATE A SAFE SPACE FOR ALL

Equitas is dedicated to providing a secure environment for everyone, free from discrimination, violence, and harassment, based on gender identity and expression, sexual orientation, race, age, ability, religion, or any other factor.



**Harassment is NOT acceptable.**

*Behaviours that constitute harassment include:*



*Offensive  
comments*



*Unwelcome  
physical contact*



*Verbal threats*



*Explicit text  
messages or social  
media posts*

If you have been made to feel uncomfortable or unsafe because of something that someone did or said to you (or if you witness this happening to someone else), you may share this information by:

1. Speaking to a trusted Equitas IH RTP team member
2. Contacting the Equitas Sexual Harassment Advisor at [fremaengel@gmail.com](mailto:fremaengel@gmail.com)

All reports are confidential and will be handled with discretion.

For more information, see Equitas' **Policy on Preventing Sexual Violence, Harassment and Discrimination**



**equitas**