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East Africa Human Rights Program

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Executive summary

This document is the evaluation report for the sixth edition of the East Africa Human Rights Program (EAHRP) held in 2021 in three different locations in East Africa: Naivasha (Kenya) from February 14 to 26, Arusha (Tanzania) from March 7 to 19, and Entebbe (Uganda) from April 11 to 23.

This report is addressed mainly to program stakeholders, including participants, facilitators, resource persons, EAHRP alumni, funders, Canadian Embassies and High Commissions, and Equitas staff.

The EAHRP is a central activity of Equitas' Advancing Equality through Human Rights Education (AEHRE) project. This intensive two-week training is an intermediate-level program intended primarily for representatives of non-governmental organizations (NGOs), national and regional human rights institutions and government bodies involved in advancing human rights through human rights education (HRE).

The focus of the EAHRP is oriented towards strengthening the capacity of a regional pool of human rights organizations and institutions to use a human rights-based approach (HRBA) to advance gender equality and human rights through human rights education (HRE) with the purpose of 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 promotes social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards.

In 2021, due to the Covid-19 pandemic, the program was delivered in three different countries instead of its international session format (which would bring participants from different countries in East Africa to a single location for the duration of the training session). The three sessions delivered in 2021 had the participation of forty-eight human rights defenders and educators (each national session welcomed sixteen local participants). They were facilitated by two facilitators (alumni from the countries hosting the session). Each national session also counted on the support of two resource persons and a volunteer. One alumnus from Kenya coached (remotely) the facilitation and coordination team during the three sessions and was supported by three Equitas staff (two Program Officers and one Education Specialist).

The information presented in this report is based on the feedback participants provided in the General Evaluation Questionnaire administered on the last day of the program to the three groups of participants in the EAHRP 2021. The main findings from the EAHRP 2021 evaluation indicate that participants were highly satisfied with the program and felt confident in their ability to implement their learning with respect to the six objectives the program aimed to achieve.

One hundred percent (100%) of participants that completed the General Evaluation Questionnaire reported that they were very satisfied (80.85%) or satisfied (19.15%) with the EAHRP 2021. Ninety-one percent (91.49%) of participants felt that the program addressed the learning needs they identified before attending the training session.

The EAHRP continues to be a program that participants highly recommend: ninety-eight percent (97.87%) indicated they would recommend the program to others from their organization or country. As one participant mentioned:

"The program has enriched my knowledge of human rights from a practical point of view. The participatory approach is one component that stood out for me. I have learned the different techniques such as brainstorming and live story board that I will transfer to my colleagues at work."
(Participant in the EAHRP 2021 Uganda)

The program has a strong focus on diversity, which is highlighted in the educational material and the interactions fostered among participants and facilitators. The selection committee also ensures that participants who join the training session also enrich the program's diversity. The feedback received from participants in the General Evaluation Questionnaire testify to the impact that being exposed to diversity during the EAHRP had on their perceptions relating to specific groups:

"[the most useful aspect of the program for me was] The diversity of the program. I have never been in a room with LGBTQ people, I had a lot of questions to ask." (Participant in the EAHRP 2021 Kenya)

"[the most significant change in my perception was a] change in gender diversity, I was used to male and female but now I'll be able to talk on LGBTQI" (Participant in the EAHRP 2021 Tanzania)

"The most significant change of my perception was that everyone has a right. I used to look at the LGBTQI people with that negative mind but now I feel good being around them." (Participant in the EAHRP 2021 Uganda)



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

Organization of this Report

This is the evaluation report for the sixth edition of the East Africa Human Rights Program (EAHRP) supported by Equitas – International Centre for Human Rights Education.

In 2021, due to the constantly evolving Covid-19 situation, the program was delivered in three countries (Kenya, Tanzania, and Uganda) instead of its previous delivery format.

This report is addressed mainly to program stakeholders, including participants, facilitators, resource persons, EAHRP alumni, funders, Canadian Embassies and High Commissions, and Equitas staff.

Part I of this report presents an overview of the program, describes the delivery format in 2021, explains the selection process, presents the total number of participants by country and gender, and shares the results obtained with the General Evaluation Questionnaire (the final evaluation questionnaire administered on the last day of the EAHRP, which all participants complete). It also provides recommendations based on participants' feedback.

Part II of this report presents details of the educational content covered throughout the program and shares participants' general satisfaction in relation to each Stream (chapter) covered during the training.

Evaluation Report - Part I

East Africa Human Rights Program – Overview

The East Africa Human Rights Program (EAHRP) is a human rights education initiative of alumni of Equitas' annual International Human Rights Training Program (IHRTTP) from the East African region and alumni of the EAHRP in partnership with Equitas. The program arose as a need to expand opportunities for more human rights workers operating at national and community levels seeking to acquire the knowledge and skills they need to carry out their work more effectively but who could not secure opportunities to attend the annual IHRTTP organized by Equitas in Canada.

The program's first edition was held in 2010, in Nairobi, Kenya; and over the past eleven years, five editions of the EAHRP were delivered in East Africa: 2010, 2012, 2013, 2016, 2017; totalling 158 human rights educators who have been trained during the two-week program.

The program's overall goal is to strengthen the capacity of a regional pool of human rights organizations and institutions to use a human rights-based approach (HRBA) to advance gender equality and human rights through human rights education (HRE) with the purpose of building a global culture of human rights.

To this end, the program places a strong emphasis on the transfer of learning and follow-up activities. Participants attending the program develop an Individual Plan for putting their learning from the program into action. When submitting their application to the EAHRP, both the individual applying and their organization need to consider how the transfer of learning might take place within and beyond the organization after the program.

The following objectives were established for participants joining the sixth edition of the program in 2021:

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

- Incorporate a human rights-based approach and a gender perspective in their human rights education work
- Identify ways in which human rights education can increase the effectiveness of their human rights education work
- Integrate a participatory approach into their human rights education work
- Employ a basic evaluation process for assessing the results of their human rights education work
- Explore networking opportunities essential for furthering the cause of human rights

- Indicate appropriate ways for putting their learning from the EAHRP into practice in the work of their organizations (through the development of their Individual Plan)

The EAHRP curriculum is designed based on a participatory approach, an educational approach founded on the principles of adult experiential learning. This approach is based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options.

The three fundamental characteristics, or pillars, of a participatory approach, are: starting with the participants' experience, critically analyzing and reflecting, developing strategies for action.

The participatory approach behind the EAHRP's design enables participants to generate much of the content being covered during the two-week training. The program serves as a framework for drawing out this content.

To enable the concepts of a participatory approach to be put into practice during the EAHRP, Equitas applies the Learning Spiral. This instructional design model guides how the participatory approach is implemented in the EAHRP and all other Equitas training programs. The Learning Spiral is applied at various levels, from individual activities to the whole training program.

During the EAHRP, participants and facilitators commit themselves to engage in a process of mutual teaching, sharing and learning. The emphasis is on practical application and development of strategies for future and joint action. Continued reflection, analysis and evaluation are central to the learning process.

During the two-week program, participants work for the most part in small groups (around 15 people) with a facilitator whose role is to guide them in achieving the program objectives. The facilitators, all from East Africa and alumni of the EAHRP or IHRT, are skilled in adult education methods, knowledgeable about human rights and experienced in working with diverse groups. Nationally, regionally and internationally recognized human rights experts are invited to give presentations and participate in panel discussions throughout the two-week program (in this report, they are referred to as resource persons).

East Africa Human Rights Program – Delivery Format in 2021

To enable the delivery of the program's sixth edition, a coordinating committee was established in July 2020. The coordinating committee consisted of three teams: logistics, education and security. It comprised thirteen alumni from five East African countries, partner organizations, and three Equitas staff.

The logistics and security teams had several in-depth discussions on the COVID-19 context in East Africa. Based on these discussions and considering the constantly evolving COVID-19 situation globally, Equitas' management team decided not to deliver the EAHRP 2021 in its typical delivery format. Instead of bringing human rights educators from different East African countries to one country for two weeks, the decision was taken to deliver the program in three different East African countries: Kenya, Tanzania, and Uganda.

The sixth edition of the EAHRP 2021 was delivered as three national sessions instead of one regional session (which had been the case during the previous five editions of the program).

East Africa Human Rights Program 2021 – Kenya

From February 14 to 26, 2021, Kenya hosted the first of the three sessions of the EAHRP 2021. The Kenyan session was delivered in the city of Naivasha and welcomed 16 participants (9 women, 7 men). Two facilitators (a man and a woman) were responsible for the delivery of the program. Facilitators were supported by a local coordinator (woman), a volunteer (woman), a coach (an EAHRP alumnus, man, based in Kenya) and two Equitas staff based in Montreal (an Education Specialist, woman, and a Program Officer, man).

East Africa Human Rights Program 2021 – Tanzania

From March 7 to 19, 2021, Tanzania hosted the second of the three sessions of the EAHRP 2021. The Tanzanian session was held in Arusha and welcomed 16 participants (8 women, 8 men). Two facilitators (a man and a woman) were responsible for the delivery of the program. To support the delivery of the session in Tanzania, a local coordinator (woman) and a volunteer (a man) were also engaged. The Tanzanian team was also supported by the same coach who supported the Kenyan team (an EAHRP alumnus, man, based in Kenya) and two Equitas staff based in Montreal (an Education Specialist, woman, and a Program Officer, woman).

Very regrettably, and in an unforeseeable way, on March 17, 2021, a participant who had joined the Tanzanian session (a man) deceased of natural causes. From the initial group of 16 participants who joined the program, fifteen participants completed it (8 women, 7 men).

East Africa Human Rights Program 2021 – Uganda

The third and final session of the EAHRP 2021 was delivered from April 11 to 23, 2021, in Entebbe, Uganda. The Ugandan session welcomed 16 participants (9 women, 6 men, 1 participant preferred not to say). Two facilitators (a man and a woman) were responsible for the delivery of the program. Facilitators were supported by a local coordinator (woman) and a volunteer (a man). The Ugandan team was also supported by the coach, who had also worked with the teams in Kenya and Tanzania. Two Equitas staff based in Montreal (an Education Specialist, a woman, and a Program Officer, a man).

East Africa Human Rights Program 2021 – Selection Process

All applicants submitted their fully completed applications by September 28, 2020. The completed application included the application form, a memorandum of agreement duly signed by the candidate and the director/chair of the candidate's organization, two letters of recommendation and a brochure if available (and/or mission statement) describing the candidate's organization. The selection of participants was led by country alumni teams during October 2020. The alumni used a selection grid that clearly indicated the criteria to be considered when reviewing the applications. They then discussed their decisions as a country team and ranked the selection list for their country in priority order.

East Africa Human Rights Program 2021 – Participants by Country and Gender

Country	Men	Women	Did not specify	Total
Kenya	7	9		16
Tanzania	8	8		16
Uganda	6	9	1	16
Total number of participants who joined the EAHRP in 2021				48
Total number of participants who completed the EAHRP in 2021				47

The EAHRP is a joint initiative of Equitas with partners from across East Africa. Equitas would like to reaffirm its recognition for the support received from three organizations that hosted the EAHRP in 2021: Women's Empowerment Link (Kenya), TUSONGE C.D.O (Tanzania), and Foundation for Integrated Rural Development (Uganda).

Equitas would also like to acknowledge that the participation of all individuals in the EAHRP 2021 was made possible through the support of the Government of Canada provided through Global Affairs Canada (GAC).

East Africa Human Rights Program – Results from the General Evaluation Questionnaire

Evaluation Processes

A key component of the EAHRP is to enable participants to reflect on their own work and their own learning through the duration of the program. To ensure this reflection process, feedback and evaluation data are collected for formative purposes throughout the EAHRP; examples of the evaluation processes applied during the program are:

- The evaluation questionnaire applied at the end of each of the eight Streams of the training manual (End-of-Stream Evaluation Questionnaires), which all participants complete before moving to a new Stream
- The debrief meetings with the facilitation and coordination team
- The informal feedback gathered through discussions with participants and resource persons

To ensure that the EAHRP remains at the forefront of human rights education and continues to meet the needs of human rights educators from different countries in East Africa, Equitas uses these evaluation processes to review the content, educational approach and delivery of the program.

The present section of this evaluation report is based on information gathered from participants on the last day of the EAHRP. In the afternoon of day 11, all participants were given a link to access an online survey (General Evaluation Questionnaire). They had two hours to complete the survey and share their feedback about different aspects of the program. The General Evaluation Questionnaire assesses participants' level of satisfaction in areas such: the attaining of the program's objectives, the program's methodology, content, educational approach and delivery. The following sections present the responses obtained from participants of the EAHRP 2021.

General Satisfaction

In the General Evaluation Questionnaire, participants were asked what their general level of satisfaction with the EAHRP was. Four answer options were presented, ranging from very dissatisfied to very satisfied. A total of 47 participants answered this question. From them, **80.85%** (n = 38) **indicated they were very satisfied** with the program, and **19.15%** rated their general level of satisfaction as being **satisfied** (n = 9).

These are a few comments participants shared:

"To get such resources it's so wonderful" (Participant in the EAHRP 2021 Kenya)

"I pray that EAHRP to live forever" (Participant in the EAHRP 2021 Kenya)

"Anyone [...] must have this knowledge, it helps much to sharp our knowledge and value each other." (Participant in the EAHRP 2021 Tanzania)

"The training is so powerful and well understood, the facilitators are good and the materials are well understood." (Participant in the EAHRP 2021 Tanzania)

"There is a lot to learn from this program, very resourceful and with a wide opportunity to network and learn from other participants. The unique spiral model of the program and its techniques are not yet fully spread to the last HR educator, which creates a need for more HRE to participate, and cascade the knowledge." (Participant in the EAHRP 2021 Uganda)

"I feel more confidence, knowledgeable and resourceful to deliver Human Rights education activities not only to the community members, but also the educators. I feel am an advanced Human Rights Educator." (Participant in the EAHRP 2021 Uganda)

"It's the best program I have ever seen" (Participant in the EAHRP 2021 Uganda)

Participants' satisfaction is also reflected in the fact that a great majority of participants indicated they would recommend the EAHRP to others, as shown below:

Question	Answer Options			Total
	Yes, I would recommend that others participate	Maybe, I am unsure/undecided	No, I would not refer anyone	
Would you recommend others from your community, organization or country to participate in the EAHRP?	97.87% (n = 46)	2.13% (n = 1)	0.00% (n = 0)	47

A few comments received from participants were:

"This is an opportunity to not miss. It's a platform for one to grow his/her knowledge on human rights" (Participant in the EAHRP 2021 Kenya)

"It is quite beneficial to have a pool of human rights defenders in my networks who embrace diversity, have adopted the culture and use human rights based approaches in their work, it escalates impact and are able to realize equity from a collective point of view" (Participant in the EAHRP 2021 Tanzania)

"I would recommend this kind of training for all human rights defenders. The content is very relevant yet it is not offered in the different training institutions." (Participant in the EAHRP 2021 Uganda)

Objectives EAHRP 2021

The General Evaluation Questionnaire asked participants to indicate how able they felt at the end of the program to apply the six objectives the EAHRP aimed to achieve. Their answers are presented below:

EAHRP Objectives	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Incorporate a human rights-based approach and a gender perspective in my human rights education work	0.00% (n = 0)	0.00% (n = 0)	25.53% (n = 12)	74.47% (n = 35)	47
Identify ways in which human rights education can increase the effectiveness of my human rights education work	0.00% (n = 0)	0.00% (n = 0)	23.40% (n = 11)	76.60% (n = 36)	47
Integrate a participatory approach into my human rights education work	0.00% (n = 0)	0.00% (n = 0)	17.02% (n = 8)	82.98% (n = 39)	47
Employ a basic evaluation process for assessing the results of my human rights education work	0.00% (n = 0)	0.00% (n = 0)	27.66% (n = 13)	72.34% (n = 34)	47

Explore networking opportunities essential for furthering the cause of human rights	0.00% (n = 0)	0.00% (n = 0)	25.53% (n = 12)	74.47% (n = 35)	47
Indicate appropriate ways for putting my learning from the EAHRP into practice in the work of my organizations	0.00% (n = 0)	0.00% (n = 0)	14.89% (n = 7)	85.11% (n = 40)	47

Some comments from participants are presented below:

“USING HRBA, IN PROGRAMING OF ALL MY HUMAN RIGHT PROGRAMS WITH SKILLS OF EVALUATION ALSO I WILL USE ALL PARTICIPATORY METHODAS OF DELIVERING MY MESSAGES ,I WILL ALSO TRAIN MY ORGANISATION TEAM ON THE SAME . AM MORE EMPOWERD ON THE HUMAN RIGHT INSTRUMENTS AND HOW THEY ARE APPLIED” (Participant in the EAHRP 2021 Kenya)

“[...] i have been able to learned different methodologies by using human right based approach and it will help me to transform it within my community members through the use of HRBA by involving the participants from sharing experience up to the implementation of HRE work” (Participant in the EAHRP 2021 Tanzania)

“This part helps to understand how integrated gender perspective in human education work on how identifying opportunities and challenges which can happened during the implementation process” (Participant in the EAHRP 2021 Tanzania)

“Using various methods and techniques provided during the training, I will be able to infuse into the program/Organization the importance of Human Rights Based Approach by looking also at the principles of human rights and ensuring that we incorporate them into our programs and activities.” (Participant in the EAHRP 2021 Kenya)

“The course has enlightened and clearly put in perspective how human rights education contributes to social change in my community and building a culture of human rights at large. The participatory approaches of delivery of the training have helped me to reflect on my role and how I can contribute to a human rights culture at a personal level and in my organisation” (Participant in the EAHRP 2021 Uganda)

“It is from this training that i had a practical experience of using participatory approaches in human rights education. I have had opportunity to learn about diverse human rights issues that i was not familiar with such as the LGBTQ community. despite being tiring, the individual plan contributes a lot to directing participants to putting learning into practice. the content on the human rights reporting systems and instruments understood during case studies goes a long way in contributing to practical approach to human rights education and moving away from theory to practice. the different participatory techniques go a long way in facilitating self actualization.” (Participant in the EAHRP 2021 Uganda)

Content

Diversity and Non-Discrimination

The content of the EAHRP has a strong focus on diversity and non-discrimination. Diversity is a reality created by individuals and groups from a broad spectrum of demographics and philosophical differences. Human beings are the same because we are all human, but different because we are all

diverse. Diversity includes differences in ethnicity, race ¹, class, gender, gender expression, sexual orientation, age, physical abilities/qualities, as well as religious beliefs, political beliefs or other ideologies, educational background, geographical location, social-economic status, marital status, parental status, and work experiences. It is important to acknowledge that categories of differences are not fixed and are evolving.

The General Evaluation Questionnaire asked participants to indicate if diversity and non-discrimination were adequately addressed in the program. These are the answers obtained:

Question	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
The topic of diversity and non-discrimination was adequately addressed throughout the EAHRP.	0.00% (n = 0)	0.00% (n = 0)	14.89% (n = 7)	85.11% (n = 40)	47

These are a few comments shared by participants:

“Coming from a context of sexual and gender minorities, I had quite a linker and singular view of perceiving discrimination and intervention. The program has provided a lens of identifying with other groups facing somewhat similar barriers in society to build networks with, share knowledge and education and awareness as well as joint initiatives and collaborations provide opportunity for a strengthened human rights education strategy” (Participant in the EAHRP 2021 Kenya)

“The group got a broader thinking on gender diversities as opposed to the notion of only two genders existing. The group realized the importance of including all persons despite their diverse ways” (Participant in the EAHRP 2021 Tanzania)

“EAHRP Uganda 2021 has so far been the first training for me to see issues and topics of non discrimination and diversity being covered through a training. The training was participatory where every participant was given space to express their need through brainstorming, group discussion, instructional diagrams among others” (Participant in the EAHRP 2021 Uganda)

“I really had a shallow understanding of gender diversity restricted to sex and not sexual orientation. I have understood other gender dimensions and notions of equality and non discrimination affecting them” (Participant in the EAHRP 2021 Uganda)

Gender Perspective

One of the objectives the EAHRP 2021 aimed to achieve was to enable participants to incorporate a human rights-based approach and a gender perspective in their human rights education work. Gender perspective means looking at the impact of gender on people's opportunities, social roles and interactions in different contexts.

The subject of gender perspective was included in all the eight Streams of the EAHRP 2021. Besides teaching about the concept, the program also ensured that gender perspective was applied throughout the two-week training. The General Evaluation Questionnaire asked participants to evaluate different aspects of gender perspective as demonstrated in the training. Below, participants' answers are shared:

¹ Race: A social construction used to categorize individuals based on physical or social differences, including skin color accent, name, diet, etc. one can reject the notion of “race” as a biological category while recognizing that racism and racist attitudes and barriers exist.” (Mcgill SEDEO)

Questions	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
The topic of gender equality was adequately addressed throughout the EAHRP	0.00% (n = 0)	0.00% (n = 0)	19.15% (n = 9)	80.85% (n = 38)	47
Opportunities for participation were equal for people of all genders	0.00% (n = 0)	0.00% (n = 0)	10.64% (n = 5)	89.36% (n = 42)	47
Inclusive and gender-sensitive language was used in the training materials	0.00% (n = 0)	0.00% (n = 0)	6.38% (n = 3)	93.62% (n = 44)	47
Facilitators demonstrated sensitivity to gender issues	0.00% (n = 0)	0.00% (n = 0)	10.87% (n = 5)	89.13% (n = 41)	46
Clear measures were put in place to prevent sexual violence, harassment, and discrimination	0.00% (n = 0)	0.00% (n = 0)	8.51% (n = 4)	91.49% (n = 43)	47

A few comments from participants are presented below:

“The space provided such an ambiance of equality and non discrimination that directly impacted the learning and sharing opportunities between the genders represented as well as sexual orientations”
(Participant in the EAHRP 2021 Kenya)

“Since day one even group guidelines were gender sensitive that is energizers and language used. The team was very good despite the gender, age and place of origin, we team very well with good collaboration within and outside the class.” (Participant in the EAHRP 2021 Tanzania)

“The training was absolutely gender sensitive right from the techniques used the facilitation in terms of communication was gender sensitive no harassment and use of discriminative words, the documentation was absolutely gender sensitive” (Participant in the EAHRP 2021 Uganda)

Human Rights Instruments

The EAHRP 2021 had a strong focus on enabling participants to apply a human rights-based approach to their human rights education work. One of the five elements of a human rights-based approach is its “link to rights”. To support participants in linking their human rights education work to human rights legal instruments, the program focused on four international and African human rights instruments (which participants explored in Stream 6). The General Evaluation Questionnaire asked participants to rate their current level of understanding of the four instruments after having reviewed them during the program. Below the answers obtained from participants are presented:

Instruments	Rate your current level of understanding of each of the following instruments:			Total
	Same level of understanding as before attending the EAHRP	Better level of understanding than before attending the EAHRP	Much better level of understanding than before attending the EAHRP	
Universal Declaration of Human Rights (UDHR)	0.00% (n = 0)	25.53% (n = 12)	74.47% (n = 35)	47

International Covenant on Civil and Political Rights (ICCPR)	2.13% (n = 1)	38.30% (n = 18)	59.57% (n = 28)	47
International Covenant on Economic, Social and Cultural Rights (ICESCR)	0.00% (n = 0)	38.30% (n = 18)	61.70% (n = 29)	47
African Charter on Human and Peoples Rights (ACHPR)	2.13% (n = 1)	36.17% (n = 17)	61.70% (n = 29)	47
Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol)	0.00% (n = 0)	27.66% (n = 13)	72.34% (n = 34)	47

These are some of the comments participants shared:

“Regardless of having engaged these instruments and human rights mechanisms before, the program has equipped with practical knowledge and skills that will enable me contextualise them” (Participant in the EAHRP 2021 Kenya)

“Deeper knowledge and understanding on International and African human rights system and how to reflecting the instruments on Human right education process. I am in the position of comparing National and international instruments and identify the gap in our policies” (Participant in the EAHRP 2021 Tanzania)

“I am now able to use the knowledge i have gained from these instruments and have learnt how to apply the instruments in my work. Something i never knew before and through this programme, i have learnt and enhanced on my knowledge and understanding. I will continue to study the instruments.” (Participant in the EAHRP 2021 Uganda)

Methodology

The EAHRP curriculum is designed based on a participatory approach. A participatory approach promotes and values the sharing of personal knowledge and lived experiences and encourages critical reflection on individual beliefs and values. It is founded on principles of mutual respect and reciprocal learning and seeks to include the participants' voice in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other.

All the activities in the facilitator's and participant's manuals are designed to foster participation and the sharing of life experiences that participants bring to the training room. In the EAHRP, the content presented is as important as the process by which it is presented, enabling participants to experience a participatory approach as they learn the educational content. The General Evaluation Questionnaire asked participants to share their perceptions relating to the methodology adopted during the delivery of the program. Below are the answers obtained:

Questions	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Our group followed the program as outlined in the manual	0.00% (n = 0)	0.00% (n = 0)	12.77% (n = 6)	87.23% (n = 41)	47
The integrated approach of the EAHRP (covering content and process) has increased my capacity to carry out human rights education activities	0.00% (n = 0)	0.00% (n = 0)	14.89% (n = 7)	85.11% (n = 40)	47

A few comments received from participants were:

“The methodology was good and engaging. The content was deeply and clearly brought to my understanding. The facilitators were knowledgeable on gender and their language was non discriminatory. We shared our experience as participants on what we thought of discrimination and got to learn from others. I learnt to always use the human rights values in addressing discrimination.” (Participant in the EAHRP 2021 Uganda)

“All of the approaches used during training sessions were very powerful and participatory to the everyone in the class, also helps the participants to give out their perception on human right education. The use of PANEL also was so good as it shows the participation and everyone is accountable of what is implemented or going on with no discrimination.” (Participant in the EAHRP 2021 Tanzania)

“The methodology was great, the participatory approach was the best in all trainings i have ever been involved in” (Participant in the EAHRP 2021 Uganda)

“I must say, covering content and process is a good method to deliver. I have picked so much and it has changed the way i will now deliver my trainings.” (Participant in the EAHRP 2021 Uganda)

Instructional Materials

Participant’s Manual and Resource Manual

The General Evaluation Questionnaire asked participants to evaluate the quality of the instructional materials (participant’s manual and the texts/articles included in the resource manual). These are the answers obtained:

Instructional Materials	Answer Options				Total
	Poor	Fair	Good	Very Good	
Participant’s manual	0.00% (n = 0)	0.00% (n = 0)	14.89% (n = 7)	85.11% (n = 40)	47
Texts/articles in the resource manual	0.00% (n = 0)	0.00% (n = 0)	21.28% (n = 10)	78.72% (n = 37)	47

Some of the comments received from participants are presented below:

“The participants’ manual was straight to the point and easy to use with activities direct to the point. While the resource manual gave us the best resources that helped during learning.” (Participant in the EAHRP 2021 Kenya)

“The materials (participants manual and articles at resource manual) are very useful on conducting HRE I will adopt it in my organization for reference during training of human rights education” (Participant in the EAHRP 2021 Tanzania)

“Both participant manual and resource manual was clear enough in providing participant with the rightful information they needed to expand their knowledge and awareness in the human rights and human rights education work. And this will continue to help us understand and drive us in the right direction in the work of human rights education even after the program. I really do appreciate EAHRP for that.” (Participant in the EAHRP 2021 Uganda)

Individual Plan

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

The “Individual Plan for Putting My Learning into Action” (Individual Plan) provides participants with the opportunity to plan how they will apply the human rights as well as human rights education knowledge, skills and techniques acquired during the EAHRP in their work. Participants are assisted by their peers and facilitators throughout the development of their plan and present their final plan on the last day of the program.

All forty-seven participants who completed the EAHRP 2021 submitted their complete plan on the last day of the training. The General Evaluation Questionnaire asked participants to evaluate different aspects relating to the individual plan. Below the answers obtained are presented:

Aspects Relating to the Individual Plan Evaluated in the General Evaluation Questionnaire	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Preparing the individual plan was a practical method for planning how to put into practice the knowledge and skills I gained from the EAHRP	0.00% (n = 0)	0.00% (n = 0)	17.02% (n = 8)	82.98% (n = 39)	47
The instructions and the worksheets in the Individual Plan helped me to develop my Plan	0.00% (n = 0)	0.00% (n = 0)	14.89% (n = 7)	85.11% (n = 40)	47
Support provided by the facilitation team was helpful in preparing my Plan	0.00% (n = 0)	0.00% (n = 0)	8.51% (n = 4)	91.49% (n = 43)	47
Support provided by my peer and group was helpful in preparing my Plan	0.00% (n = 0)	0.00% (n = 0)	14.89% (n = 7)	85.11% (n = 40)	47

These are some of the comments shared by participants:

“The individual plan was of significance and useful to my activities it makes me more committed to put into practice the skills and knowledge i gained from training. Also i draw the lesson how i can engage the community/participants of human rights education session committed to the training” (Participant in the EAHRP 2021 Tanzania)

“The plan reminded me of the critical path method where each sheet was leading to another. It enabled me to critically think about what I needed to focus on. I always had my individual plan open during learning sessions to enable me capture thoughts and ideas as they came and this was very key for me in developing the entire document. I of course had a little struggle with narrowing it down since all the content was very helpful but with the support of the facilitator, I managed to do so and I was able to produce a worthwhile plan.” (Participant in the EAHRP 2021 Uganda)

“The facilitators gave in ample time to guide participants in developing their individual plans. I believe, it is a good practice to start working on the plan on day one and to take participants through what is expected of them through out the time allocated to the plan as has been the practice during the training.” (Participant in the EAHRP 2021 Uganda)

Participants’ Reflections on Their Learning

During the first day of the EAHRP 2021, participants shared with the other members of their group their *needs* (the learning needs they hoped to fulfill during the program), and their *offers* (the knowledge and skills they brought to the training session and were willing to share with other

participants). The General Evaluation Questionnaire asked participants to reflect on the needs they identified at the beginning of the training session and to answer if those needs had been met during the program:

Question	Answer Options			Total
	No	Somewhat	Yes	
Based on the needs you identified at the beginning of the training, do you feel that these needs have been met?	2.13% (n = 1) ²	6.38% (n = 3) ³	91.49% (n = 43)	47

Below a few comments from participants are presented:

“Yes. Completely. I learned more than I expected. Especially with regard to the spiral learning process and HRBA” (Participant in the EAHRP 2021 Kenya)

“Was to understand more about human rights education and build my capacity. Now am able to integrate my knowledge and skills have acquired to my day to day work.” (Participant in the EAHRP 2021 Kenya)

“Leaving the training fully equipped with knowledge and skills that will better my community and institution. I feel not failing the MOU of my organisation” (Participant in the EAHRP 2021 Kenya)

“I managed to learn how to integrate HBRA in my interventions, develop individual plan and share experience from other participants.” (Participant in the EAHRP 2021 Tanzania)

“I have got the gender perspective, the human rights based approach, the systems approach and the participatory approached very well. The program has superseded my expectations because I only had expectations concerning content but the participatory approach has equipped me with facilitation skills” (Participant in the EAHRP 2021 Uganda)

The General Evaluation Questionnaire asked participants to share what was most useful for them. The points most often mentioned by participants are presented below:

- **Participatory approach:** The educational approach behind the EAHRP’s design. This approach is based on adult experiential learning principles and enables participants to generate much of the content that is covered during the two-week training. Participants experience the application of the participatory approach throughout the program since facilitators employ different strategies and techniques that enable them to apply a participatory approach to the delivery of the educational content. The participatory approach starts with the experiences that participants bring to the training room. Together, participants critically analyze and reflect on their experiences, and they develop strategies for action. The participatory approach encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in accordance with human rights values and standards. Participants who joined the EAHRP 2021 mentioned this approach as being most useful for them. A few comments participants shared in the General Evaluation Questionnaire are:

² It’s important to highlight that the four participants who answered “no” and “somewhat” to the question *Based on the needs you identified at the beginning of the training, do you feel that these needs have been met?* were not reflecting on their learning during the EAHRP (which was the subject being evaluated in this question). Instead, their answers reflected their perceptions in relation to the training venue, airtime provided, and logistics during the training session. This was clearly indicated in the comments these participants shared in the General Evaluation Questionnaire.

³ Same as above.

“Learning practical approaches in promoting human rights education such as the power walk technique to illustrate inequalities in communities, brainstorming approach to develop ground rules for the trainings and buzz groups to discuss the human rights principles. Fish bowl to demonstrate universality of human rights. Dinamica technique to evaluate increase in knowledge and instructional diagrams to illustrate the needs versus right based approach. Adults learn more by practice.” (Participant in the EAHRP 2021 Uganda)

“All the sessions were useful to me but what stood out for me was the participatory approach since we have been using the expert model and yet we think we are being inclusive and incorporating a human rights based approach.” (Participant in the EAHRP 2021 Uganda)

- **The learning spiral:** To enable the concepts of a participatory approach to be put into practice, it is necessary to have in place an instructional design model that facilitates the application of such concepts. The learning spiral is the instructional design model adopted by Equitas on all its programs. A few comments provided by participants in relation to the learning spiral are:

“Everything I learnt was very useful to me and I will apply in my work in the short run and long run -Learning the spiral learning model that embraces participatory approaches which are innovative, keep participants engaged and encourage critical reflection on applicability of human rights was very instrumental” (Participant in the EAHRP 2021 Uganda)

“learning spiral method was very useful since it enables reflections and participation as opposed to expert model., system approach is very useful approach in planning human right education. education Human right based approach as it promotes actions for change in the community.” (Participant in the EAHRP 2021 Tanzania)

- **Networking:** Participants also indicated networking as being most useful for them, since the program offered them opportunities for networking with other participants, resource people and facilitators.
- **Exposure to diversity:** Diversity is at the heart of the EAHRP. Not only it is emphasized in the program’s instructional materials, but it is also promoted by the members of the selection committee, who ensure that this core value is reflected on the participants joining the program. Participants shared that having an exposure to diversity during the two-week program enabled them to learn and changed their perceptions in relation to certain groups. The comments below testify to the impact that diversity had on participants:

“My work tenure in my current organization is ending this quarter. I have received several offers from my peers to work with them, especially working with the police. I attribute this to the power of networking -I have totally demystified how I perceive our minority colleagues (LGBTQI), this is an area I would love to explore working in moving forward” (Participant in the EAHRP 2021 Kenya)

“The diversity of the program. I have never been in a room with LGBTQ people, I had a lot of questions to ask.” (Participant in the EAHRP 2021 Kenya)

Participants also mentioned different aspects of the educational content as being useful to them. The ones most often mentioned in the General Evaluation Questionnaire were: the **human rights-based approach**, the **culture of human rights tree**, the **systems approach**, the different **human rights instruments** explored in Stream 6, **gender analysis**, **mapping of the actors influencing the human rights context** in their society, **evaluation** of human rights education initiatives, **monitoring and advocacy**.

The General Evaluation Questionnaire also asked participants to share **the single most important thing they learned during the EAHRP**. Forty-six participants answered this question. Their answers were classified into eight categories, presented below:

Categories and Sub-Categories	Participants' Quotes	Number of Comments per Category
EAHRP's Methodology Participatory Approach – Strategies and Techniques: (n = 12) Learning Spiral: (n = 2) Facilitation Skills: (n = 1) Emphasis on Team Work: (n = 1)	<p><i>“Participatory Approaches, this was very important to my job, family, organization and community. That's involves people earlier in first stage, this will help you to come up with realist solutions to the struggle that exists.”</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>“The 15 Participatory strategies and techniques of HRE. Such as dinamicas, power walk, community power mapping, fish bowl, buzz groups, concept mapping among others. Lessons, knowledge and skills acquired about the techniques will inform my HRE activity implementation and forms the biggest part of my individual plan, that involves developing a simplified version of the said techniques, to facilitate transfer of the knowledge to the wide community of HR Educators among Sex Workers.”</i> (Participant in the EAHRP 2021 Uganda)</p> <p><i>“Case study- this is the most interesting part of the training, I was able to relate with real time issues and how they affect all of in one way or another. The ability of people translating these aspects in different ways was also interesting”</i> (Participant in the EAHRP 2021 Kenya)</p>	16
Human Rights-Based Approach	<p><i>“I have learnt the human rights based approaches and [its] elements that am going to perfectly include in my trainings at my organization.”</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>“The use of HRBA this will help me to design, planning and implement HRE work through considering elements of HRBA on it.”</i> (Participant in the EAHRP 2021 Tanzania)</p>	10
Human Rights Principles	<p><i>“Human rights principles - learning these principles would go far to assisting me in my work and also being able to understand different people/the minority group.”</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>“Human rights are basic and important towards achievement of sustainable development, however, there are so many violations in our communities and this call for individual and collective immediate responses.”</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>“The concept and principles of human rights and how the can be integrated in human rights education work using a participatory approach is the most important thing I have learnt.”</i> (Participant in the EAHRP 2021 Uganda)</p>	6
Human Rights Instruments	<p><i>“A deeper understanding of the international instruments and how I can use them for social change, they seemed too many and detailed to read alone, however through the discussions each group read one and briefly discussed in a panel it was much easier</i></p>	5

	<p><i>to understand. I now know which document to use in my litigations on LGBTIQ+ rights violations and even cite as references in problem statement during proposal writing</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>"The instruments of HR was quite important and outstanding to me as they all consider gender inclusion and hold states accountable to respect, protect, promote and fulfill HR in all aspects"</i> (Participant in the EAHRP 2021 Uganda)</p>	
Evaluation Processes	<i>"The cycle models that can be used during trainings. I look forward to using them in our workshops."</i> (Participant in the EAHRP 2021 Kenya)	4
Networking and Collaboration	<i>"The importance of networking/ collaboration and coalition for advocacy actions"</i> (Participant in the EAHRP 2021 Tanzania)	2
The Value of Diversity	<i>"To respect all forms of diversity. To respect and love everyone without any reservations. We are all different and experience different kinds of challenged and therefore we should always be kind to one another."</i> (Participant in the EAHRP 2021 Uganda)	2
Fostering a Culture of Human Rights	<i>"How to inculcate a culture of human rights"</i> (Participant in the EAHRP 2021 Kenya)	1

The analysis of the forty-seven answers from the participants who responded to the question "What has been the most significant change in your perceptions/ideas (in any area) as a result of the activities during the EAHRP?" led to the nine key categories presented below:

Categories and Sub-Categories	Participants' Quotes	Number of Comments per Category
The Value of Diversity	<p><i>"All topics surrounding LGBTQI and their rights. Some topics on this area are completely new to me"</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>"to fights for the rights of LBGTIQ"</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>"The most significant change of my perception was that everyone has a right I used to look at the LGBTI people with that negative mind but now I feel good being around them"</i> (Participant in the EAHRP 2021 Uganda)</p>	11
Change in One's Perception on How Human Rights Education Can Be Delivered	<p><i>"Most significant change are my attitude and behavior with respect to how participatory approach can be implemented in our daily activities concerning"</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>"As a result of the program, i have changed my idea about using a participatory approach where before the program i perceived a participatory approach to only be applied during training sessions as well as using the expert model rather than the spiral model which is the real participatory"</i> (Participant in the EAHRP 2021 Uganda)</p>	10

The Importance of Incorporating Gender Perspective into One's Work	<p><i>"Incorporating a gender perspective in our day to day work"</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>"The integrated of gender perspective in my daily work in and out the organization"</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>"Embracing the gender perspective as I promote human rights education."</i> (Participant in the EAHRP 2021 Uganda)</p>	9
The Importance Fostering a Culture of Human Rights for Social Change	<p><i>"I have learnt that human rights education is a process of transformation that begins with me as an individual and branches out to encompass the society at large."</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>"That the rights to minorities are very important as those majorities since their ideas are worth towards inducing positive social change."</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>"To have a culture of human rights and it takes time (It's a process)"</i> (Participant in the EAHRP 2021 Uganda)</p>	7
The Relationship Between Personally Held Beliefs/Values and Human Rights	<p><i>"Human rights is about tackling deeply rooted ideologies and it is not an easy work but passion is the driver!"</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>"Never to question people's beliefs even if I am tempted to and ensure to always think of the core values of human rights of love, empathy, respect and equality"</i> (Participant in the EAHRP 2021 Uganda)</p>	3
The Relevance of Evaluating Human Rights Education Activities	<p><i>"The way of doing my evaluation, from the streams daily evaluation, I have learnt to do daily evaluation and reflection to assess my activities."</i> (Participant in the EAHRP 2021 Uganda)</p>	2
The Importance of Human Rights Principles	<p><i>"There rights which are inherent to an individual as in no one can take it away from another person."</i> (Participant in the EAHRP 2021 Kenya)</p>	2
The Applicability of Human Rights Instruments	<p><i>"My perception changed in term of international instrument since I thought are used only for lawyers or special people but now I understand that I can use it as tool for addressing HRE work"</i> (Participant in the EAHRP 2021 Tanzania)</p>	2
The Role Played by Actors Influencing Social Change	<p><i>"Family has a big influence on social change"</i> (Participant in the EAHRP 2021 Kenya)</p>	1

The General Evaluation Questionnaire also inquired about participants' perceptions concerning the overall level of the program. Their responses are presented below, followed by a few comments from participants:

Question	Answer Options			Total
	Basic	Intermediate	Advanced	
Now that you have completed the program, what do you feel is the overall level of the EAHRP?	0.00% (n = 0)	17.02% (n = 8)	82.98% (n = 39)	47

Below a few comments shared by participants are presented:

"EAHRP is an advanced platform of promoting and defending for human rights and I pray that if only the East African states could accomodate EAHRP in their governance strategies." (Participant in the EAHRP 2021 Kenya)

"The training is intense, fun and very effective in terms of the work we do and also it applies to our daily lives too. I loved how the streams were organized from developing group agreements to Evaluation and monitoring." (Participant in the EAHRP 2021 Kenya)

"I mean middle of Intermediate to advanced because with knowledge and skills offered by program I feel I have many things to deliver to the community, I have to settle with the documents to start from the scratch level translate the materials and share with the community." (Participant in the EAHRP 2021 Tanzania)

"my understanding level of Human right education is more advanced as i get to know how other organizations in different regions dressing Human issues, what are the challenges their facing and how they address them." (Participant in the EAHRP 2021 Tanzania)

"I think the program is on an advanced level because all the content shared is based on the participants' experiences and need which gives participants a change to reflect and learn from each other rather than basing on scholar's experiences" (Participant in the EAHRP 2021 Uganda)

"It is a good real practical training ideal for all practitioners to engage in to reflect on how they are contributing to a culture of human rights" (Participant in the EAHRP 2021 Uganda)

Logistics

Communication

Participants were asked to share their perceptions in relation to the communication with EAHRP 2021 organizers (prior to their arrival at the training facility and during the training). These are the answers obtained with the General Evaluation Questionnaire:

Aspects Evaluated in the General Evaluation Questionnaire	Answer Options				Total
	Poor	Fair	Good	Very Good	
Communication with EAHRP organizers prior to arrival at the training venue	2.13% (n = 1)	2.13% (n = 1)	10.64% (n = 5)	85.11% (n = 40)	47
Communication of information during the EAHRP	2.17% (n = 1)	2.17% (n = 1)	10.87% (n = 5)	84.78% (n = 39)	46

Assistance

Participants were asked to rate the assistance they received from the EAHRP 2021 organizers and how available the organizers had been. These are the answers shared in the General Evaluation Questionnaire:

Aspect Evaluated in the General Evaluation Questionnaire	Answer Options				Total
	Poor	Fair	Good	Very Good	
Assistance from and availability of EAHRP organizers	2.13% (n = 1)	4.26% (n = 2)	8.51% (n = 4)	85.11% (n = 40)	47

Suggestions for Improvement

The General Evaluation Questionnaire asked participants, “What specific areas does this program need to improve?”. The General Evaluation Questionnaire offered participants three feedback categories: content, engagement with participants before, during and after the training, and methodology. The answers obtained are presented below:

Categories	Comments or Recommendations Shared by Participants
Content	<p><i>“May be bring on board more HR instruments in future.”</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>“Create more time to deliver the content.”</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>“The content is very good but need more time.”</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>“Engagement with regional and International Instrument from resource person should be given more time as most of people are not real familiar with instrument therefore they need to go deep”</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>“Risk management during implementing HR work to the countries feels HR works is attack against the Government”</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>“Include the domestic perspective on human rights”</i> (Participant in the EAHRP 2021 Uganda)</p> <p><i>“It needs more content on how to encourage grassroots organisations to lobby funds and resources”</i> (Participant in the EAHRP 2021 Uganda)</p>
Engagement with participants before, during and after the training	<p><i>“Do mid evaluations touching on the welfare of the learners”</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>“Have self care sessions where participants are able to unwind even between sessions. Moving forward also commit the heads of the organisations to release the participants 100% some of the burn out was attributed to working till 2am at night to deliver the organisations work”</i> (Participant in the EAHRP 2021 Kenya)</p>

	<p><i>"Should the make space physical meeting with participants in our organization to see the impact of training in community and organization"</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>"Re fresher training after the programme"</i> (Participant in the EAHRP 2021 Tanzania)</p>
Methodology:	<p><i>"Methodology is good but time is just too short for that packaging"</i> (Participant in the EAHRP 2021 Kenya)</p> <p><i>"Identifying diffent methodologies which will fit to all group especially PwDs example blind people"</i> (Participant in the EAHRP 2021 Tanzania)</p> <p><i>"The survey monkey should be improved to automatically save the answers. i have lost work for slow internet twice"</i> (Participant in the EAHRP 2021 Tanzania)</p>

Other Comments and Recommendations

The General Evaluation Questionnaire also allowed participants to share other comments or recommendations for changes to the EAHRP. The analysis of participants' answers generated six main categories. Below these categories are presented, as well as a few comments from participants:

Categories	Comments or Recommendations Shared by Participants
Training Duration	<p><i>"The training [should] be a one-month training and the way of making follow up to our individual plan we request you do a physical visit to our organisation conduct a refresher session to participants so as to remind them human right concept"</i></p> <p><i>"I would propose to extend the time for learning from two weeks to at least three weeks. This will help participants have enough design and come up with good strategies and prepare learning presents to EAHRP such as Testimonial documentations and Success stories especially those related to efforts done on Human rights issues."</i></p>
Training Venue	<i>"Ensure good internet connectivity in the training venue"</i>
Financial Support for Participants	<p><i>"Include per diem for participants"</i></p> <p><i>"Incorporating and funding the participants plans to embrace effectiveness of implementation, monitoring and evaluation since other CSOs have resource constraints"</i></p>
Participants' Wellness During the Training Session	<i>"Have mechanisms of getting feedback on the general wellness and needs of the participants as the training continues"</i>
Offer Refresher Sessions of EAHRP	<p><i>"To ensure effective engagement and evaluation of our individual plan, its good to have another refresher training so share what has been implemented and sharing the experiences"</i></p> <p><i>"To plan for refresher seminars at list 5 days"</i></p>

Participants	<p><i>"Increase in the number of participants attending the program"</i></p> <p><i>"I think we should include the people with disabilities"</i></p>
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Evaluation Report - Part II

Part II presents details of the educational content covered throughout the program. It also shares participants' general satisfaction in relation to each Stream (chapter) covered during the two-week training.

East Africa Human Rights Program 2021 – Instructional Materials

The EAHRP is composed of four main instructional materials:

- Facilitator's manual (includes detailed facilitation instructions addressing each activity presented in the participant's manual)
- Participant's manual (does not include the facilitation instructions)
- Individual plan
- Resource manual

Part I of this report has already covered participants' perceptions about the individual plan and the resource manual. Part II will focus on the educational content included in the facilitator's and participant's manual.

As part of the preparation for the sixth edition of the EAHRP, a complete revision of both (facilitator's and participant's) manuals was undertaken. This revision ensured the alignment of the EAHRP to the Advancing Equality through Human Rights Education (AEHRE) project, the umbrella project under which the EAHRP was being delivered in 2021. The revision also reflected the modifications made over the years to the curriculum of the IHRT, which had not yet been incorporated into the EAHRP curriculum.

Streams Composing the Facilitator's and Participant's Manuals

The facilitator's and participant's manuals are composed of eight Streams (chapters). Each Stream focuses on specific content and skills that participants are expected to develop during the program in relation to the six main objectives the program aims to achieve. The eight Streams are interwoven and are facilitated in the same order as they are presented in the manuals. Following this order is crucial for the program's success because the content covered in each Stream and the discussions held during the content presentation build the foundation for content and conversations that will be held in future Streams.

Below, an overview of the content covered in each Stream of the facilitator's and participant's manuals is presented, followed by the results obtained with the evaluation questionnaire applied at the end of each Stream. The results included in the section below focus mainly on participants' overall level of satisfaction in relation to each Stream and their perceived ability to perform the objectives the Stream aimed to achieve.

Stream 1: Introductions

On day 1 of the EAHRP, participants cover the activities included in Stream 1. A total of five hours are dedicated to the two units (Unit 1 Getting to Know People, and Unit 2 Getting to Know the EAHRP) encompassed in Stream 1.

Being the first Stream that participants cover in the EAHRP, Stream 1 is quite important because it sets the ground for participants' interactions throughout the training session. In Stream 1, participants learn about each other's needs (the learning they intend to take away from the training) and their offers (the knowledge and experiences that each participant brings to the training). They

also learn how to build effective group dynamics as they develop group guidelines that will be guiding their interactions throughout the EAHRP.

Another critical aspect explored in Stream 1 is how best to give and receive feedback. This skill will support positive interactions among participants during the many group discussions they will have throughout the training program.

In Stream 1, participants are also introduced to the Participatory Approach, an educational approach based on the principles of adult experiential learning. The participatory approach is behind the EAHRP design and enables participants to generate much of the content that is covered during the two-week training. To allow the concepts of a participatory approach to be put into practice during the EAHRP, Stream 1 also presents the Learning Spiral, the instructional design model through which the participatory approach is implemented during the EAHRP.

Stream 1 – Results from the End-of-Stream Evaluation

Participants' Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 1?	9.52% ⁴ (n = 4)	0.00% (n = 0)	28.57% (n = 12)	61.90% (n = 26)	42

Stream 1 Objectives - Participants' Perception

At the end of Stream 1, participants were asked to share their level of agreement concerning their ability to perform the Stream's objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 1	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Explain the learning spiral, the design model used to develop the Program	2.33% (n = 1)	0.00% (n = 0)	34.88% (n = 15)	62.79% (n = 27)	43
Describe key elements of a participatory approach	4.65% (n = 2)	0.00% (n = 0)	32.56% (n = 14)	62.79% (n = 27)	43
Recognize the potential for conflict that exists in a human rights education context	2.33% (n = 1)	0.00% (n = 0)	58.14% (n = 25)	39.53% (n = 17)	43
Develop a set of guidelines for working as a group	0.00% (n = 0)	0.00% (n = 0)	25.58% (n = 11)	74.42% (n = 32)	43
Identify positive and negative ways of giving and receiving feedback	0.00% (n = 0)	0.00% (n = 0)	16.28% (n = 7)	83.72% (n = 36)	43

⁴ It was observed that during the evaluation of Streams 1 and 2, six participants selected *very dissatisfied* or *dissatisfied* as an answer to their level of satisfaction in relation to these two Streams. When analyzing the results from the end-of-Stream evaluation for Streams 1 and 2, no negative comments were identified that could backup or validate participants' negative perceptions. Our assumption is that participants may have selected the wrong option of answer when completing the evaluation survey for Streams 1 and 2, due to a possible lack of familiarity with the online questionnaire (SurveyMonkey). Two factors influenced this assumption: the positive feedback that participants provided in qualitative questions included in the evaluation of these two Streams, and the fact that negative perceptions were only shared at the evaluation of Streams 1 and 2 (which may indicate participants' lack of familiarity with the online questionnaire).

Stream 2: Starting from Where We Are

Participants cover Stream 2 during day 2 of the EAHRP. In total, hours and forty-five minutes are dedicated to exploring the two units (Unit 1 Human Rights in Your Community, Your Organization and Your Work, and Unit 2 Influences on the Human Rights Context) of this Stream.

When working on Unit 1, participants undertake an analysis of the human rights situation in their society. They reflect on the human rights situation in their community and complete a table “The Reporter’s Page” that enables them to identify the main human rights struggles or challenges affecting their communities. This table also allows participants to identify the factors and actors contributing (either promoting or limiting) the human rights struggles or challenges they have identified. Participants also reflect on the role that their organization plays in relation to the struggles or challenges identified and analyze the factors that either contribute to or constrains their work (in relation to the struggles or challenges under analysis).

As they work in Unit 2, participants reflect on the level of influence that the actors identified in Unit 1 have regarding the human rights struggle or challenge under analysis. The actors’ level of influence can be positive (e.g., it promotes human rights) or negative (e.g., it limits human rights). To support their analysis, participants prepare a circular card for each actor listed in The Reporter’s Page and place these cards in a flipchart representing a community. Depending on how close each actor is to the human rights struggle or challenge being analyzed, and also depending on each actor’s level of influence in relation to the human right struggle or challenge, participants may place the circular card on the center of the flipchart (indicating a greater level of influence) or further from the center (indicating little to no level of influence).

Once all the circular cards representing the actors are positioned in the flipchart, participants analyze the power dynamics that exist among these actors. This analysis goes beyond looking at the actors’ position in relation to the struggle or challenge. Instead, participants reflect on the relationships between different actors and how these relationships either promote or deny human rights. Finally, prompted by the facilitators, participants reflect on other groups of actors that might not have been identified during the initial analysis in Unit 1. Facilitators support participants in identifying other actors who might also impact the human rights struggle or challenge under analysis, even if these actors are not located directly within the community. This final step is crucial since it enables participants to perceive that what might have initially seemed like a local human rights struggle or challenge may, in reality, be under the influence of actors operating at a broader level (e.g., nationally or internationally).

This final reflection cements the basis for an important reflection that participants will have on Stream 3 when they engage in the process of mapping a culture of human rights through the analysis of the role that different sectors of society have in promoting and respecting a culture of human rights.

Stream 2 – Results from the End-of-Stream Evaluation

Participants’ Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 2?	2.13% (n = 1)	2.13% (n = 1)	31.91% (n = 15)	63.83% (n = 30)	47

Stream 2 Objectives - Participants’ Perception

At the end of Stream 2, participants were asked to share their level of agreement concerning their ability to perform the Stream’s objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 2	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Discuss the human rights situation in my community and country	4.26% (n = 1)	0.00% (n = 0)	19.15% (n = 9)	76.60% (n = 36)	47
Identify the local and global actors that favor or limit the protection and promotion of human rights in communities and countries	8.51% (n = 2)	0.00% (n = 0)	23.40% (n = 11)	68.09% (n = 32)	47

Stream 3: Building a Culture of Human Rights

Participants start working on Stream 3 at the end of day 2 and complete it at the beginning of day 4. In total, ten hours and thirty-five minutes are spent covering the three units that comprise this Stream (Unit 1 Human Rights Concepts and Principles, Unit 2 Defining a Culture of Human Rights, and Unit 3 Human Rights Education and Social Change).

As participants work in Unit 1, they reflect on their personal notion of human rights. They have the opportunity to explore the articles of the Universal Declaration of Human Rights (UDHR) and link the articles to what they identify as being their needs to live well and with dignity.

Participants also reflect on the underlying principles which inform the UDHR. These principles are essential in guiding the implementation of a human rights-based approach (e.g., human dignity, equality, non-discrimination, universality, indivisibility, interdependency, inalienability, responsibility). After this initial reflection, participants explore concepts relating to gender equality, diversity and non-discrimination. Because diversity is a core value to the EAHRP, the discussion participants have in Unit 1 is crucial in building acceptance and respect among them. Facilitators ensure that the group's guidelines developed in Stream 1 are brought to light during this Unit to ensure participants are reminded of their initial commitment to respect one another and welcome the diversity within their group.

In Unit 2, participants reflect on what a culture of human rights means to them. The culture of human rights is a key concept in the program, since the goal of the EAHRP is to strengthen participants' capacity to use a human rights-based approach (HRBA) to advance gender equality and human rights through human rights education (HRE) with the purpose of building a global culture of human rights. During Unit 2, participants formulate a group's definition of a culture of human rights.

They also explore what is involved in building a culture of human rights by engaging in a large group discussion that focuses on the role of different sectors of the society (family, government, business, media, general public, education institutions, civil society, and international organizations) in fostering a culture of human rights. During this discussion, participants reflect on the behaviours, attitudes, and practices aligned to human rights that each of the eight sectors of society being analyzed should demonstrate in an ideal scenario in which a culture of human rights is fostered. Participants are divided into small groups, and each group is responsible for preparing a tree branch representing the sector of society assigned to them. From day 3 to day 8, during their spare time, participants work together to prepare their branches, they also prepare a short presentation explaining their sector of society and the responsibility of that sector in fostering a culture of human rights. On day 9, participants assemble their Culture of Human Rights tree by putting together all the branches representing the eight sectors of society analyzed in Stream 3. The Culture of Human Rights tree is a visual representation of what we would see if all sectors of society were indeed engaged in respecting and fostering human rights.

The last Unit of Stream 3 enables participants to further reflect on their understanding of human rights education and think about its role in building a culture of human rights. A resource person joins

the group for a plenary presentation that addresses The Role of Human Rights Education in the Process of Social Change.

During this presentation, the resource person provides an overview of the role of human rights education in the promotion and protection of human rights leading to social change. In preparation for the presentation, participants work in small groups, revisiting the human rights struggle or challenges identified in Stream 2. They also reflect on the changes they want to see as a result of human rights education at the level of the individual and at the level of the organizational/group in relation to the sector of society assigned to them in Stream 3. This reflection enables participants to see human rights education as an action for social change, which should involve all sectors of society at different levels (i.e., at the level of the individual and at the level of the organizational/group). The discussions held in the small groups also enable participants to continue building their understanding concerning the actions that each sector of society should take to foster a culture of human rights.

Stream 3 – Results from the End-of-Stream Evaluation

Participants' Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 3?	0.00% (n = 0)	0.00% (n = 0)	19.15% (n = 9)	80.85% (n = 38)	47

Stream 3 Objectives - Participants' Perception

At the end of Stream 3, participants were asked to share their level of agreement concerning their ability to perform the Stream's objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 3	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Explain human rights principles and concepts and their applicability in my own context	0.00% (n = 0)	0.00% (n = 0)	10.64% (n = 5)	89.36% (n = 42)	47
Compare my personal notions of human rights with those of other members of my group	2.13% (n = 1)	0.00% (n = 0)	29.79% (n = 14)	68.09% (n = 32)	47
Describe the concepts of gender equality and diversity and their applicability in my society	0.00% (n = 0)	0.00% (n = 0)	23.40% (n = 11)	76.60% (n = 36)	47
Identify the necessary elements for nurturing a culture of human rights in my society	0.00% (n = 0)	0.00% (n = 0)	38.30% (n = 18)	61.70% (n = 29)	47
Discuss the role of the Universal Declaration of Human Rights in human rights education	0.00% (n = 0)	4.26% (n = 2)	25.53% (n = 12)	70.21% (n = 33)	47
Determine the role of human rights education in the process of social change and explain why human rights education, as a social action, needs to be guided by a human rights-based approach	0.00% (n = 0)	0.00% (n = 0)	19.15% (n = 9)	80.85% (n = 38)	47

Stream 4: Seeking Common Ground

On day 4, participants begin exploring Stream 4 and complete it in the morning of day 5. In total, they spend six hours and twenty minutes covering the content of the two units comprising this Stream (Unit 1 Examining Values and Beliefs of Human Rights, and Unit 2 Human Dignity).

Unit 1 provides participants with the opportunity to explore diversity within themselves and their group. Participants are encouraged to perceive their differences as a resource rather than an obstacle. As participants develop a web of connections for their group, they have the opportunity to acknowledge the diversity within themselves and others and explore ways to deal productively with diversity. Stream 4 also offers participants the chance to reflect on how their personal identities and values shape their understanding of human rights.

In Unit 2, participants reflect on how personally held values and beliefs affect their attitudes towards certain issues or groups of people. As a way of fostering reflection, participants are presented with several statements addressing women's rights issues, gender equality, and gender equity and are asked to answer if they agree or disagree with them. They answer the statements individually first and then engage in a group discussion that addresses each statement separately. Participants then reflect on their initial responses to the statements, and what it reveals about their personal concept of human rights, diversity, and gender equality issues.

In Unit 2, participants are also presented to a case study, "The Fatal River Story", which offers them the opportunity to clarify their values, which sometimes may be based unconsciously on their moral judgments. The case study highlights the contrasts in individual value systems and raises issues of whether concepts such as justice, honesty, power, or honour have different meanings when applied to men or women. The case study also enables participants to examine power structures and gender relations in society. Universality, human dignity and integrity are discussed as a way to find common ground when facing conflicting value judgments.

Stream 4 – Results from the End-of-Stream Evaluation

Participants' Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 4?	0.00% (n = 0)	0.00% (n = 0)	32.61% (n = 15)	67.39% (n = 31)	46

Stream 4 Objectives - Participants' Perception

At the end of Stream 4, participants were asked to share their level of agreement concerning their ability to perform the Stream's objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 4	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Describe how personal values and deeply held assumptions about "right and wrong" influence the actions and reactions of individuals	0.00% (n = 0)	0.00% (n = 0)	20.83% (n = 10)	79.17% (n = 38)	48
Discuss the relationship between an individual's identity, their perspectives on human rights	0.00% (n = 0))	0.00% (n = 0)	25.00% (n = 12)	75.00% (n = 36)	48

and their experience as a human rights educator					
Explain the concept of universality of human rights	0.00% (n = 0)	0.00% (n = 0)	25.00% (n = 12)	75.00% (n = 36)	48
Identify effective human rights education strategies for addressing the universality of human rights in my work	0.00% (n = 0)	0.00% (n = 0)	33.33% (n = 16)	66.67% (n = 32)	48

Stream 5: A Human Rights-Based Approach

To further build participants' capacity to apply HRBA and ensure the alignment of the EAHRP curriculum to the changes made to the IHRTP curriculum in 2020, Stream 5, as presented in the 2017 EAHRP manual, was divided into two Streams.

In the 2017 EAHRP manual, Stream 5: Applying a Human Rights-Based Approach, had three Units (Unit 1 Actions for Change, Unit 2 International and Regional Legal Sources of Human Rights Protection, and Unit 3 Working with International and Regional Human Rights Instruments). Due to the modifications made to the EAHRP 2021 manual, the Stream 5 found in the 2017 manual was divided into two Streams: "new" Stream 5: A Human Rights-Based Approach, comprised of one unit (Unit 1 Actions for Change); and "new" Stream 6: International and Regional Legal Sources of Human Rights Protection, consisting of two units (Unit 1 International and Regional Legal Sources of Human Rights Protection, and Unit 2 Working with International and Regional Human Rights Instruments). In 2021, during day 5, participants spent three hours and twenty-five minutes working on Stream 5. The realization of a "culture of human rights" is the goal of all human rights work. Stream 5 introduces The Systems Approach, an approach that enables participants to situate their human rights education activities within the broader context of human rights work. Participants are reminded that human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community. The Systems Approach enables participants to situate their human rights education work within the diverse scope of actions (e.g., monitoring, advocacy and awareness, research, institutional and legal reform) that other actors carry out to address similar human rights issues. It sensitizes participants to the importance of becoming familiar with other human rights and human rights education work being carried in their society. Doing so enables participants to evaluate better the contribution of their particular human rights education activities to the achievement of the broader goals of social change leading to the realization of a culture of human rights.

The Systems Approach can significantly increase the quality and effectiveness of participants' human rights education work because it enables the efficient use of available resources. It also opens doors for collaboration among different actors addressing similar human rights issues.

Stream 5 also enables participants to take part in a dinamica called "The Power Walk". It allows participants to experience the power imbalances that exist in society. At the beginning of the dinamica, each participant is given a character. Some characters are powerful, while others are not. During the Power Walk, participants feel the effect of power and its impact on the opportunities certain characters have to advance in life (e.g. powerful characters can move forward in the walk, while less powerful characters stay behind). The Power Walk also offers participants the opportunity to reflect on who has power in the society and who is the subject of power. It also prompts participants to reflect on their role as human rights educators and their responsibility in enabling power to be shared among all, including those who are most marginalized in the society. Participants also reflect on the importance of applying HRBA to ensure the empowerment of those most marginalized.

Stream 5 also allows participants to dive deeper into HRBA. In small groups, they analyze the five elements (PANEL) of a human rights-based approach (participation and inclusion, accountability and transparency, non-discrimination and equality, empowerment, links to human rights). They apply four

out of these five elements (PANE) to a case study, “The Wind Turbines of Summerland”. The fifth element of the approach, links to human rights, is applied in Stream 6 after participants have explored the United Nations (UN) human rights system and have analyzed a certain number of international and regional standard-setting instruments and mechanisms.

Stream 5 – Results from the End-of-Stream Evaluation

Participants’ Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 5?	0.00% (n = 0)	0.00% (n = 0)	44.68% (n = 21)	55.32% (n = 26)	47

Stream 5 Objectives - Participants’ Perception

At the end of Stream 5, participants were asked to share their level of agreement concerning their ability to perform the Stream’s objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 5	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Describe my human rights education work through a systems approach	0.00% (n = 0)	0.00% (n = 0)	26.09% (n = 12)	73.91% (n = 34)	46
Explain the main elements of a human rights-based approach	0.00% (n = 0))	0.00% (n = 0)	21.28% (n = 10)	78.72% (n = 37)	47
Identify how the elements of a human rights-based approach can be applied to my work	0.00% (n = 0)	0.00% (n = 0)	23.40% (n = 11)	76.60% (n = 36)	47

Stream 6: International and Regional Legal Sources of Human Rights Protection

Due to the modifications made to the EAHRP curriculum in 2021, the second and third units of the “old” Stream 5 in the 2017 EAHRP manual became the “new” Stream 6 in the 2021 EAHRP manual. During days 6 and 7, participants explore the two units comprised in Stream 6 (Unit 1 International and Regional Legal Sources of Human Rights Protection, and Unit 2 Working with International and Regional Human Rights Instruments). In total, participants spend nine hours and fifteen minutes covering this Stream.

Stream 6 gives participants the chance to explore four human rights instruments: International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), African Charter on Human and Peoples’ Rights (ACHPR), Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa (Maputo Protocol). To help them familiarize with these instruments, participants are divided into four groups and each group is assigned a human rights instrument. Participants review the instrument assigned to their group and prepare a short presentation featuring key aspects of the instrument their group reviewed.

On day 6, a resource person spends the whole day with participants. The resource person is responsible for delivering a plenary presentation, “Engaging the United Nations and the African Human Rights System”, that enables participants to understand how the international and African Human Rights System can, in practice, support the work of participants. The keyword behind the

resource person's presentation is *practicability*. It aims to equip participants with tactics on applying the legal instruments explored in Stream 6 to their work and the work of their organizations. On day 7, participants continue exploring Stream 6. On this day, they have the opportunity to apply their learning from day 6 to a case study, "The Bahawi Minority", which focuses on land rights and minority rights. Similar to the exercise they completed in Stream 5, participants apply the elements of a human rights-based approach to the case study. Because they had already explored human rights instruments in Stream 6, they are now apt to apply all the five elements (PANEL) of a human rights-based approach to their case study analysis.

Stream 6 – Results from the End-of-Stream Evaluation

Participants' Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 6?	0.00% (n = 0)	0.00% (n = 0)	37.50% (n = 18)	62.50% (n = 30)	48

Stream 6 Objectives - Participants' Perception

At the end of Stream 6, participants were asked to share their level of agreement concerning their ability to perform the Stream's objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 6	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Provide examples of how the United Nations human rights system can be used to protect and promote human rights	0.00% (n = 0)	0.00% (n = 0)	31.25% (n = 15)	68.75% (n = 33)	48
Explain the main features of the following four human rights instruments: ICCPR, ICESCR, ACHPR, Maputo Protocol	0.00% (n = 0))	0.00% (n = 0)	37.50% (n = 18)	62.50% (n = 30)	48
Apply human rights principles articulated in international instruments to particular situations (i.e., using a human rights-based approach)	0.00% (n = 0)	0.00% (n = 0)	25.00% (n = 12)	75.00% (n = 36)	48

Stream 7: Educational Evaluation in HRE

On day 8, participants cover the two units encompassed in Stream 7 (Unit 1 Types of Educational Evaluation, and Unit 2 Measuring Results in Human Rights Education). In total, participants spend five hours and five minutes to complete these Stream.

Stream 7 begins with participants reflecting on their personal notions about evaluation and comparing them with a standard definition of the term. Participants reflect on the reasons why evaluation is undertaken and are prompted to identify the different occasions in the EAHRP where they have experienced evaluation (e.g., the verification of participants' needs and offers that was part of the EAHRP application form, the pre-training questionnaire, the end-of-day debriefs, the end of Streams evaluations).

After this initial reflection, participants are presented to The Cycle of Continuous Improvement (CCI), a model for human rights education evaluation. This model sees evaluation as an ongoing process rather than a singular event, enabling the gathering of information during all the different phases (planning, development, implementation, and follow-up) of a human rights training session. This model allows for human rights educators to evaluate throughout the training process, enabling them to continuously refine and improve their programs.

The importance of gender in evaluation is also explored in Stream 7. Working in groups, participants analyze the different phases of the CCI, generating examples of how a gender perspective can be integrated into the different phases of the model.

To build participants' capacity to capture evidence of change at the level of the individual, the organization/group, and the broader community/society as a result of their work, and to demonstrate that their initiatives contributed to social change, Stream 7 also focuses on enabling participants to define results (immediate, intermediate, and a goal) for their human rights education initiative. Participants practice this skill by writing results (immediate and intermediate) and setting a goal for their Individual Plan. Stream 7 also allows participants to reflect on the data sources they will consult when carrying out the evaluation of their project and which methods/techniques for data gathering they will opt for. Participants also develop quantitative and qualitative indicators for their Individual Plan and reflected on the importance of developing gender-sensitive indicators for their projects.

Stream 7 – Results from the End-of-Stream Evaluation

Participants' Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 7?	0.00% (n = 0)	0.00% (n = 0)	52.17% (n = 24)	47.83% (n = 22)	46

Stream 7 Objectives - Participants' Perception

At the end of Stream 7, participants were asked to share their level of agreement concerning their ability to perform the Stream's objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 7	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Define educational evaluation in the context of human rights education	0.00% (n = 0)	0.00% (n = 0)	44.68% (n = 21)	55.32% (n = 26)	47
Explain the "Cycle of Continuous Improvement" evaluation model	0.00% (n = 0))	0.00% (n = 0)	40.43% (n = 19)	59.57% (n = 28)	47
Identify different types of results/outcomes of human rights education activities (i.e., immediate, intermediate, ultimate outcomes)	0.00% (n = 0)	0.00% (n = 0)	44.68% (n = 21)	55.32% (n = 26)	47
Identify appropriate techniques and data sources to evaluate your human rights education activities	0.00% (n = 0)	0.00% (n = 0)	36.17% (n = 17)	63.83% (n = 30)	47

Stream 8: Actions for Social Change

Stream 8 starts on day 9, and is completed on day 10. Participants spend seven hours and fifteen minutes covering the content of this Stream (Unit 1 Monitoring and Advocacy).

This Stream reinforces the fact that human rights education is one of a number of potential actions to address the current human rights situation in a particular country or community that can lead to desired socio-political change (facilitators remind participants of the concept presented in Stream 5: The Systems Approach).

Stream 8 focuses on building participants' skills in various actions for social change, including monitoring, advocacy and mobilization through human rights education.

Participants review strategies for using monitoring and advocacy to educate about human rights. They identify appropriate monitoring and advocacy initiatives that civil society actors (including their organizations) can undertake to support the implementation of UPR recommendations on women's rights.

In Stream 8, participants have the opportunity to design an advocacy campaign. Working in small groups, they are assigned a focus for an advocacy campaign (educating the public about women's rights issues, or advocating elected officials to pass tougher laws to protect the rights of women). Together with the other members of their group, participants develop objectives for their campaigns, prepare the campaign's evaluation strategy and target an audience they intend to reach. At the end of Stream 8 all groups present their advocacy campaign. After each presentation, participants complete an evaluation grid that analyzes different aspects of the advocacy campaign presented (e.g., clarity of objectives, evaluation strategy, appropriateness of target audience, clarity of message, the pertinence of the messengers selected, delivery methods).

Stream 8 – Results from the End-of-Stream Evaluation

Participants' Level of Satisfaction

Question	Answer Options				Total
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
What is your overall level of satisfaction with Stream 8?	0.00% (n = 0)	0.00% (n = 0)	39.13% (n = 18)	60.87% (n = 28)	46

Stream 8 Objectives - Participants' Perception

At the end of Stream 8, participants were asked to share their level of agreement concerning their ability to perform the Stream's objectives. The results below reflect the perceptions of participants from the three sessions of the EAHRP 2021:

Objectives – Stream 8	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Describe the key components of effective human rights monitoring and advocacy	0.00% (n = 0)	0.00% (n = 0)	34.78% (n = 16)	65.22% (n = 30)	46
Explain the role of monitoring and advocacy in educating about human rights	0.00% (n = 0))	0.00% (n = 0)	39.13% (n = 18)	60.87% (n = 28)	46

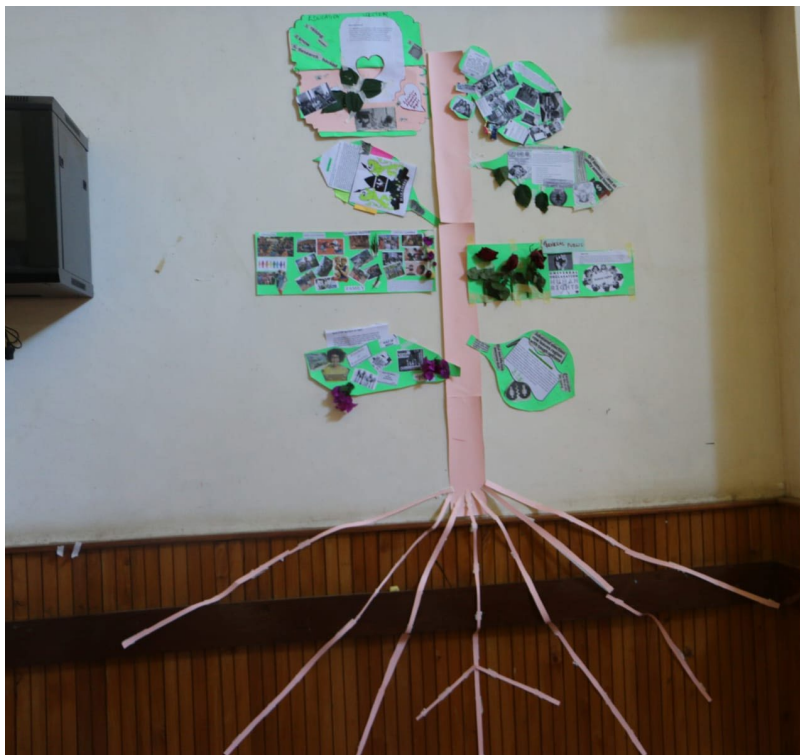
Explain what is involved in planning an effective advocacy initiative	0.00% (n = 0)	0.00% (n = 0)	42.22% (n = 19)	57.78% (n = 26)	45
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EAHRP 2021 – Pictures

Kenya - Participants, facilitators and coordination team



Kenya – Culture of Human Rights Tree



[illegible]

Uganda- Participants, facilitators and coordination team



Uganda – Culture of Human Rights Tree

