equitas
educate. empower. change.

EAHRP

TUSONGE C.D.O
ORGANIZATION
Making a real difference in lives

Women's Empowerment Link

FIRD — Foundation For Integrated Rural Development

East Africa Human Rights Program (EAHRP)

EVALUATION REPORT 2022
7th edition

- **Naivasha, Kenya**: February 20 - March 4

- **Arusha, Tanzania**: March 13 - 25

- **Entebbe, Uganda**: March 27 - April 8

In **partnership** with

Canada

educate. empower. change.

Table of Contents

Executive summary

This document is the evaluation report for the seventh edition of the East Africa Human Rights Program (EAHRP) held in 2022 in three different locations in East Africa: Naivasha (Kenya) from February 20 to March 4, Arusha (Tanzania) from March 13 to 25, and Entebbe (Uganda) from March 27 to April 8.

This report addresses mainly 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 EARHP 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 2022, 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 2022 had the participation of forty-seven human rights defenders and educators (Kenya and Uganda national sessions welcomed sixteen local participants and Tanzania fifteen). Two facilitators (alumni from the countries hosting the session) facilitated them. 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 2022. The main findings from the EAHRP 2022 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 (80.9%) or satisfied (19%) with the EAHRP 2022. Ninety-one percent (91%) 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: one-hundred percent (100%) indicated they would recommend the program to others from their organization or country. As one participant mentioned:

"It would be useful for others to participate so that they can as well learn about human rights issues and how they can support their communities to realize that this change can be achieved which this program has brought to light for me." (Participant in the EAHRP 2022 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 topic [of diversity] was well taught and understood it because i had no idea on the diversity and non-discrimination but now after attending the training i was able to understand it and am ready to use it in my daily work*" (Participant in the EAHRP 2022 Uganda)

"EARHP has built love for us and put us on the internet and built institutional unity so I return home with the understanding of my fellow trainees we have all come to understand and trust each other." (Participant in the EAHRP 2022 Tanzania)

"I am the first ever Grassroots LGBTQ person and rights advocate from Mount Kenya region to participate in the EAHRP. My experience at [EAHRP] has been eye opening as a LGBTQ leader. I have been inspired to step out and voice issues that affect Grassroots LGBTQ community in Kenya. Through my learning and experience at EHRAP I am a better leader to make a significant and lasting change in my community and beyond." (Participant in the EAHRP 2022 Kenya)

Organization of this Report

This is the evaluation report for the seventh edition of the East Africa Human Rights Program (EAHRP) supported by Equitas – International Centre for Human Rights Education. In 2022, 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 2022, 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 (IHRTP) 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 IHRTP organized by Equitas in Canada.
The program's first edition was held in 2010, in Nairobi, Kenya; and over the past eleven years, six editions of the EAHRP were delivered in East Africa: 2010, 2012, 2013, 2016, 2017, 2021, 2022; totalling 205 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 seventh edition of the program in 2022:

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 16 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 IHRTP, 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).

Delivery Format in 2022

To enable the delivery of the program's seventh edition, a coordinating committee was established in August 2021. 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 2022 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 seventh edition of the EAHRP 2022 was delivered as three national sessions instead of one regional session (which had been the case during the first five editions of the program).

East Africa Human Rights Program 2022 – Kenya

From February 20 to March 4, 2022, Kenya hosted the first of the three sessions of the EAHRP 2022. The Kenyan session was delivered in the city of Naivasha and welcomed 16 participants (9 women, 6 men, 1 self-identified gender diverse person). 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 2022 – Tanzania

From March 13 to 25, 2022, Tanzania hosted the second of the three sessions of the EAHRP 2022. The Tanzanian session was held in Arusha and welcomed 15 participants (8 women, 6 men, 1 self-identified gender-diverse person). 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).

East Africa Human Rights Program 2022 – Uganda

The third and final session of the EAHRP 2022 was delivered from March 27 to April 8 2022, in Entebbe, Uganda. The Ugandan session welcomed 16 participants (9 women, 5 men, 2 self-identified gender diverse persons). Two facilitators (two women) 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).

Selection Process

All applicants submitted their fully completed applications by October 17, 2021. 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 and November 2021. 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.

Participants by Country and Gender

Country	Women	Men	Gender-diverse	Did not specify	Total
Kenya	9	6	1	0	16
Tanzania	8	6	1	0	15
Uganda	9	5	2	0	16
Total number of participants who joined the EAHRP in 2022					48
Total number of participants who completed the EAHRP in 2022					47

Acknowledgements

The EAHRP is a joint initiative of Equitas with partners from across East Africa. Equitas would like to reaffirm its recognition for the contributions and efforts of the three organizations that hosted the EAHRP in 2022: Women's Empowerment Link (Kenya), TUSONGE C.D.O (Tanzania), and Foundation for Integrated Rural Development (Uganda).

The East Africa Human Rights Program is funded by the Government of Canada. In addition, the program would not have been made possible as the financial support from American Jewish World Service (AJWS).

In **partnership** with

Canada

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 2022.

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 42 participants answered this question. From them, **80.9%** (n = 34) **indicated they were very satisfied** with the program, and **19%** rated their general level of satisfaction as being **satisfied** (n = 8).

These are a few comments participants shared:

> *"The EAHRP is crucial course which improved my understanding on human rights issues, now I even know how to integrate HRBA and other methods such as system approach and participatory in addressing human rights issues."* (Participant in the EAHRP 2022 Tanzania)

> *"Most of the strategies learned are friendly to use and good for the participatory method and approach. This will enhance learning and understanding level of participants. It has also enhanced my networking skills and it will make it possible to work with others in my human rights education work"* (Participant in the EAHRP 2022 Kenya)

> *"This Program not only opened and provoked the potential in me but also made way for innovation and creative ability in the work I do."* (Participant in the EAHRP 2022 Uganda)

> *"This program met my expectations professionally and personally that shape me in promoting human rights education at my society and family levels."* (Participant in the EAHRP 2022 Tanzania)

"I realized that before participating in the program my work was majorly focused within my thematic area of women rights. Now I have a better understanding of rights in a holistic sense. I have also realized the importance of mapping out actors from the national, regional and international levels who can help in furthering the course of HRE" (Participant in the EAHRP 2022 Kenya)

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?	100% (n = 46)	0% (n = 0)	0.00% (n = 0)	46

A few comments received from participants were:

"The program is life changing and I hope so many people get the chance to be here." (Participant in the EAHRP 2022 Uganda)

"This EAHRP is very useful program for other fellows to participate as it is well designed to ensure effective learning among the participants from different diversities and enable to create other effective leaders in the promotion of HRE and culture of HR." (Participant in the EAHRP 2022 Tanzania)

"I would like them to attend and gain skills and knowledge to advance their advocacy work." (Participant in the EAHRP 2022 Kenya)

Objectives

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)	21.73% (n = 10)	78.26% (n = 36)	46
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)	26.08% (n = 12)	73.91% (n = 34)	46
Integrate a participatory approach into my human rights education work	0.00% (n = 0)	0.00% (n = 0)	28.82% (n = 13)	71.73% (n = 33)	46

Employ a basic evaluation process for assessing the results of my human rights education work	0.00% (n = 0)	0.00% (n = 0)	39.13% (n = 18)	60.86% (n = 28)	46
Explore networking opportunities essential for furthering the cause of human rights	0.00% (n = 0)	0.00% (n = 0)	38.29% (n = 18)	61.70% (n = 29)	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)	26.08% (n = 12)	73.91% (n = 34)	46

Some comments from participants are presented below:

> *"The program has well equipped me with adequate knowledge that I think will expressly improve how I do my work.   My entire perception has changed and the techniques have been very helpful.   I most definitely will partner with most of the alumni every time need arises."* (Participant in the EAHRP 2022 Uganda)

> *"The program has increased my ability to deal with human right issues in my areas, particular how to integrate local, regional and international instruments in relation to violation of human violation."* (Participant in the EAHRP 2022 Tanzania)

> *"I now have a better appreciation for the participatory approach and how easy it is to integrate it in my human rights work. Also, with the knowledge and skills gained within a quick period, I see opportunities for networking not only at the national level, at the regional and international levels too."* (Participant in the EAHRP 2022 Kenya)

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 on the following page:

---

[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)

Question	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
The topic of diversity and non-discrimination was adequately addressed throughout the EAHRP.	2.27% (n = 1)	0.00% (n = 0)	31.81% (n = 14)	65.90% (n = 29)	44

These are a few comments shared by participants:

"The program has literally changed my attitude and perception on diversity especially on gender, I want to find a way of involving the same in our organization policy." (Participant in the EAHRP 2022 Uganda)

"I have vividly learned how to unpack and understand, and appreciate how people are different donned and appreciate their choices" (Participant in the EAHRP 2022 Uganda)

"[The focus on] diversity has helped me understand the fact that despite the differences that exists in our communities yet, it is still possible to have a non discriminated society where everyone enjoys the Universality of Human rights regardless of his or her distinction." (Participant in the EAHRP 2022 Tanzania)

"I learned that human rights are for all people and are universal and the value of non-discrimination was key, especially when it came to LGBTQ. I got to understand them more and am now best placed to advocate for their rights and support their advocacy and struggles." (Participant in the EAHRP 2022 Kenya)

Gender Perspective

One of the objectives the EAHRP 2022 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 2022. In addition to 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:

Questions	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
The topic of gender equality was adequately addressed throughout the EARHP	0.00% (n = 0)	0.00% (n = 0)	23.91% (n = 11)	76.08% (n = 35)	46
Opportunities for participation were equal for people of all genders	0.00% (n = 0)	0.00% (n = 0)	25% (n = 11)	75% (n = 33)	44

Inclusive and gender-sensitive language was used in the training materials	0.00% (n = 0)	0.00% (n = 0)	18.60% (n = 8)	81.39% (n = 35)	43
Facilitators demonstrated sensitivity to gender issues	0.00% (n = 0)	2.22% (n = 1)	17.77% (n = 8)	80% (n = 36)	45
Clear measures were put in place to prevent sexual violence, harassment, and discrimination	0.00% (n = 0)	2.27% (n = 1)	15.90% (n = 7)	81.81% (n = 36)	44

A few comments from participants are presented below:

"The space was safe for all genders and people as it ensured we set rules and we got the clarity of what gender-sensitive issues may entail. There was a high level of respect among all participants. Majority if not all felt well included and taken care of. Those who were newly introduced to the pronoun they did their best to learn and adhere. Change takes time, I believe slowly we will get there." (Participant in the EAHRP 2022 Kenya)

"Gender perspectives were well articulated by facilitators where all participants (men and women) were equally and fairly given opportunities as the EAHRP objectives and all 8 streams facilitated." (Participant in the EAHRP 2022 Tanzania)

"At the beginning we signed the sexual violence, harassments guidelines to mitigate issues related to it and as well at the beginning of the training the issue of gender was inclusive in terms of how one identifies themselves." (Participant in the EAHRP 2022 Uganda)

Human Rights Instruments

The EAHRP 2022 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 five 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)	4.34% (n = 2)	21.73% (n = 10)	73.91% (n = 34)	46
International Covenant on Civil and Political Rights (ICCPR)	2.27% (n = 1)	45.45% (n = 20)	52.27% (n = 23)	44
International Covenant on Economic, Social and Cultural Rights (ICESCR)	2.27% (n = 1)	36.36% (n = 16)	61.36% (n = 27)	44
African Charter on Human and Peoples Rights (ACHPR)	2.27% (n = 1)	36.36% (n = 16)	61.36% (n = 27)	47

Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol)	2.27% (n = 1)	22.72% (n = 10)	75% (n = 33)	44

These are some of the comments participants shared:

"I now know the rights that each instrument is trying to protect and how our constitution borrowed so much from the instruments, I [am] able to use the instruments to explain basic concepts of Human Rights." (Participant in the EAHRP 2022 Kenya)

"These regional and International instruments have supported the level of understanding the culture of Human rights at this level I have responded also these instruments are very usefully in my area of work when it comes to advocacy actions." (Participant in the EAHRP 2022 Tanzania)

"These instruments are quite important and they will go a long way to influence the work I do at the organisation and also enriching my own understanding of the Universality of Human rights in the local context." (Participant in the EAHRP 2022 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)	32.60% (n = 15)	67.39% (n = 31)	46
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)	29.54% (n = 13)	70.45% (n = 31)	44

A few comments received from participants were:

"The methodology and content of the EAHRP is thought provoking, create room for learning, unlearning and relearning as well as sharing experiences with each other." (Participant in the EAHRP 2022 Kenya)

"The facilitators gave all the knowledge they could and they allowed me to learn and relearn and do things. They used a lot of participatory approaches to allow us understand the work I am doing and made me reflect on things I need to work on." (Participant in the EAHRP 2022 Uganda)

"East Africa Human Rights Program it had changed me a lot thus Participatory approach is the key to understand and know how human rights are protected and how you can use participatory method to protect and preserve human rights in a given community." (Participant in the EAHRP 2022 Tanzania)

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)	4.34% (n = 2)	26.08% (n = 12)	69.56% (n = 32)	46
Texts/articles in the resource manual	0.00% (n = 0)	2.27% (n = 1)	27.27% (n = 12)	70.45% (n = 31)	44

Some of the comments received from participants are presented below:

"Well structured manuals and very easy to understand and concepts generated one after the other." (Participant in the EAHRP 2022 Kenya)

"Very informative in terms of guidance and also it is reciprocal in such it encourages a participatory approach that the book itself is not an end but works as a guiding and a development tool in helping participants engage fully and share the knowledge and experience" (Participant in the EAHRP 2022 Tanzania)

"The participant manual was very informative I that a lot of content was deeply articulated, broadly and explained that tickled the minds of participant for deeper understanding on human right education work with each and every stream leading to other in terms of chronological flow of information. Different articles on the resource manual provided I depth analysis of human right issues with some relevant case study that clearly put out human right and discrimination against some gender, cultures etc e.g. the story of the Bahawu community who suffered discrimination form their government just because of the perception of other community about their cultures. It also articulated some international and regional human right instrument such as Maputo protocols etc. which were [used] for deeper analysis and understanding the universality of human right" (Participant in the EAHRP 2022 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 2022 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)	17.39% (n = 8)	82.60% (n = 38)	46
The instructions and the worksheets in the Individual Plan helped me to develop my Plan	0.00% (n = 0)	0.00% (n = 0)	25% (n = 11)	75% (n = 33)	44
Support provided by the facilitation team was helpful in preparing my Plan	0.00% (n = 0)	0.00% (n = 0)	22.72% (n = 10)	77.27% (n = 34)	44
Support provided by my peer and group was helpful in preparing my Plan	0.00% (n = 0)	0.00% (n = 0)	30.23% (n = 13)	69.76% (n = 30)	43

These are some of the comments shared by participants:

> *"The individual plan made me really think deep how to implement what I have learnt from the EAHRP and how it will be transferred to my fellow staff and how the effects will ripple down to the community"* (Participant in the EAHRP 2022 Uganda)

> *"I see an individual plan as both a collaborative and individual work. Working in groups has helped me quickly develop an in-depth understanding on how to address the guided question and what is best to always consider in preparing an individual plan. At an individual level, individual plan has helped me to be analytical and critic in a positive manner to allow me to integrate my learning and broaden my perspective"* (Participant in the EAHRP 2022 Tanzania)

> *"The plan has enabled me reflect on my work as a human rights educator. It has also helped me sharpen my skills in HRE."* (Participant in the EAHRP 2022 Kenya)

Participants' Reflections on Their Learning

During the first day of the EAHRP 2022, 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?	0.00% (n = 0)	8.69% (n = 4)[2]	91.30% (n = 42)	46

Below a few comments from participants are presented:

> *"My needs and offers were well covered. I managed to learn about HRBA and was able to offer creative method of advocacy campaigns during the sessions"* (Participant in the EAHRP 2022 Kenya)

> *"Everything I expected was provided and understood with the help of the facilitators who had information and knowledge on their finger tips."* (Participant in the EAHRP 2022 Uganda)

> *"Prior to my attendance the training I was eager to know more on how to deal with human right violations in my community, as for now am well conversant to the methodology and techniques and they will be too useful in my career."* (Participant in the EAHRP 2022 Tanzania)

> *"My need was to learn about different facilitation techniques and I can confidently say I acquired not one or two - but many strategies and techniques. I have also learnt about advocacy strategies and coming up with an advocacy messages."* (Participant in the EAHRP 2022 Kenya)

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 2022 mentioned this approach as being most useful for them. A few comments participants shared in the General Evaluation Questionnaire are:

"The most important thing I learnt from EAHRP is the concept of Participatory Approach to HRE. This stood out for me especially from the Spiral Learning Model that captures every single idea from wherever one starts from doing the HRE. This will definitely work for my HRE work because the results are clear and everyone is included in the process." (Participant in the EAHRP 2022 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:

    "The Spiral Model. This model helped me explain why my Human rights education work and other program implementation and project concepts have been recording percentages of failure." (Participant in the EAHRP 2022 Uganda)

- **Networking:** Participants also indicated networking as being most useful for them, since the program offered them opportunities for networking with other participants, resources 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 to participants:

    "Diversity has helped me understand the fact that despite the differences that exists in our communities yet, it is still possible to have a non discriminated society where every enjoys the Universality of Human   rights regardless of his or her distinction" (Participant in the EAHRP 2022 Tanzania)

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 **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-five 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 = 7) Facilitation Skills: (n = 3) Systems Approach: (n = 12) Gendered Perspective: (n= 5) Emphasis on Team Work: (n = 1)	*"The Most important thing I learnt from EAHRP is the concept of Participatory Approach to HRE. This stood out for me especially from the Spiral Learning Model that captures every single idea from wherever one starts from doing the HRE. This will definitely work for my HRE work because the results are clear and everyone is included in the process."* (Participant in the EAHRP 2022 Uganda) *"The use of participatory approach in HRE. This approach engages all participants and ensures everyone's voice is heard at the end of the day. There are so many shared experiences, and solutions to challenges that come out of this approach."* (Participant in the EAHRP 2022 Kenya) *"The different techniques in the participatory approach. As a facilitator and one who works in an organization that offers a lot of capacity building, I found these techniques very interesting and how they are able to bring out the best in every single participant."* (Participant in the EAHRP 2022 Uganda)	34
Human Rights-Based Approach	*"PANEL- HUMAN RIGHTS BASED APPROACH. -these two stand out and i will be keen to ensure inclusivity and none discrimination. I understand that all humans are important and are equal. They should be treated with respect and dignity. I will always include this in my life and work."* (Participant in the EAHRP 2022 Tanzania) *"Application of HRBA in addressing Human rights issues in my work was the most important thing I learned during the EAHRP."* (Participant in the EAHRP 2022 Tanzania)	6
Human Rights Instruments	*"Human rights instruments like UN [rapporteur]; How it is conducted and how it's done (process)"* (Participant in the EAHRP 2022 Uganda) *"Linking the international instruments to my everyday Human rights education work and how they are applicable to my community."* (Participant in the EAHRP 2022 Uganda)	6
Evaluation Processes	*"Monitoring and Evaluation topic was very knowledgeable for me. I actually want to do a broader study on it. I felt intrigued by the new stuff I was learning."* (Participant in the EAHRP 2022Kenya)	3
Fostering a Culture of Human Rights	*"Understanding the culture of human rights. I have realized that my work is basically helping individuals, my organization and my community to actually understand what a culture of human rights entails"* (Participant in the EAHRP 2022 Kenya)	1

The analysis of the forty-five 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
Change in One's Perception on How Human Rights Education Can Be Delivered	*"I have learned Human Rights based approach which is key instrument to my organization."* (Participant in the EAHRP 2022 Uganda) *"My change has been that this knowledge is actually very realistic in a sense that these are the same human rights issues we have all been working on but maybe I need to find innovative ways to pass on this information to my community members."* (Participant in the EAHRP 2022 Uganda) *"The change what I gained from the training is knowing how to integrate the HRBA in human rights issues addressing, also I didn't know how link international human rights instrument in addressing the human rights issue but due to this training I changed my ideas."* (Participant in the EAHRP 2022 Tanzania)	14
The Importance of Incorporating a Gender Perspective into One's Work	*"Significant change has been on the gender perspective and why one should do a gender analysis and my perception on the LGBTQ community."* (Participant in the EAHRP 2022 Uganda) *"Getting to learn more about LGBTQI+ community, otherwise known as the rainbow community. I have been able to demystify the myths that come with the rainbow community and learnt more about gender inclusivity"* (Participant in the EAHRP 2022 Tanzania) *"Gender diverse groups are human beings and they deserve to enjoy their rights as much I do. My perspective/ attitude toward them has changed and I hope they get incorporated in the legal services my organisation offers."* (Participant in the EAHRP 2022 Uganda)	12
The Value of Diversity	*"The diversity we had in our trainee members helped me to have a broad picture on gender perspective and Human Rights Situation on various areas"* (Participant in the EAHRP 2022 Tanzania) *"Seeking a common ground makes me appreciate our diversity"* (Participant in the EAHRP 2022 Kenya)	5
The Importance Fostering an Accessible Culture of Human Rights for Social Change	*"This training has allowed to experience and understand how persons with disabilities are affected more than how other marginalized groups are and, especially women with disabilities are affected even more than men with disabilities."* (Participant in the EAHRP 2022 Tanzania) *"Everyone is a human right defender if only she/he get appropriate information, skills and knowledge from the right source"* (Participant in the EAHRP 2022 Tanzania)	4

The Relevance of Evaluating Human Rights Education Activities	*"How important it is to evaluate my human rights work."* (Participant in the EAHRP 2022 Kenya)	3
The Importance of Human Rights Principles	*"The human rights principles especially the one of inalienability that advocated that we own our rights and we are accountable for them. no one should take them away from us."* (Participant in the EAHRP 2022 Uganda)	3
The Applicability of Human Rights Instruments	*"The area of human right education based on the international instruments which demands the state parties to adhering the instrument by observing the issue of human right in the country. "* (Participant in the EAHRP 2022 Tanzania)	4

The General Evaluation Questionnaire also inquired about participants' perceptions concerning the overall level of the program. Their responses are presented below.

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)	23.91% (n = 11)	76.08% (n = 35)	46

Below a few comments shared by participants are presented:

"Had I learnt this years ago, I feel I would be doing better in my Human rights education. It is a good beginning. It's one of the best trainings I have ever attended." (Participant in the EAHRP 2022 Kenya)

"The learning is intense and useful in our advocacy work. I have learnt a lot especially on participatory approaches in HRE." (Participant in the EAHRP 2022 Kenya)

"It is a great learning experience I have never had. Each stream is organized and delivered in such a manner that each participant: (1) feels excited to share and (2) Feels encouraged to participate. I would recommend such training methodology to be adapted in many other training institutions. It helps cover more in a huge pace and encourage that no one is isolated or left behind." (Participant in the EAHRP 2022 Tanzania)

"Learning is a journey and no one can ever be perfect with this process as we keep learning, unlearning and relearning and this EAHRP program has brought to light this aspect and the appreciation that actually learning is very systemic and it takes a little more effort from the individual involved in the program to choose from the pool of knowledge gained, what speaks to the niche of the work that they are doing and how can they then align this knowledge to fit that particular situation." (Participant in the EAHRP 2022 Uganda)

"The training has been so intensive and comprehensive. Am thankful for the opportunity. Looking forward to many other opening and opportunities through connections and networks/ collaborations with other organizations and the alumni" (Participant in the EAHRP 2022 Uganda)

Logistics

Communication

Participants were asked to share their perceptions in relation to the communication with EAHRP 2022 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	0.00% (n = 0)	0.00% (n = 0)	17.39% (n = 8)	82.60% (n = 38)	46
Communication of information during the EAHRP	0.00% (n = 0)	0.00% (n = 0)	20.45% (n = 9)	79.54% (n = 35)	44

Assistance

Participants were asked to rate the assistance they received from the EAHRP 2022 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	0.00% (n = 0)	0.00% (n = 0)	18.18% (n = 8)	81.81% (n = 36)	44

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	*"Be specific to some Ugandan laws that protects human rights."* (Participant in the EAHRP 2022 Uganda) *"Disseminating local human rights instruments and advocacy approaches."* (Participant in the EAHRP 2022 Uganda) *"There is a need to incorporate national laws when explaining international instrument which deals with Human Right in Tanzania."* (Participant in the EAHRP 2022 Tanzania) *"Digital security also should be covered."* (Participant in the EAHRP 2022 Tanzania)

	"Include more gender and sexual diversity content." (Participant in the EAHRP 2022 Kenya) *"Should include a bit of psychosocial support for human rights defenders"* (Participant in the EAHRP 2022 Kenya)
Engagement with participants before, during and after the training	*"After the training I will recommend for it to be considered in the program to help and encourage participants to directly join the membership of existing Human Rights Defenders Network for ensuring their continuous growth and their contribution in the network"* (Participant in the EAHRP 2022 Tanzania) *"Involve EAHRP's alumni before the training so that they can provide their opinion to improve the training."* (Participant in the EAHRP 2022 Tanzania) *"More participation of the participants in decision making on matters affecting the participants directly"* (Participant in the EAHRP 2022 Kenya)
Time and Methodology:	*"More time should be allocated to aid better understanding and internalisation."* (Participant in the EAHRP 2022 Uganda) *"Two weeks is short to cover everything in the manual. Also we need maybe to be more creative in training engagement activities as we are using a lot of flipcharts"* (Participant in the EAHRP 2022 Tanzania)

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	*"More days should be given for the training so that all the manuals are exhausted well"* *"Training can be extended at least to three weeks due to its importance and a lot of things to be covered."*
Training Venue	*"Desks for learners who may need them"*
Financial Support for Participants	*"They should think about stipends for participants for their commitment as a way of improving this program."* *The program is smooth, except to the cost, it is my humble recommendation that the organizers my minimize cost by requesting the use of land transport out of air transport which is too expensive. Most of the attendant are bread winner to their families it is far better to Consider minimal per diems instead of using a lot of cost in arranging transport."*

Human Rights in a Digital Context	*"Now days, most of Human Rights activist use digital to promote Human rights Education, I think there is a need of training them on digital security management because most of them are victim."*
Offer Refresher Sessions of EAHRP	*"Kindly requesting that the EAHRP program conduct future reflection meetings, whereby participants will be gathered again after a certain period of time, e.g 6 months or a year."*
Participants	*"I will encourage the selection of the program in the future to encourage. 1. Persons With Disabilities 2. Participants from other field of professions e.g. who are not directly connected to NGOs to encourage diversity and building gender perspective"*

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.

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 2022. The revision also reflected the modifications made over the years to the curriculum of the IHRTP, 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 is an overview of the content covered in each Stream of the facilitator's and participant's manuals, 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, it 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?	4.44%[3] (n = 2)	0.00% (n = 0)	46.66% (n = 21)	48.88% (n = 22)	45

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 2022:

Objectives – Stream 1	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Explain the learning spiral, the design model used to develop the Program	0.00% (n = 0)	0.00% (n = 0)	37.77% (n = 17)	62.22% (n = 28)	45
Describe key elements of a participatory approach	6.97% (n = 3)	0.00% (n = 0)	44.18% (n = 19)	48.83% (n = 21)	43
Recognize the potential for conflict that exists in a human rights education context	6.97% (n = 3)	0.00% (n = 0)	58.13% (n = 25)	34.88% (n = 15)	43

---

[3] 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).

Develop a set of guidelines for working as a group	4.65% (n = 2)	0.00% (n = 0)	37.20% (n = 16)	58.13% (n = 25)	43
Identify positive and negative ways of giving and receiving feedback	4.76% (n = 2)	0.00% (n = 0)	30.95% (n = 13)	64.28% (n = 27)	42

Stream 2: Starting from Where We Are

Participants cover Stream 2 during day 2 of the EAHRP. In total three 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?	4.76% (n = 2)	0.00% (n = 0)	42.85% (n = 18)	52.38% (n = 22)	42

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 2022:

Objectives – Stream 2	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Discuss the human rights situation in my community and country	7.14% (n = 3)	0.00% (n = 0)	23.80% (n = 10)	69.04% (n = 29)	42
Identify the local and global actors that favor or limit the protection and promotion of human rights in communities and countries	7.50% (n = 3)	0.00% (n = 0)	32.50% (n = 13)	60.00% (n = 24)	40

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?	4.54% (n = 2)	0.00% (n = 0)	45.45% (n = 20)	50.00% (n = 22)	44

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 2022:

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	4.54% (n = 2)	0.00% (n = 0)	31.81% (n = 14)	63.63% (n = 28)	44
Compare my personal notions of human rights with those of other members of my group	4.76% (n = 2)	0.00% (n = 0)	47.61% (n = 20)	47.61% (n =20)	42
Describe the concepts of gender equality and diversity and their applicability in my society	2.38% (n = 1)	2.38% (n = 1)	38.09% (n = 16)	57.14% (n = 24)	42
Identify the necessary elements for nurturing a culture of human rights in my society	2.32% (n = 1)	0.00% (n = 0)	34.88% (n = 15)	62.79% (n = 27)	43
Discuss the role of the Universal Declaration of Human Rights in human rights education	4.76% (n = 2)	4.26% (n = 2)	38.09% (n = 16)	57.14% (n = 24)	42
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	4.76% (n = 2)	0.00% (n = 0)	42.85% (n = 18)	52.38% (n = 22)	42

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?	4.87% (n = 2)	0.00% (n = 0)	48.78% (n = 20)	46.34% (n = 19)	41

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 2022:

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)	47.50% (n = 19)	52.50% (n = 21)	40
Discuss the relationship between an individual's identity, their perspectives on human rights and their experience as a human rights educator	0.00% (n = 0)	0.00% (n = 0)	48.71% (n = 19)	51.28% (n = 20)	39
Explain the concept of universality of human rights	0.00% (n = 0)	0.00% (n = 0)	44.73% (n = 17)	55.26% (n = 21)	38
Identify effective human rights education strategies for addressing the universality of human rights in my work	0.00% (n = 0)	0.00% (n = 0)	52.26% (n = 21)	44.73% (n = 17)	38

Stream 5: A Human Rights-Based Approach

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?	4.44% (n = 2)	0.00% (n = 0)	44.44% (n = 20)	51.11% (n = 23)	45

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 2022:

Objectives – Stream 5	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Describe my human rights education work through a systems approach	4.44% (n = 1)	0.00% (n = 0)	44.44% (n = 20)	53.33% (n = 24)	45
Explain the main elements of a human rights-based approach	2.32% (n = 1)	0.00% (n = 0)	41.86% (n = 18)	55.81% (n = 24)	43
Identify how the elements of a human rights-based approach can be applied to my work	2.32% (n = 1)	0.00% (n = 0)	41.86% (n = 18)	55.81% (n = 24)	43

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

Participants spend nine hours and fifteen minutes covering Stream 6. This stream 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?	4.65% (n = 2)	0.00% (n = 0)	48.83% (n = 21)	46.51% (n = 20)	43

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 2022:

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)	2.32% (n = 1)	37.20% (n = 16)	60.46% (n = 26)	43
Explain the main features of the following four human rights instruments: ICCPR, ICESCR, ACHPR, Maputo Protocol	0.00% (n = 0)	2.50% (n = 1)	45.00% (n = 18)	52.50% (n = 21)	40

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)	53.65% (n = 22)	46.34% (n = 19)	41

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)	2.50% (n = 1)	60.00% (n = 24)	37.50% (n =15)	40

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 2022:

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)	2.56% (n = 1)	56.41% (n = 22)	41.02% (n = 16)	39
Explain the "Cycle of Continuous Improvement" evaluation model	0.00% (n = 0)	2.63% (n = 1)	44.73% (n = 17)	52.63% (n = 20)	38
Identify different types of results/outcomes of human rights education activities (i.e., immediate, intermediate, ultimate outcomes)	0.00% (n = 0)	2.63% (n = 1)	57.89% (n = 22)	39.47% (n = 15)	38
Identify appropriate techniques and data sources to evaluate your human rights education activities	2.63% (n = 1)	5.26% (n = 2)	39.47% (n = 15)	52.63% (n = 20)	38

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)	47.61% (n = 20)	52.38% (n = 22)	42

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 2022:

Objectives – Stream 8	Answer Options				Total
	Strongly Disagree	Disagree	Agree	Strongly Agree	
Describe the key components of effective human rights monitoring and advocacy	2.32% (n = 1)	0.00% (n = 0)	46.51% (n = 20)	51.16% (n = 22)	43
Explain the role of monitoring and advocacy in educating about human rights	2.50% (n = 1)	0.00% (n = 0)	40.00% (n = 16)	57.50% (n = 23)	40
Explain what is involved in planning an effective advocacy initiative	2.50% (n = 1)	0.00% (n = 0)	40.00% (n = 16)	57.50% (n = 23)	40

EAHRP 2022– Pictures

Kenya - Participants, facilitators and coordination team

Tanzania – Participants, facilitators and coordination team

Uganda- Participants, facilitators and coordination team