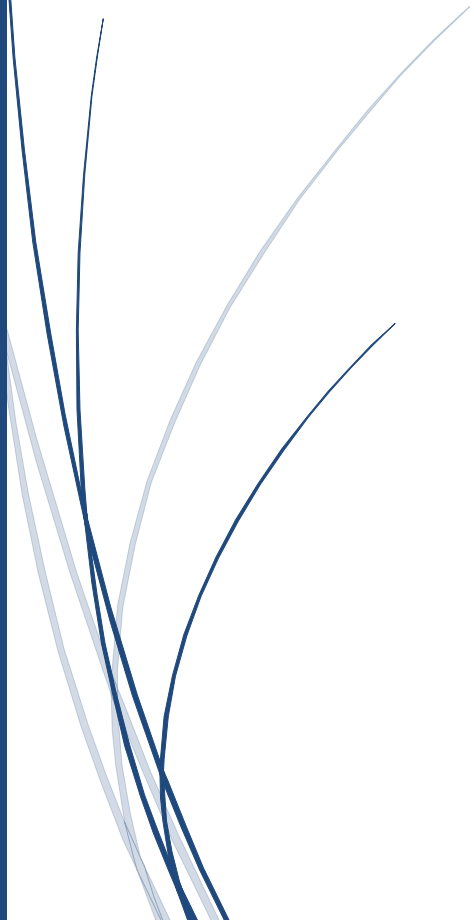


Independent Commission for
Human Rights (ICHR)



6/9/2020

Assessment of ICHR's Human Rights Training and Awareness-raising Activities



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Executive Summary

Associates in Building Capacity (ABC Consulting) has been contracted to undertake a final evaluation of human rights' trainings and awareness-raising activities which were implemented by the Independent Commission for Human Rights (ICHR) as part of its 2017-2019 strategic plan. The training sessions and awareness-raising activities are part of the overall objective of ICHR's overall all program goal which is formulated as follows *"in its capacity as a Palestinian national and constitutional human rights institution, ICHR protects and promotes human rights in accordance with the Palestinian Basic Law, national legislation, Declaration of Independence and international human rights standards."* This evaluation assesses the impact of the training sessions and awareness-raising workshops over the three-year period from 2017 to 2019, and the extent to which their objectives and milestones have been reached. The aim is also based on an analysis of the results, to serve as a basis for decisions related to future similar implementations. The assessment is conducted by using a mix of methods. Target groups and sampling for these methods will be discussed in detail below.

The main findings of the assessment show that the training sessions and awareness-raising workshops had many positive results. ICHR's interventions have significantly contributed to developing an alternative discourse that respects human rights and strengthened and widened the rights-based skills and knowledge. The high relevance of ICHR's interventions is one of the greatest contributing factors to the success of the overall program. The interventions proved to be aligned with key priorities of the targeted participants as they addressed some of their pressing training needs. Key informants' interviews, FGDs, trainers, and ICHR's staff reported that most of the planned objectives were well delivered and received.

As a result of ICHR's trainings and awareness-raising activities, individuals (i.e., men and women, youths, students), government officials, security devices, legal institutions and others are now aware of how to investigate the society's human rights violations and seek out solutions that are in line with human rights standards. Through ICHR's interventions, targeted individuals and institutions are capable to be actors of social change aiming towards the effective fulfillment of human rights. The change intended has involved changes in behaviors, beliefs, rights and freedoms, and effective governance. Gender equality is also a critical factor of social change that

ICHR strived to realize. Most of the interviewed participants highlighted that they learned about ICHR, its mandate, and activities. For example, they learned about the gradual use of force, report-writing, prisoners' rights, and torture in prisons. Additionally, interviewed participants emphasized that ICHR's interventions addressed skills of negotiation, persuasion, and mediation, they also focused on the methods of peaceful settlement of conflicts and how to deal with crowd behavior; and tension-defusing skills.

Acronyms

| | |
|----------------|--|
| ABC | Associates in Building Capacity organization |
| ICHR | The Independent Commission for Human Rights |
| oPt | Occupied Palestinian territories |
| FGDs | Focus group discussions |
| KII | Key informant interview |
| M&E | Monitoring and Evaluation |
| MoSD | Ministry of Social Development |
| PA | Palestinian Authority |
| UN | United Nation |
| GS | Gaza Strip |
| WB | West Bank |
| NHRI | The National Commission on Human Rights |
| ET | Evaluation team |
| ToT | Training of trainers |

Introduction

Human rights education is all learning processes and techniques that enhance human rights skills, knowledge, and behaviors. It is a process of empowerment that starts with the individual and spread out to include the community as a whole. Human rights education is defined by the United Nations Human Rights Council as *“learning, education, training, and information efforts aimed at building a universal culture of human rights. It includes not only learning about human rights and the mechanisms that protect them, but also the acquisition or reinforcement of skills needed to apply human rights in a practical way in daily life, the development of values, attitudes and behavior which uphold human rights as well as taking action to defend and promote human rights.”* All in all, the ICHR’s interventions stand out as a highly relevant, efficient and effective with the capacity to make effective impact on the promotion and protection of human rights across Palestine.

During the three-year strategic plan (2017-2019), The Independent Commission for Human Rights (ICHR), as part of its mandate, has been concerned with developing an understanding of everyone’s responsibility to make human rights a reality in their community. In this context, ICHR’s trainings and awareness-raising activities has contributed to the long-term promotion of human rights, sustainable development and equality, and capacity development of targeted duty bearers to meet their obligation. Based on the assessment of these conducted trainings and awareness-raising activities, along with related desk review, a comprehensive evaluation of the impact of human rights promoting activities has been developed. This evaluation will help ICHR to better plan and implement similar interventions in the future. Moreover, this report will help the organisation to capture evidence of change at the individual level. It will also enable ICHR staff to demonstrate how their work has contributed to this change in line with human rights.

Methodological design and data collection

ABC Consulting developed a clear methodology in order to comprehensively evaluate the program. The proposed methodology was sensitive to the needs and constraints of different stakeholders, protecting them from potential risk, encouraging truthful and transparent responses, and ensuring confidentiality. A mixed method used in this evaluation will be discussed in detail below. The research team practiced triangulation of data and documented verification in order to ensure the quality of data collected.

Ethical Issues

All interviewees were informed of the objectives of the evaluation and the intended use of the results; they were also informed that all statements and input are kept confidential and anonymous. Informed consent to participate was taken from all participants of data collection activities and they were given the option to withdraw their consent and participation at any moment. Participants were also reassured that their choice to participate will not affect their position in the program or future programs with partners. The methodology and data collection ensured that the research will not create or inflict any harm on participants of the research. Scripts for interviewers were included in an introduction to each data collection tool or question set.

Data Confidentiality and Participant Privacy

All gathered data are kept confidential and names of individuals are deleted from the data and replaced by codes in the evaluation notes if the name was recorded. For survey questionnaires, names are not recorded but identified by survey number. Ownership of all data, information, and findings gathered for the evaluation lies with the contracting authority. The use of the data/information/findings for publication or any other presentation or sharing will only be made after agreement with the contracting authority.

Data Collection Methods

1. Document and literature review was conducted prior to the implementation of field work. A more in-depth desk review was also conducted over the course of the assignment, including

examination of all program's documents, reports, action plans, M&E reports as well as relevant literature.

2. Key Informant Interviews (KII) were held with key stakeholders, including but not limited to the ICHR management and staff, trainers, beneficiaries, supervisors, partner organizations' representatives. During interviews and meetings, open questions that encourage lengthy, detailed and descriptive responses were used and the interviewee was asked to provide his/her own suggestions and recommendations to problems he/she sees in the program, thus promoting ownership of the monitoring or evaluation process. Interviews were between 30 minutes and 1 hour in length.

3. Focus groups Discussion (FGDs) were held with participants of the program (10 focus groups). The content of the focus groups was focused on results and impact of the program on the lives of the participants. During a focus group, questions were asked in an interactive group setting in which participants were free to give their opinions and discuss them with others in the group. Focus groups were conducted with up to 10 persons, and last for approximately 90 minutes. The facilitators from ABC's team took notes and recorded the discussion upon permission from participants.

4. On-line survey: an online study was conducted on a representative sample of beneficiaries which helped in obtaining specific quantitative data related to awareness-raising activities that were conducted throughout the program's lifetime.

Human Rights Situation in the Palestinian Context

In order to understand the impact of ICHR's human rights trainings and awareness-raising activities, it is important to get an idea of the overall context and the human rights situation in the occupied Palestinian territory.

Sustainable development, prosperity and peace are impossible without being built upon full respect for human rights, the rule of law, and democracy. In the Palestinian context, defending and protecting human rights through the rule of law continues to be strictly hampered. The complexity of the legal status as well as the continuing division between the two major Palestinian political parties Fatah and Hamas have disturbed forecasts for Palestinian peace and unity. Additionally, the two parties imposed their laws and regulations which, in turn, have created a problematic multiplicity and confusion in the legal system. In fact, this has significantly impacted the implementation of domestic human rights as well as humanitarian laws in the domestic sphere, especially since the applicability of international law to the oPt has been disputed for years.

Additionally, efficient defense of human rights is further obstructed by the consequences of the Oslo Accords (dividing the West Bank and East-Jerusalem, and Areas A, B and C) as well as the Israeli settlement expansion. In accordance with UN reports, the Israeli occupation is the main hurdle to the development of Palestinian people as it cruelly restricts their access to a manifold of fundamental human rights. In light of the ongoing Israeli occupation and in the absence of a Palestinian Legislative Council, the trust of the Palestinian society in the Justice and Security sectors cannot be overstated. This could only be realized when the institutions within each of the two sectors consistently apply human rights standards.¹

Since the PA's establishment in 1994, one of its main objectives has been guaranteeing a life of dignity for the Palestinian people through enabling them to practice their human rights. The complicated legal context of Palestine as well as the presence of the Israeli occupation has obstructed the Palestinian people's ability to obtain their basic human rights. Even though international humanitarian law and international human rights law are applicable in the Occupied

¹ <http://palestinecabinet.gov.ps/WebSite/Upload/Documents/GOVPLAN/NPA%20English.pdf>

Palestinian Territory, violations still occur. On daily basis, Palestinians are confronted with the various legal and institutional structures of the occupation. In accordance with UN reports, the Israeli occupation is the main hurdle to the development of Palestinian people as it cruelly restricts their access to a manifold of fundamental human rights. The routine violations of human rights including forced displacement, confiscation of land, home demolitions, arbitrary detention, and settler violence have profound after-effects for the population.

Israel's human right violations in Palestine are numerous; the most significant of its violations is that of the right to life. During 2018, 312 Palestinians were killed by the occupation, including 57 children and 3 women, and the occupation is still holding back the dead bodies of 15 Palestinians. Additionally, over 17,000 Palestinians in GS were injured since the (the Great March of Return) in March 2018. Israel also violates Palestinian's right to freedom; in the past year, 6500 Palestinians, including 1063 children and 140 women were arrested. Palestinian's right to movement is also violated as several occupation practices hinder Palestinian's everyday life. Such practices include settlement expansion, the separation wall, checkpoints, and military basis.² Moreover, Palestinian children are one of the most vulnerable categories victimized by the occupation. According to DCIP, 8 children aged between 0-17 years old were killed in the West Bank during 2018 due to occupation practices and violence that include clashes, air and ground attacks, and gun fire being opened randomly.³

One form of right violations is torture in prisons and detention centers, both Palestinian and Israeli ones. In 2014, the PA has signed the Convention against Torture which obligates it to ban all forms of torture by taking "effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction."⁴ Likewise, the PA is also obliged to criminalize and ban torture according to the customary international law. However, according to Palestinian human rights organizations, Palestinian prisons and detention centers do not comply completely with the convention as required. Moreover, the relevant legal text is weak as the punishment for torture according to Palestinian law varies from one week to five years of prison.

² <http://www.pcbs.gov.ps/Downloads/book2480.pdf>

³ http://www.pcbs.gov.ps/portals/_pcbs/PressRelease/Press_Ar_13-5-2019-nakba-ar.pdf

⁴ <https://www.ohchr.org/en/professionalinterest/pages/cat.aspx>

Even though many cases were documented by human rights organizations since the establishment of the PA, no one was brought to justice due to committing the crime of torture. According to domestic laws, torture that results in confessions/ information is the only form of torture addressed. Torture as a means of punishment or intimidation and psychological torture is not addressed by the Penal Codes applied in the PA territories.

Findings

Findings

In line with the evaluation questions and surveys, the report highlights findings of ICHR's human rights trainings and awareness-raising activities conducted between 2017-2019 in both the West Bank and Gaza. First, the relevance of ICHR's interventions to the needs of the targeted group will be assessed, followed by the effectiveness, the efficiency, the impact and then by the sustainability.

Relevance

Human rights trainings and education can prevent human rights violations and abuses, increase equal participation in decision-making processes, and promote development and equality. Thus, human rights trainings and education are means to a great end. In its capacity as a Palestinian national and constitutional human rights institution, ICHR, through its trainings and awareness-raising activities, has aimed to protect and promote human rights in accordance with the Palestinian Basic Law, national legislation, Declaration of Independence and international human rights standards. The relevance of both the training sessions and awareness-raising workshops is **'Extremely High'** and considered to be one of the greatest contributing factors to the success of these activities. The interventions proved to be aligned with key priorities of the targeted participants, addressed some of their pressing needs, and some were based on the needs-analysis conducted with key partners. The interventions were also aligned with ICHR's vision and mission and relevant to the organizational mandate and international agreements to which ICHR is bound. Finally, the project was clearly aligned with the ICHR's 2017-2019 overall program.

The evaluation team finds out that interventions undertaken by ICHR, including adapting awareness strategy, promoting the culture of human rights throughout education system, and training duty bearers on their roles and responsibilities towards right holders, were all relevant to the regional and country situation and to the needs of duty bearers and rights-holders. In this context, the evaluation team noticed that the program succeeded in enhancing the capacity of duty bearers to fulfill their obligations. As for the sessions and workshops that were conducted in academic institutions, participants and interviewed key informants highlighted that their Universities offer several theoretical courses related to human rights such as: human rights and the police's duty to protect them, and human rights in punishment institutions; however, the

courses are theory-based and ICHR provided a more practical side of such concepts. Moreover, one interviewed key informant and some focus group participants complained that the trainings were confined to 4th year students which was not enough; the interviewee also added that there should be more focus on younger students to ensure that the concepts are well developed by the time they graduate. Additionally, some of the universities never planned field visits to prisons for example, this could be a good method of implementing the acquired knowledge.

As highlighted by ICHR trainers, the interventions were also relevant at national level as they aimed to ensure that Palestinians have effective and fair justice systems that facilitate ways of addressing criminal and civil crimes and provide security and protection. Trainers find that ICHR's trainings were also found to be highly relevant to the overall human rights context in Palestine and to the needs and constraints of Palestinians. Trainers added that the objectives of the implemented trainings were logically sound and comprehensive in its inclusion of stakeholders at different levels of society (grassroots and policy levels), as well as in its targeting of key actors in the field of human rights (Academic institutions, governmental bodies, security apparatuses, judicial and legislative institutions, and others). Most focus groups' participants, and key informant interviews confirmed that ICHR's trainings and awareness-raising workshops were relevant to their needs and to the Palestinian context.

Some trainings and awareness-raising workshops targeted several participants with diverse roles, jobs, backgrounds, and field of specialization. Some participants reported that the relevance of such trainings varies from one participant to another. For instance, one of the trainings introduced the subject of the consequences of Palestine's accession to the international human rights conventions and its protocols. This course targeted both a lawyers and administrative officers, in accordance with the discussion held by the ET with the training's participants, the ET noticed that all participants have gained new knowledge and skills, yet, the administrative officers and other participants who are not specialized in the field of law have benefited more than lawyers. Some of the participated lawyers reported that they were familiar with the subject and the introduced themes. Therefore, ICHR should carefully select participants who are best

able to achieve the objectives of the training/workshops rather than targeting an entire work unit or all those at a certain position level.

Based on the training survey conducted by the evaluation team throughout the evaluation period, it has been found that surveyed participants' responses towards the relevance of ICHR's trainings were very positive. 65% of those who participated in human rights training (agree) that the training was relevant to their training needs, while 31.7% (strongly agree) on the same statement. Additionally, the data of post-training surveys that were conducted by ICHR after each training, was uploaded to Power BI and analyzed. Accordingly, Power BI analysis results show that the percentages of surveyed persons who answered with 'excellent' and 'very good' on this statement 'The training sessions were relevant to my job' were 31.74% and 61.1% respectively. Additionally, 53.4% of the trainers responded with 'excellent' to the statement that aimed to assess if the training content fit with their training needs, while 38.2% responded with 'very good'.

Another online survey was conducted to assess the relevance of ICHR's awareness-raising activities. As shown in the chart below, 61.5% of targeted participants agreed and 30.8% strongly agreed on the relevance of the awareness-raising activities to their needs. 5.8% of them were neutral which mean they were in confusion. This state of confusion expresses that they might have faced few situations where the workshops were irrelevant and few where it may be relevant.

Effectiveness

The effectiveness of the training sessions and awareness-raising workshops lies in the action that they foster among the trainees, and their effects in the participants' perspectives and behavioral changes. Accordingly, the assessment of the interventions' effectiveness shows the factors that led to greater respect for human rights and the changes at the level of the individual trainees that can reasonably be linked to the training effort. Key informants' interviews, FGDs, trainers,

"The organization of the groups during the workshop was great"

and ICHR's staff reported that most of the planned benefits were well delivered and received by the participants both in the WB and GS. Additionally, most of the focus groups' participants, if not all of them,

reported that training sessions and awareness-raising workshops were fully effective in terms of content and expressed their wish to participate in more sessions covering different topics. The trainings were effective and useful for their professional and personal life as well. Participants expressed their satisfaction by overall knowledge sharing, discussion, exercising, learning, methodology and training approaches. The goals of interventions, the methods, as well as the equipment and environment, were also important aspects that ensured the overall success of ICHR's interventions. Additionally, ICHR's trainers possessed two key characteristics. First, they were effective, and secondly, they were reliable. A good combination of all these led to an increased and effective activities transfer.

Participants, throughout the conducted FGDs, were asked if the sessions: affected the way they think and look at things; affected their skills; fitted with their training needs; was beneficial; positively met their expectation; had clear objectives; and had an encouraging atmosphere that promotes participation and

"The active interaction of the well-qualified trainers, appropriate facilities, as well as the hospitality all enhanced the effectiveness of the conducted sessions"

discussions. Interviewed trainees' feedback suggested that workshops and training sessions were effective means to help improve their capacities, as well as to promote knowledge sharing and

"I admired the trainers' commitment to successfully pursue the set goals"

collaboration. In general terms, the evaluators believe that the interventions did present a sufficient degree of effectiveness and many of the activities were received positively by the participants. The FGDs

demonstrated that the training sessions were effective in skilling participants through the

enhancement of their knowledge of human rights in their respective work settings. The ET concludes that without ICHR's transparent, consistent ways of planning, training, and preparing, the effectiveness of the interventions would be severely limited.

Participants' satisfaction

the ET noticed that there had been a need for a differentiated strategy to enhance participants' overall satisfaction with the trainings. Accordingly, in 2018, ICHR had made additional efforts that addressed the unsatisfactory implementations that were criticized in the previous year. Such efforts focused on the general environment in which trainings are conducted as well as the impact of the trainings on the trainees' skills and way of thinking.

"The training context was well suited to the training process"

After comparing the results of 2017 post-training survey with that of 2018 using Power BI, the evaluation team found that the rate of trainees who were 'highly satisfied' increased from 45.51% in **2017** to 52.08% in **2018** with disparities in terms of geographical distribution as the percentage of satisfaction among participants in the Gaza Strip is higher than in the West Bank. As for post-training surveys of **2019**, Power BI analysis show that **63.67%** of the trainees were 'highly satisfied' with the training with a noticeable discrepancy between the WB and GS. As the Power BI analysis shows, 2019 results indicated that the overall satisfaction levels increased by **12 points** compared to 2018's results.

Trainers' performance

"Trainer consistently checked for our understanding and feedback and adjusted delivery according to feedback from participants."

Assessing trainers provides feedback on their performance allowing them to improve themselves for future programs and it also determines the overall effectiveness of the training program for the participants as well as ICHR. Interviewed trainees reported that trainers were efficient in using participatory methods and techniques, and able to negotiate with participants with diverse backgrounds. According to FGDs, the sessions and workshops in which they participated were run by highly professional trainers with a range of experience in working in the field of human rights training. The

"Trainers effectively connected the methods to the content which, in return, enhanced our understanding."

trainers demonstrated various effective training methodologies, including discussion, case studies, and presentation. Additionally, the evaluation team noticed through FGDs that trainers significantly created a collegial atmosphere in which the exchange of experiences was facilitated.

According to the analysis of the training survey, which was developed by the evaluation team, 46.7% of the surveyed trainees 'strongly agreed' that the methods and techniques adapted by the trainers in the training process were effective and the trainers were able to present the material skillfully and in a way that encouraged learning, while 36.7% of them 'agreed' with the same statements. This is confirmed by Power BI analysis of ICHR's post-training surveys collected between 2017-2019 as results show that 56.6% of the trainees responded with 'excellent' to the question that aimed to assess if the trainers used effective methods and means, while 34.7% responded with 'very good' on same statement. Additionally, Power BI's data demonstrate that 58.01% of the surveyed trainees, both in the WB and GS, answered that the trainers were 'excellent' in, for example, using effective and suitable methods, understanding and responding to the needs of participants, and in ensuring good communication with the participants.

As for the online survey that targeted awareness-raising activities participants, 59.6% of the surveyed individuals 'agreed' that the methods and techniques used by the trainers were effective, while 55.8% of them 'agreed' that the trainers were able to present the material skillfully and in a way that encouraged learning.

Training content

Targeting of training content was found to be the most important design factor driving training success. For training to be well delivered, organizational and individual gaps need to be correctly

"The general content of the training was defined before the sessions started"

specified, participants should be selected in a strategic manner, and specific training needs must be assessed. The topics of ICHR's trainings were based on needs assessments and prepared by ICHR during the design phase. According to some trainees who participated in the discussions held by the evaluation team, the content of the training sessions

and awareness-rising workshops was aligned with the objectives identified in the needs-assessment process.

During training sessions, the primary focus was on trainees mastering the training content because when they perceived the content as valuable and interesting, they tended to enjoy the experience of learning more. Participants reported throughout FGDs that when the content of the training is

“Competent content design is essential to training excellence”

“The content was relevant and easy to understand”

valuable, a sense of enjoyment was stimulated. According to some of interviewed key informants, the evaluation team noticed that ICHR divided training content into easy-to-digest portions. Trainers looked for ways to reduce the amount of lecture-only content and provided participants with opportunities to play a more active role in their learning. Memorizing of learning and put it in practice is higher if the target groups are active and involved in the trainings. Yet, some participants stated that boredom in the training sessions and workshops was prompted when activities lack enticement, and motivation. Thus, the evaluation team noticed that trainees’ learning efficiency was motivated by interest in the content itself as well as the way trainers and facilitators present it.

The training content was linked to the roles and responsibilities of the trainees, but not all of them. Therefore, it has emerged that having heterogeneous target group was a major constraint to transfer of learning from the content. Accordingly, participants highly recommended that ICHR target specific homogeneous groups in future trainings and workshops to alleviate the

“At times the discussions would go in a direction that I did not feel I could contribute to”

previous constraint and to ensure high levels of commitment from trainees. Findings also show that some participants entered training with considerable prior experience about the topic of the training and reported that it added to their knowledge but not enough as expected. Accordingly, participants recommend ICHR to deepen the content of the training in its future similar interventions as well as ensure alignment of content with trainees’ backgrounds and experiences. Moreover, most of the participants suggested that the trainings’ content should not have been delivered all at one time but spread out over weeks.

The analysis of the training survey conducted by the evaluation team presents that 45% of the participants 'strongly agreed' that the content was effective in addressing and developing the skills required by their work. Additionally, according to the same survey, 50% of the surveyed trainees 'strongly agreed' that the training content provided them with the knowledge, skills,

"The training content was organized logically"

experience and behavior required to raise the level of their performance.

With regards to post-training survey that was conducted by ICHR, Power BI data demonstrate that 53.81% of the surveyed participants, from all trainings conducted within the three years, indicated that the training content was 'very excellent' in achieving their personal needs, goals and self-development. More than half of them indicated that the content was clear, mirrored the overall objectives of the trainings, and enriched their knowledge.

Regarding the analysis of the online survey that aimed to assess the effects of awareness-raising activities, the percentage of surveyed participants who 'strongly agreed' and 'agreed' that the content was of a high quality are 28.8% and 55.8% respectively. Additionally, 30.8% of the surveyed individuals 'strongly agreed' and 53.8% 'agreed' that the workshops' content succeeded in addressing developing the skills required by the par work.

Efficiency

Time

Probably the most significant consideration in implementing any activities and trainings related to human rights is the amount of time required for trainers and trainees. The evaluation team found that the total

"Trainers should have considered eliminating or merging some activities and increasing the time for other activities"

time necessary to implement the training sessions and awareness-raising workshops should have

"Achieving longer-term outcomes or impact takes time"

been increased for more efficient training processes and improved results. Many of interviewed key informants and participants in FGDs agreed on the need for more time in order to 'significantly' achieve the

overall goal of each training.

Therefore, efforts must focus on increasing the time efficiency of future human rights sessions and workshops. Participants added that incorporating more time for visual media within the sessions such as videos, cases, and demonstrations that illustrate identical and accurate applications of the content may also increase the efficiency of the program. A consideration related to any

"The issues were presented in depth but there wasn't room for providing more knowledge."

"Time constraints may become an issue if discussions take longer than expected"

training efficiency is the difficulty of removing trainees from their direct work to attend a training sessions or awareness-raising workshop, however, the timing of ICHR's activities was suitable for many of the interviewed trainees. ICHR's scheduled workshops and sessions in a way that did not cause any disruptions to trainees' works and responsibilities.

ICHR asked its trainees after the end of each training if the number of the training hours was enough, Power BI analysis presents that 39% of the trainees chose the option 'excellent' regarding this question while 42% of the, chose 'very good'. In the same survey, trainees were also asked if the distribution and timing of the training session were appropriate, 47.2% of them answered with 'excellent' while 41.3% answered with 'very good'. As for the training survey that was conducted by the evaluation team, 35% of surveyed participants 'strongly agree' and 35% 'agree' that the training sessions were time-efficient and did not contradict their job responsibilities and tasks.

The relationship between ICHR and targeted participants and institutions

The evaluation team has found that ICHR has abided its obligations towards its partners in a very cooperative manner and is highly praised by most of the interviewed participants and targeted institutions for its professionalism and the good and regular communication it establishes. Most of the interviewed participants appreciated ICHR's cooperation and flexibility. They highlighted that there was no imposition of policies, agenda, or activity implementation but professional dialogue and discussions. In line with feedback received during interviews and FGDs, participants commended the professionalism and responsiveness of ICHR staff and highlighted that they showed a lot of goodwill to benefit targeted participants. They also noted that ICHR generally kept them informed of everything related to the workshops and trainings, notified them at

various stages in the training process, and were also quick to react to any question or inquiry related to the training. Additionally, interviewed trainees and key informant fully agreed that ICHR respects decisions made by partner organisations and has an efficient and satisfactory communication culture.

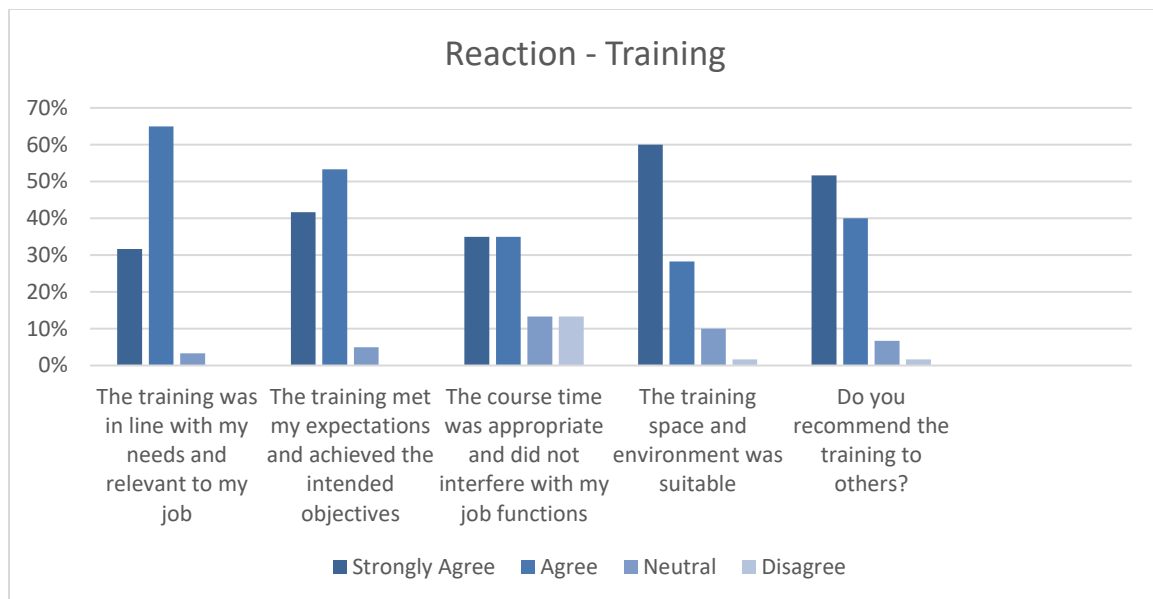
Impact

Reaction

Training sessions

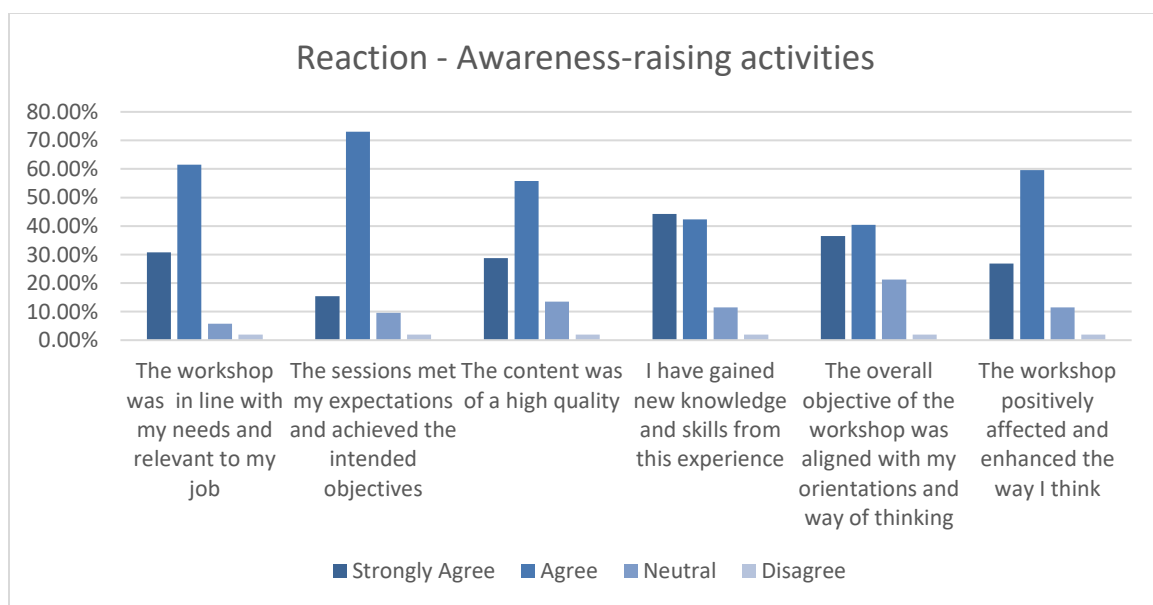
According to the focus group discussions of the pros and cons of ICHR's interventions, the evaluation team found that the reaction of the interviewed participants to the training sessions and awareness-raising workshops was generally positive. Several participants reported that their involvement was an eye-opening experience. Others credited trainers' enthusiasm and the motivational approaches they adapted throughout the sessions/workshops. The participants also found the content to be informative and presented in a clear and thorough manner. 62% of the trainers, according to ICHR's post-training survey, responded with 'excellent' to the item that aimed to assess if the trainers generally benefited from the training sessions. Additionally, when surveyed trainees were asked if they recommend the training to others, 51.7% of them 'strongly agreed'.

ICHR's post-training survey included some items that addressed the reaction of the trainees. Power BI's findings indicate that 48.7% and 40.6% of the trainees responded with 'excellent' and 'very good' respectively to this item *'The training met my expectations and achieved the intended objectives'*. Additionally, data analysis presents that 57.2% of the trainees chose the option 'excellent' regarding the following item: *the training was in line with my needs and relevant to my job*. As for the survey conducted by the evaluation team, 31.7% of the surveyed individuals 'strongly agree' that the training session was in line with their needs and relevant to their jobs while 65% of them 'agree'. As for the question that aimed to assess if the training met the trainees' expectation, 41.7% of the participants who were interviewed by the evaluation team 'strongly agreed' that the training met their expectation while 65% of them 'agreed' on the same statement.



Awareness-raising workshops

As for the online survey that aimed to collect evaluation data from some of those who participated in awareness-raising workshops, the evaluation team found out that 73.1% of the surveyed persons ‘strongly agreed’ that awareness-raising activities achieved the outlined objectives and met their expectations, and 55.8% of them agreed that the presented content was of a high quality. When participants were asked if the workshop positively affected their way of thinking 59.6% agree that it did.



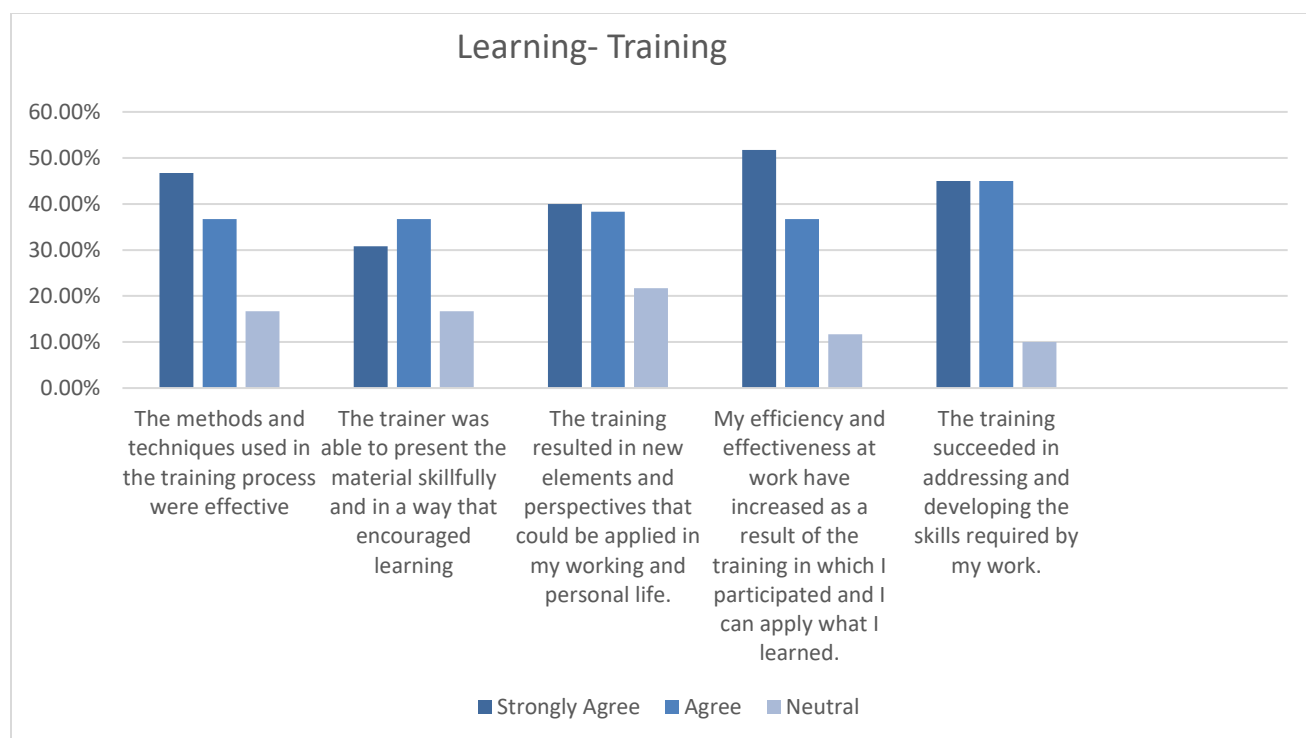
Specific feedback through FGDs was also very positive, and included the following comments:

- “Very organized and well done!”
- “Excellent course. It held my attention”
- “Would like follow-up sessions on specific topics covered in this training”
- “The training addressed areas needing improvement.”
- “It was very informative.”
- “It’s a great foundation to build on.”
- “The training content was organized logically.”
- “The workshop gave actual knowledge/working knowledge and experience”

Learning

Training sessions

In general, the trainers were highly regarded, and participants reported that most of the trainers were the key factor in encouraging the learning process. The vast majority of the interviewed participants rated the trainers as either “good” or “excellent”. Few found them to be “average” or “fair.” Regarding ICHR’s items/questions that addressed evaluating participants’ learning from the training, Power BI analysis demonstrates that 51.7% of the trainees responded that the training affected their practical and life skills in an ‘excellent’ way. 49.2% of trainees agreed that the training was also ‘excellent’ in affecting their perspectives and way of thinking. As for the survey conducted by the evaluation team, 51.7% of the interviewed participants strongly agreed that the training enhanced their efficiency and added to their knowledge and assured that they could apply what they learnt. Further, 40% of the participants ‘strongly agree’ and 38.3% ‘agree’ that the training resulted in new elements and perspectives that could be applied in their working and personal life. The chart below presents participants’ responses to the items that assess their learning from ICHR training.



Some focus groups' participants reported that the trainings included gender-mainstreaming. Accordingly, many female participants highlighted that their confidence and self-esteem have increased as a result of the training. One participant indicated that now, after ICHR training, she believes that she can hold senior and high-level positions as a duty bearer. Many participants in FGDs were satisfied with the learning they achieved and wish for more human rights education, trainings, and awareness-raising workshops especially in the subject of dealing with protestors and civilians in specific situations. Other targeted groups indicated that although the workshops were very informative and highly relevant, yet they were top-down; supply driven rather than needs based. Consequently, participants recommended ICHR to adapt a bottom-up approach while implementing such interventions in the future through taking into consideration trainees' needs, perspectives, and backgrounds. They also hoped to gain a better and deep understanding of some sub-objectives and headlines addressed in the training program. One of the participants suggested that *"some of ICHR's intended objectives require a lot of intensive sessions"*.

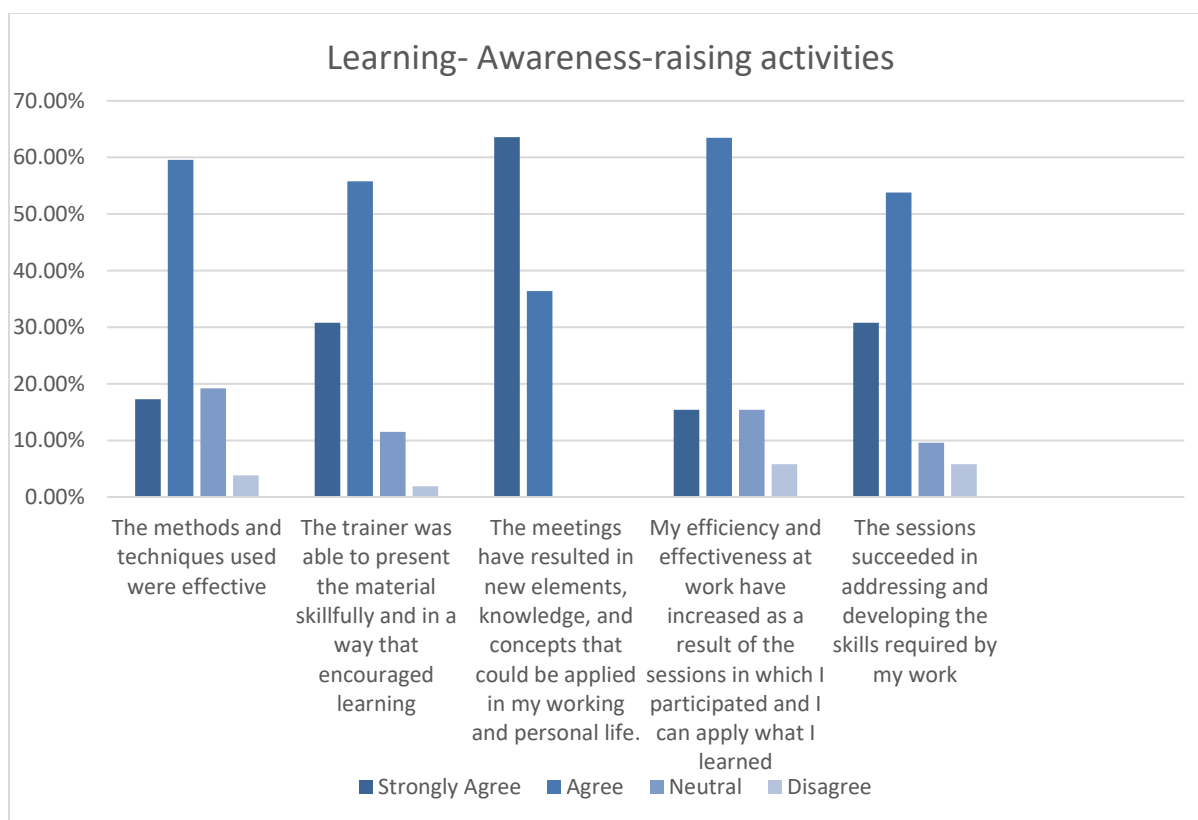
The evaluation team also noticed that conducting trainings and presenting lectures for a heterogeneous group would not guarantee a high level of learning for all participants. Some lawyers from judicial institution who participated in trainings session hoped to gain deeper and

more intensive knowledge. One reported that she wished for more detailed *“knowledge regarding the consequences of international human rights treaties and conventions acceded to by Palestine”*. Participants also suggested that *“The training gave only a basic view of the overall subject”* Targeted lawyers also added that they wished the training program included education about how to devise legal principles and preparing reports for international treaties legal consultation. The evaluation team concludes that most of those who benefited from this course are administrative employees only, not lawyers.

Throughout FGDs, the central question for learning assessment was: What information and skills were gained as a result of your participation? The majority of the interviewed participants suggested that they learned about ICHR, its mandate, and activities. Security Sciences students, for example, learned about human rights related activities as gradual use of force, prisoners' rights, torture in prisons, Palestinian Revolutionary Procedural Law, and how to deal with protestors in a respective way. Interviewed students also highlighted that they now have better discussion skills and their ability to negotiate and choose the right words for specific situation has enhanced. Academic students in other targeted universities expressed their gratitude with the human rights education they acquired as they learned about ICHR's work, how to document detention and human rights violation cases. They also reported that the training sessions provided by ICHR was better than those provided by other institutions due to the diversity of activities addressing many topics.

Awareness-raising workshops

Regarding awareness-raising workshops, 63.6% of the surveyed participants 'agreed' that they learned new elements, knowledge, and concepts that could be applied to their working and personal life. Further, 63.5% also agreed that their efficiency and effectiveness at work have increased as a result of the sessions. Such percentages suggest that participants have acquired a good level of learning as ICHR's interventions involved well-motivated trainees receiving good education in human rights with appropriate program, effective teaching and learning materials, and qualified materials.



In short, the results indicated that many of the trainees who participated in ICHR's training sessions and awareness-raising learned more about the human rights, regardless of their levels of experience. Participants also gained positive experiences and further perspectives on human rights and humanitarian standers. The evaluation team found that ICHR trainings and awareness-raising sessions involved transformative learning as materials and methods were designed in a way that enhanced using logic to solve problems and make judgments, e.g. case studies and trainers' facilitation skills. Yet, there were some participants who reported sessions encouraged informative learning more that transformative learning. Trainees' feedback about the skills and knowledge attained was equally positive. Comments included: *"Although the sessions were solely informational, not practical, yet will definitely help me in my work"*. *"Generally, it was an excellent experience. A great way to enhance your thinking regarding human rights issues"*.

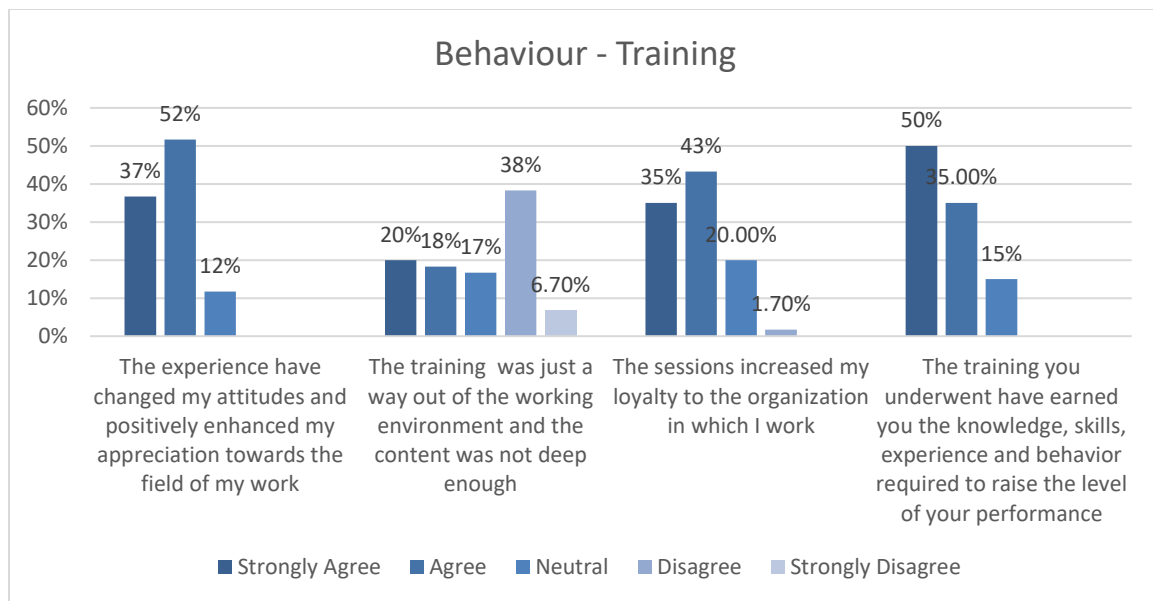
Behavior

Trainings sessions and awareness-raising workshops provided by ICHR have influenced the attitudes and ultimately behaviors of participating trainees, enabling them to better carry out

their roles and responsibilities within their organizations and communities. Many of the participants shared what they learned with their colleagues and peers, and integrated new knowledge, skills, values and attitudes into practice. According to some of the interviewed trainers, participants may well be proceeding to the given training from different starting points. Findings have also shown that individual factors and other variables are likely to have a significant impact on the learning process. For example, high levels of motivation and trainees' belief about their own capacity, are some of the factors that undoubtedly going to influence the behavioral change among participants. The evaluators have also found that participants' 'self-efficacy', or the degree to which they trainees' confidence in their own capacities to cope with human rights related situations, is a strong predictor of high learning levels during any training and its subsequent outcomes. Participants high in self-efficacy are more likely to seek out opportunities to apply new skills. Additionally, results show that participants' motivation to attend and learn training sessions has a significant impact on their skill acquisitions and rises their willingness to put the new knowledge into practice.

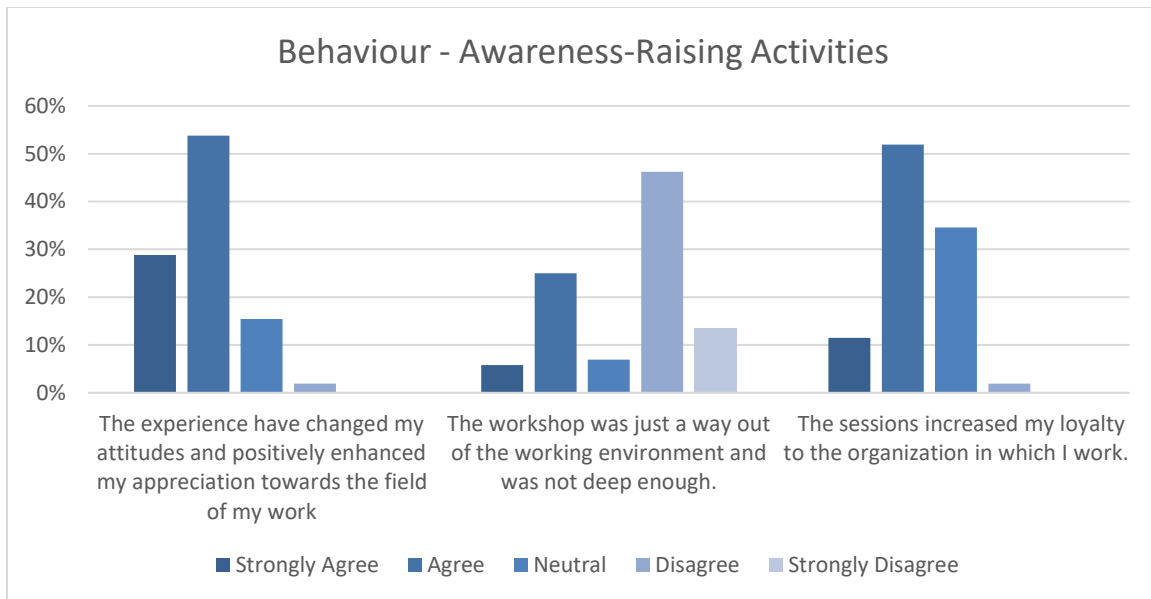
Training sessions

To assess the change created in participants' behaviours as a result of the training, the evaluation team included some questions that addressed this aspect. Referring to the training survey, findings show that 36.7% of the interviewed participants 'strongly agreed' that the training has changed their attitudes and positively enhanced their appreciation towards the field of their work. Further, 50% 'strongly agreed' that the training sessions they underwent have earned them the knowledge, skills, experience and behavior required to raise the level of their performance (See below chart).



Awareness-raising workshops

As for the questions related to assessing participants' behaviors in the awareness-raising survey, as showed in the chart below, about 34.6% of the surveyed participants were neutral when asked if the sessions increased their loyalty to the organization in which they work. Participants of human rights awareness-raising sessions reported in FGDs that ICHR has skillfully increased their loyalty and attitudes to their jobs as duty bearers, developed their personality characteristics, and encourages them to transfer what they learnt on ground. Further, when training content is related closely to the jobs of the target group, it is more likely that provided knowledge and skills will be applied to the workplace. Also, nearly 54% of the surveyed participants agreed that the workshops have enhanced their appreciation towards the field of their work and changed their attitudes positively. Thus, behavioral change was supported positively by the trainings' contents which was also in line with the outcomes of ICHR's activities. Therefore, it is proved that improvements and changes in participants' behaviors have occurred since the content was relevant to the trainees' work tasks.



Followings are some important behavior changes that have been noted from FGDs:

- “The training taught me how to resolve a demonstration with gradual use of force.”
- “After I graduate, I will definitely apply what I have learned from the training when dealing with crowd behavior and conflicts.”
- “The workshop greatly enhanced our respect human rights, yet it taught us how balance as sometimes we have to be strict.”
- “The challenges we may face when putting what we learned into practice depend on the situations we may face and the person we may have to deal with.”
- “There should be more field visits and practical application of knowledge.”
- “The application of the training we received is well demonstrated in the reports we write for the Legal Clinic’s annual report. The outcomes of the training would have been further enhanced if ICHR follow up on our application and works.”
- “We now have the ability to debate and change the opinion of the other side using law principles.”
- “Before the training, I was against the gradual use of force. Now, I have started to reflect what I learned from the training in my job as a prison director and shared the knowledge with all the soldiers.”

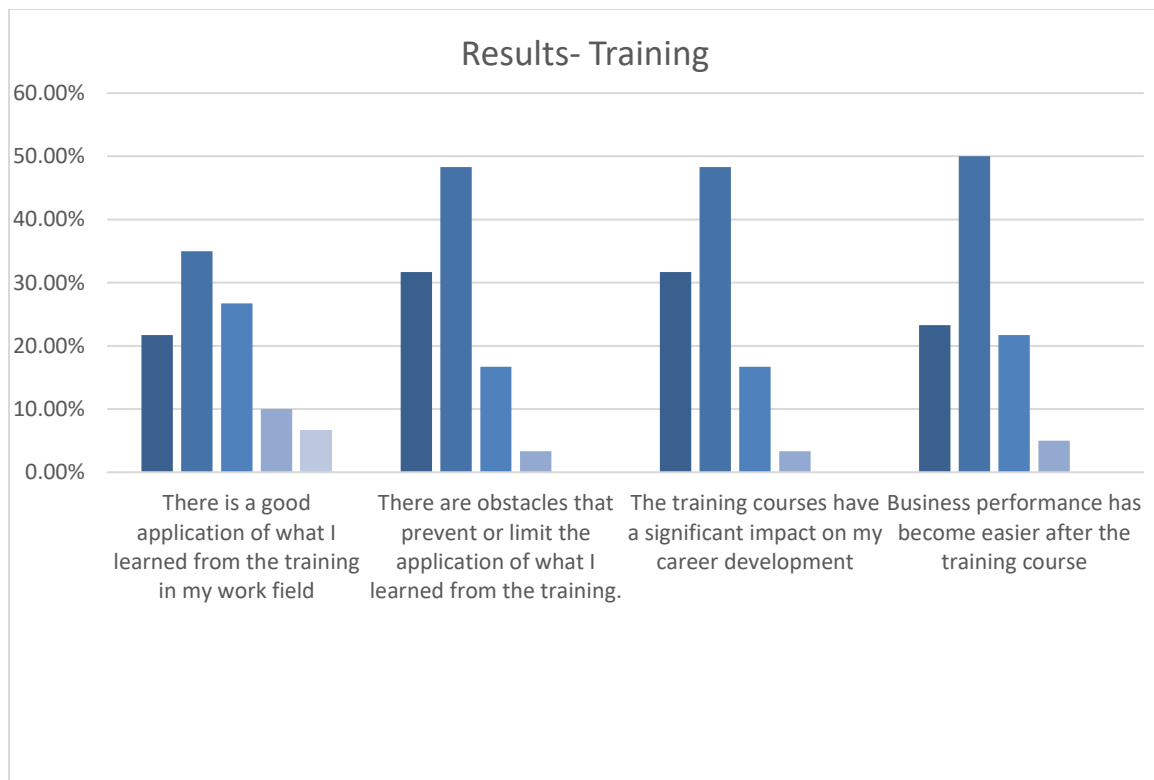
- “The training that the imams of the mosques received was reflected in Friday sermons, as the topics of the sermons became simulated with reality such as electronic blackmail and cyber-crimes.”
- “We are used to share the learning we receive from any training course with our co-workers in the Municipality.”

Results

ICHR, through implementing the various awareness-raising activities and trainings, has significantly contributed to developing an alternative discourse that respects human rights and strengthened and widened the rights-based skills and knowledge. As mentioned by several participants in FGDs, both the training sessions and awareness-raising surveys enabled trainees to think of different options of action, assess potential risks. Additionally, interviewed participants emphasized that ICHR’s interventions addressed skills of negotiation, persuasion, and mediation, they also focused on the methods of peaceful settlement of conflicts and how to deal with crowd behavior; and tension-defusing skills.

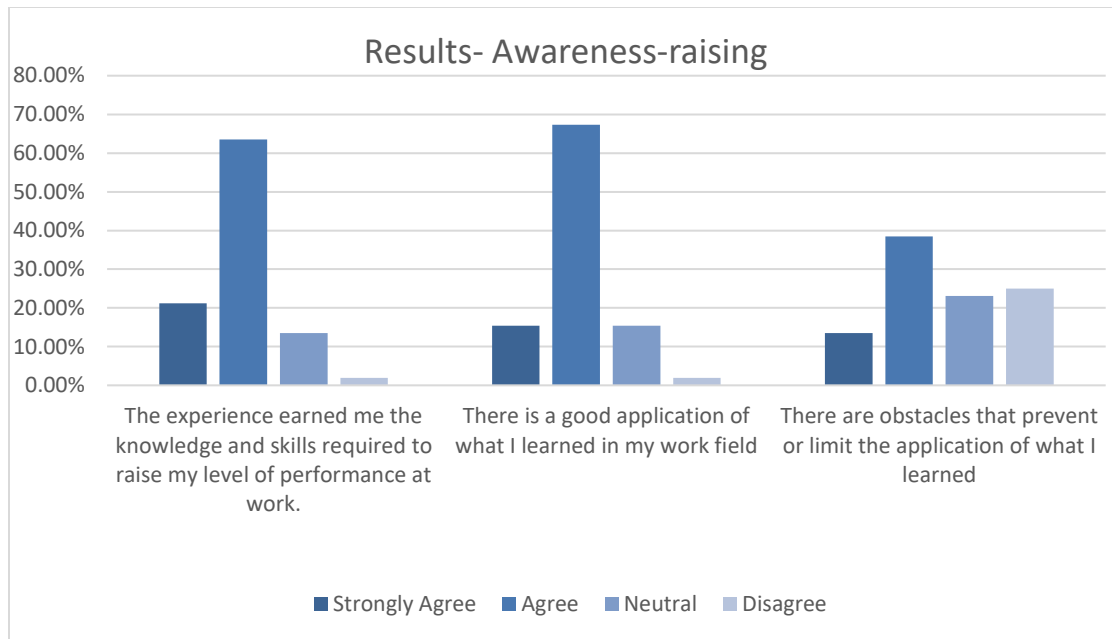
Training sessions

According to respondents’ answers to items related to the overall results of the training, around 23.3% of the surveyed participants ‘strongly agreed’ and 50% of them ‘agreed’ that the effectiveness of their performance has increased as a result of the training, they became self-motivated, and more interested in human rights issues. Moreover, around 48% of the surveyed participants agreed that the training courses and sessions have created a significant impact on their career development (see chart below). Results also show that participants’ understanding of human rights and knowledge regarding international and national mechanism of reporting human rights violations has significantly increased after the training. For example, participants in FGDs reported that the training they acquired taught them how the balance between the theoretical information provided and the practical aspect of training. *“I think what I have learned will prove to be an asset throughout my career as a duty bearer. Excellent!”*



Awareness-raising workshops

The online survey presents very positive results. 67% of the participants in ICHR's awareness-raising workshops agreed on the fact that there has been a good application of what they learned. Also, around 63.5% of the participants who filled the survey agree that the experience earned them the knowledge and skills required to raise their level of performance at work. Almost 39% of the surveyed participants agreed that there have been some obstacles that prevent/limit the application of what they learned from the sessions.



Recommendations

Recommendations

The recommendations below are drawn from interviews and observations made during the evaluation period, documents reviewed and the findings of the human rights' trainings and awareness-raising activities:

General Recommendations

| | |
|---|--|
| 1 | <p>ICHR, as a National Human Rights Institution, should carry on contributing to the general understanding of human rights among duty bearers and right holders.</p> <p>Participants in FGDs recommended ICHR to continue its promotion and protection of human rights through conducting more training sessions, advocacy campaigns, and awareness-raising workshops.</p> |
| 2 | <p>ToT should focus more on the participatory approach for human rights training. Such approach is appropriate because it enables trainees to experience what living by human rights feels and looks like in the context of a training session. Moreover, adapting a participatory approach leads to changes in behaviors and attitudes in participants' lives. Trainers recommended that future ToT address more tools for planning, designing, and conducting effective training sessions. Moreover, it is important to in</p> <p>volve trainers in the evaluation process of the training in order to make training a learning process to the trainers and build on in it the future trainings.</p> |
| 3 | <p>Institutional capacity: To enhance ICHR's institutional capacity, training and capacity development of staff should take place. This should be strategically driven and in line with identified institutional needs. It is recommended that ICHR assess the capacity of its staff and then develop a capacity building plan. This will better equip trainers with the appropriate skills, tools and techniques to implement training and awareness</p> |

programs. ICHR can also use new training methodologies like training best practices, experiential learning, etc.

Specific Recommendations

| | |
|---|---|
| 4 | Many of the participants in FGDs reported that the duration of the conducted sessions was not long enough to achieve the intended objectives outlined in the program. In order to increase the effectiveness of future implementations that aim to promote human rights, ICHR should guarantee that the timeframe is long enough for both participants and trainers to cover all intended objectives and materials. Such step would allow more practice and better understanding of the material. |
| 5 | Some of the interviewed participants in FGDs described the programs/schedules as overcrowded with insightful and informative topics that could not be addressed in the provided period. Therefore, ICHR should be as specific as possible in the process of objectives-setting and during the designing phase of its programs. |
| 6 | Training content: Throughout the data collection process, it was found that the objectives of the interventions were well delivered and received. Yet, some of the interviewed participants recommended ICHR to address more detailed and specific topics, the content of future similar interventions should be more focused. Moreover, intending to enable knowledge-sharing; it is advisable to share the content of the training material by e-mail in addition to sharing extensive studies and links related to the subject of the training course. |
| 7 | ICHR develops the training material based on the target ministries and security forces needs and capacity building plans. Moreover, interviewed participants have valued ICHR for listening to their needs and tailoring the support opportunities accordingly. Structured needs assessment would enable ICHR to set up training activities, advocacy campaigns, trainings, and awareness-raising activities in a way that suits the |

| | |
|----|---|
| | <p>target groups as much as possible. This increases the quality of the implementations and decreases the risk that target groups will not be interested in the sessions. The need assessments that ICHR do at the beginning of each year need to be developed in a more structured way covering all specific, practical and strategic needs of targeted groups. We recommend that ICHR design a structured need assessment survey before implementing any future training program and involve trainers in this phase.</p> |
| 8 | <p>Follow ups: Follow-ups are essential as they provide participants with further support and skill development. Also, follow-ups contribute to improving future training plans. Despite the distributed booklets and brochures which have covered the training materials, it would be great if ICHR organize more visits to target institutions and trainees after the end of the training sessions and awareness-raising workshops period to follow up, discuss, and assess techniques applied based on the materials covered in the training. In this way, ICHR can further measure the effectiveness and the outcomes of its activities.</p> |
| 9 | <p>Heterogeneous groups: Fundamental to the design of future similar activities is group composition. Therefore, it is important to determine the degree of homogeneity or heterogeneity that should be represented within each target group. The different levels of experiences and jobs have led to restricting the knowledge on one group over the other. Therefore, it is suggested for future projects to form homogeneous groups since the homogeneity in the group's construction, in terms of social background, level of education, knowledge, and experience, is considered essential for group interaction. It also ensures high levels of learning among all participants.</p> |
| 10 | <p>ToT: trainers and key informants highlighted that ICHR should be continue conducting ToT for the institutes it targets. It is recommended that ICHR focus also on training some trainer duty bearers in ministries, legal institutions, and security services.</p> |

| | |
|-----------|---|
| 11 | The evaluation team recommends ICHR to split future training sessions into two parts. First, ICHR's trainers provide basic concepts, and identify trainees' specific needs, priorities, and perspectives. During the second complementary part, trainers present the more specific content of the training considering the needs assessment and participants' feedback. |
| 12 | ICHR could also establish links, plans, activities or strategies between target institutions that have shared objectives. Although these organizations may have different structures and approaches, they can work together toward common purposes and achieve shared results. |
| 13 | Data and contact info of training sessions and awareness-raising workshops should be documented in structural ways so concerned persons easily can have access to it. For example, ICHR could use tablets and iPads during its future activities to ensure that all necessary data are documented properly. |
| 14 | ICHR should bring all data training sessions and awareness-raising workshops into one unified database system with the ability to easily view and retrieve all real-time information at any given time. |
| 15 | ICHR's M&E system should follow an easily verifiable system of data collection. It should also follow-up activities considering both through space and time. It must provide accurate information on progress made as a result of ICHR's workshops and sessions. |

Annexes

Annexes

Focus Groups

| # | Target Institution | Region | #Participants | KII | Date |
|----|--|---------------|---|---------------------------------|-------------------|
| 1 | The Political & National Guidance Commission - Salfit | The West Bank | 10 (5 males, 5 females) | Rami Ihsan | February 24, 2020 |
| 2 | The Supreme Constitutional Court | The West Bank | 5 (2 males, 3 females) | Lara Bsair | February 26, 2020 |
| 3 | Legal Clinic- Al-Quds University | The West Bank | 7 (3 males, 4 females) | Osama Al-Rashq | March 1, 2020 |
| 4 | Al-Istiqlal University | The West Bank | 9 (6 males, 3 males) 11 (9 males, 3 females) | Mohammed Baidosi | March 2, 2020 |
| 5 | MoSD | The West Bank | 4 (1 male, 3 female) | Siham Hamdan | March 17, 2020 |
| 6 | Birzeit University- Institute of Law | Gaza | 8 (7 males, 1 female) | Rami Murad | March 8, 2020 |
| 7 | Community Media Centre (CMC) | Gaza | 9 (1 male, 8 females) | Andaleeb Adwan Kholoud Salmi | March 9, 2020 |
| 8 | The Palestinian Institution for Communication & Development (PICD) | Gaza | 5 males | Fathi Sabbah | March 10, 2020 |
| 9 | MoSD | Gaza | 5 (2 males, 3 females) | - | March 17, 2020 |
| 10 | Inspector General of Police | Gaza | 5 males | Hisham Adwan | March 12, 2020 |

Evaluation questions (ICHR Staff)

1. How do you assess ICHR's training and awareness raising strategy? How effective are they in increasing the awareness amongst the public and duty bearers about human rights?
2. In your opinion, have the learners' ideas/perceptions and/or attitudes changed as a result of their participation in the training session? If yes, please describe the changes.
3. To what extent were the training/awareness-raising objectives consistent with the requirements of your targets and to the country needs?
4. Were the training/awareness-raising activities able to meaningfully contribute to progressive development of participants' capacities to mainstream human rights at different levels and in different processes? Explain.
5. Describe the approaches used for training design, selection of participants, composition of groups, and timing and duration of activities. Were they effective? Efficient? Well-received by the participants?
6. How efficiently were the activities in exploiting human and financial resources to achieve their targeted outcomes? Was the training done within the organization by its employees (in-house) or by contracting an outside supplier (outsourcing)?
7. What are the positive and negative, primary and secondary effects produced by the training, directly or indirectly, intended or unintended? Can these negative effects be overcome?
8. What new changes has the program resulted on the participants, organization, and system? (Assess the development in the participants' KSAs as a result of their involvement)
9. What activities/ resources/partnerships/ strategic direction are needed to sustain the impact of such future activities?
10. What are your recommendations for training/awareness-raising activities that would positively impact the implementation of future strategies and work plans? E.g.

increase/reduce or add/remove specific interventions, increase/decrease time duration of some activities, extend number of participants, etc.

Evaluation questions (KII)

1. Describe the activities and outputs that have been undertaken or realized during the life of the program.
2. In your point of view, what have been the successes of the training program/ awareness-raising activities?
3. In your opinion, have the learners' ideas/perceptions and/or attitudes changed as a result of their participation in the training session? If yes, please describe the changes.
4. How did the training influence participants' performance? Does the learner use what they've learned in their work?
5. In your opinion, to what extent were the activities objectives consistent with the requirements of the participants and country needs?
6. How do you assess ICHR's interventions? How effective were they in increasing the awareness amongst the public and duty bearers about human rights?
7. What key factors underlined the effectiveness, strengths and weaknesses of approaches and strategies applied?
8. How effectively did ICHRI monitor and evaluate the performance and results of the conducted activities?
9. What do you feel are the factors that make this activity or service a success?
10. What are the suggested future procedures that ICHR can develop to further enhance its future interventions?
11. What are the prospects for sustainability of the action?
12. What are your recommendations for training/awareness-raising activities that would positively impact the implementation of future strategies and work plans?

Trainings - Evaluation questions (Focus Groups)

1. Describe your involvement in the training workshops. Do you think you've gained the skills you needed to learn?
2. To what extent was the training course relevant to your needs and priorities?
3. What new skills have you learned? How much has your knowledge increased as a result of the activity?
4. How far your behavior has improved, and to what extent have you implemented/applied the learning?
5. Are you using what you learned in training in your daily work?
6. In your perspective, what aspects of the training workshops could be improved? How?
7. Did anything noticeably hinder or promote your ability to learn during the training?
8. What were the lessons learnt and impacts of the training course on you?
9. Did the training generate any unexpected results (positive or negative, direct, or indirect)? If so, which ones?
10. Are there any bottlenecks preventing you from using your new skills efficiently?
11. Are there any other topics that you would like to be offered training courses in?
12. Any further recommendation/s for training workshops that would positively impact the implementation of future strategies and work plans?
13. Select one or two of your experiences in the course and describe the impact it had on your attitude/perceptions toward human rights.

Awareness-raising activities - Evaluation questions (Focus Groups)

| |
|---|
| 1. Describe your involvement in the awareness-raising activities. |
| 2. What new skills have you learned? How much has your knowledge increased as a result of the activity? |
| 3. Have your ideas/perceptions and/or attitudes changed as a result of your participation in the training session? If yes, please describe the changes. |
| 4. Have you put what you learned into practice? |
| 5. Please describe some of the challenges you face in using the learning from the activity in which you participated in your day-to-day work. |
| 6. Have you passed along what you learned/your new knowledge to others in your field of work? |
| 7. Are there any bottlenecks preventing you from using your new skills efficiently? |
| 8. Did awareness-raising activities generate any unexpected results (positive or negative, direct, or indirect)? If so, which ones? |
| 9. Any further recommendation/s for awareness-raising activities that would positively impact the implementation of future strategies and work plans? |
| 10. Select one or two of your experiences in the course and describe the impact it had on your attitude/perceptions toward human rights. |

Survey 1

Level 1 – Reaction

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|--|-------|----------------|---------|----------|-------------------|
| 1.1 The training was in line with my needs and relevant to my job | | | | | |
| 1.2 The training met my expectations and achieved the intended objectives | | | | | |
| 1.3 The course time was appropriate and did not interfere with my job functions | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 1.4 The training space and environment was suitable | | | | | |
| 1.5 Do you recommend the training to others? | | | | | |

Level 2 – Learning

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|--|-------|----------------|---------|----------|-------------------|
| 2.1 The methods and techniques used in the training process were effective | | | | | |
| 2.2 The trainer was able to present the material skillfully and in a way that encouraged learning | | | | | |
| 2.3 The training resulted in new elements and perspectives that could be applied in my working and personal life. | | | | | |
| 2.4 My efficiency and effectiveness at work have increased as a result of the training in which I participated, and I can apply what I learned. | | | | | |
| 2.5 The training succeeded in addressing and developing the skills required by my work. | | | | | |

Level 3 – Behavior

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|--|-------|----------------|---------|----------|-------------------|
| 3.1 The experience has changed my attitudes and positively enhanced my appreciation towards the field of my work | | | | | |
| 3.2 The training was just a way out of the working environment and the content was not deep enough | | | | | |
| 3.3 The sessions increased my loyalty to the organization in which I work | | | | | |
| 3.4 The training you underwent have earned you the knowledge, skills, experience and behavior required to raise the level of your performance | | | | | |

Level 4 – Results

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|---|-------|----------------|---------|----------|-------------------|
| 4.1 There is a good application of what I learned from the training in my work field | | | | | |
| 4.2 There are obstacles that prevent or limit the application of what I learned from the training. | | | | | |
| 4.3 The training courses have a significant impact on my career development | | | | | |
| 4.4 Business performance has become easier after the training course | | | | | |

5. Do you recommend the training to others? 1. Yes 2. No
If not, please explain why:

6. Would you please provide examples of how you applied what you learned?

7. What was your favorite topic during the training?

8. What did this training need to increase the benefit rate from it?

9. Any further recommendation or notes you would like to add

10. Rate the training in general

Survey 2

Level 1 – Reaction

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|---|-------|----------------|---------|----------|-------------------|
| 1.1 The workshop was in line with my needs and relevant to my job | | | | | |
| 1.2 The sessions met my expectations and achieved the intended objectives | | | | | |
| 1.3 The content was of a high quality | | | | | |
| 1.4 I have gained new knowledge and skills from this experience | | | | | |
| 1.5 The overall objective of the workshop was aligned with my orientations and way of thinking | | | | | |
| 1.6 The workshop positively affected and enhanced the way I think | | | | | |

Level 2 – Learning

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|---|-------|----------------|---------|----------|-------------------|
| 2.1 The methods and techniques used were effective | | | | | |
| 2.2 The trainer was able to present the material skillfully and in a way that encouraged learning | | | | | |
| 2.3 The meetings have resulted in new elements, knowledge, and concepts that could be applied in my working and personal life. | | | | | |
| 2.4 My efficiency and effectiveness at work have increased as a result of the sessions in which I participated, and I can apply what I learned | | | | | |
| 2.5 The sessions succeeded in addressing and developing the skills required by my work. | | | | | |

Level 3– Behavior

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|--|-------|----------------|---------|----------|-------------------|
|--|-------|----------------|---------|----------|-------------------|

| | | | | | |
|---|--|--|--|--|--|
| 3.1 The experience has changed my attitudes and positively enhanced my appreciation towards the field of my work | | | | | |
| 3.2 The workshop was just a way out of the working environment and was not deep enough. | | | | | |
| 3.3 The sessions increased my loyalty to the organization in which I work. | | | | | |

Level 4 – Results

| | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|---|-------|----------------|---------|----------|-------------------|
| 4.1 The experience earned me the knowledge and skills required to raise my level of performance at work. | | | | | |
| 4.2 There is a good application of what I learned in my work field | | | | | |
| 4.3 There are obstacles that prevent or limit the application of what I learned | | | | | |

5. Do you recommend the awareness-raising activity/workshop to others?

1. Yes 2. No

If not, please explain why:

6. Would you please provide examples of how you applied what you learned?

7. What was your favorite topic during the session?

8. What did this activity need to increase the benefit rate from it?

9. Any further recommendation or notes you would like to add

10. Rate the activity in general

SPSS Tables 1

Level 1 – Reaction

| 1.1 The workshop was in line with my needs and relevant to my job | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 16 | 30.8 | 30.8 | 30.8 |
| | Agree | 32 | 61.5 | 61.5 | 92.3 |
| | Neutral | 3 | 5.8 | 5.8 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

| 1.2 The sessions met my expectations and achieved the intended objectives | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 8 | 15.4 | 15.4 | 15.4 |
| | Agree | 38 | 73.1 | 73.1 | 88.5 |
| | Neutral | 5 | 9.6 | 9.6 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

| 1.3 The content was of a high quality | | | | | |
|---------------------------------------|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 15 | 28.8 | 28.8 | 28.8 |
| | Agree | 29 | 55.8 | 55.8 | 84.6 |
| | Neutral | 7 | 13.5 | 13.5 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

| 1.4 I have gained new knowledge and skills from this experience | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 23 | 44.2 | 44.2 | 44.2 |
| | Agree | 22 | 42.3 | 42.3 | 86.5 |

| | | | | | |
|--|----------|----|-------|-------|-------|
| | Neutral | 6 | 11.5 | 11.5 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

1.5 The overall objective of the workshop was aligned with my orientations and way of thinking

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 19 | 36.5 | 36.5 | 36.5 |
| | Agree | 21 | 40.4 | 40.4 | 76.9 |
| | Neutral | 11 | 21.2 | 21.2 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

1.6 The workshop positively affected and enhanced the way I think

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 14 | 26.9 | 26.9 | 26.9 |
| | Agree | 31 | 59.6 | 59.6 | 86.5 |
| | Neutral | 6 | 11.5 | 11.5 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

Level 2 – Learning

2.1 The methods and techniques used were effective

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 9 | 17.3 | 17.3 | 17.3 |
| | Agree | 31 | 59.6 | 59.6 | 76.9 |
| | Neutral | 10 | 19.2 | 19.2 | 96.2 |
| | Disagree | 2 | 3.8 | 3.8 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

2.2 The trainer was able to present the material skillfully and in a way that encouraged learning

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 16 | 30.8 | 30.8 | 30.8 |
| | Agree | 29 | 55.8 | 55.8 | 86.5 |
| | Neutral | 6 | 11.5 | 11.5 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

2.3 The meetings has resulted in new elements, knowledge, and concepts that could be applied in my working and personal life.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Agree | 7 | 13.5 | 63.6 | 63.6 |
| | Neutral | 4 | 7.7 | 36.4 | 100.0 |
| | Total | 11 | 21.2 | 100.0 | |
| Missing | System | 41 | 78.8 | | |
| Total | | 52 | 100.0 | | |

2.4 My efficiency and effectiveness at work have increased as a result of the sessions in which I participated and I can apply what I learned

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 8 | 15.4 | 15.4 | 15.4 |
| | Agree | 33 | 63.5 | 63.5 | 78.8 |
| | Neutral | 8 | 15.4 | 15.4 | 94.2 |
| | Disagree | 3 | 5.8 | 5.8 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

2.5 The sessions succeeded in addressing and developing the skills required by my work.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
|--|--|-----------|---------|---------------|--------------------|

| | | | | | |
|-------|----------------|----|-------|-------|-------|
| Valid | Strongly Agree | 16 | 30.8 | 30.8 | 30.8 |
| | Agree | 28 | 53.8 | 53.8 | 84.6 |
| | Neutral | 5 | 9.6 | 9.6 | 94.2 |
| | Disagree | 3 | 5.8 | 5.8 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

Level 3– Behavior

| 3.1 The experience has changed my attitudes and positively enhanced my appreciation towards the field of my work | | | | | |
|--|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 15 | 28.8 | 28.8 | 28.8 |
| | Agree | 28 | 53.8 | 53.8 | 82.7 |
| | Neutral | 8 | 15.4 | 15.4 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

| 3.2 The workshop was just a way out of the working environment and was not deep enough. | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 3 | 5.8 | 5.8 | 5.8 |
| | Agree | 13 | 25.0 | 25.0 | 30.8 |
| | Neutral | 5 | 9.6 | 9.6 | 40.4 |
| | Disagree | 24 | 46.2 | 46.2 | 86.5 |
| | Strongly Disagree | 7 | 13.5 | 13.5 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

| 3.3 The sessions increased my loyalty to the organization in which I work. | | | | |
|--|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |

| | | | | | |
|-------|----------------|----|-------|-------|-------|
| Valid | Strongly Agree | 6 | 11.5 | 11.5 | 11.5 |
| | Agree | 27 | 51.9 | 51.9 | 63.5 |
| | Neutral | 18 | 34.6 | 34.6 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

Level 4 – Results

| 4.1 The experience earned me the knowledge and skills required to raise my level of performance at work. | | | | | |
|--|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 11 | 21.2 | 21.2 | 21.2 |
| | Agree | 33 | 63.5 | 63.5 | 84.6 |
| | Neutral | 7 | 13.5 | 13.5 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

| 4.2 There is a good application of what I learned in my work field | | | | | |
|--|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 8 | 15.4 | 15.4 | 15.4 |
| | Agree | 35 | 67.3 | 67.3 | 82.7 |
| | Neutral | 8 | 15.4 | 15.4 | 98.1 |
| | Disagree | 1 | 1.9 | 1.9 | 100.0 |
| | Total | 52 | 100.0 | 100.0 | |

| 4.3 There are obstacles that prevent or limit the application of what I learned | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 7 | 13.5 | 13.5 | 13.5 |
| | Agree | 20 | 38.5 | 38.5 | 51.9 |
| | Neutral | 12 | 23.1 | 23.1 | 75.0 |
| | Disagree | 13 | 25.0 | 25.0 | 100.0 |

| | | | | | |
|--|-------|----|-------|-------|--|
| | Total | 52 | 100.0 | 100.0 | |
|--|-------|----|-------|-------|--|

SPSS Tables 2

Level 1 – Reaction

| 1.1 The training was in line with my needs and relevant to my job | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 19 | 31.7 | 31.7 | 31.7 |
| | Agree | 39 | 65.0 | 65.0 | 96.7 |
| | Neutral | 2 | 3.3 | 3.3 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

| 1.2 The training met my expectations and achieved the intended objectives | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 25 | 41.7 | 41.7 | 41.7 |
| | Agree | 32 | 53.3 | 53.3 | 95.0 |
| | Neutral | 3 | 5.0 | 5.0 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

| 1.3 The course time was appropriate and did not interfere with my job functions | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 21 | 35.0 | 35.0 | 35.0 |
| | Agree | 21 | 35.0 | 35.0 | 70.0 |
| | Neutral | 8 | 13.3 | 13.3 | 83.3 |
| | Disagree | 8 | 13.3 | 13.3 | 96.7 |
| | Strongly Disagree | 2 | 3.3 | 3.3 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

| 1.4 The training space and environment was suitable | | | | | |
|---|--|--|--|--|--|
|---|--|--|--|--|--|

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 36 | 60.0 | 60.0 | 60.0 |
| | Agree | 17 | 28.3 | 28.3 | 88.3 |
| | Neutral | 6 | 10.0 | 10.0 | 98.3 |
| | Disagree | 1 | 1.7 | 1.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

| 1.5 Do you recommend the training to others? | | | | | |
|--|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 31 | 51.7 | 51.7 | 51.7 |
| | Agree | 24 | 40.0 | 40.0 | 91.7 |
| | Neutral | 4 | 6.7 | 6.7 | 98.3 |
| | Disagree | 1 | 1.7 | 1.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

Level 2 – Learning

| 2.1 The methods and techniques used in the training process were effective | | | | | |
|--|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 28 | 46.7 | 46.7 | 46.7 |
| | Agree | 22 | 36.7 | 36.7 | 83.3 |
| | Neutral | 10 | 16.7 | 16.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

| 2.2 The trainer was able to present the material skillfully and in a way that encouraged learning | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 28 | 46.7 | 46.7 | 46.7 |
| | Agree | 22 | 36.7 | 36.7 | 83.3 |
| | Neutral | 10 | 16.7 | 16.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

2.3 The training resulted in new elements and perspectives that could be applied in my working and personal life.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 24 | 40.0 | 40.0 | 40.0 |
| | Agree | 23 | 38.3 | 38.3 | 78.3 |
| | Neutral | 13 | 21.7 | 21.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

2.4 My efficiency and effectiveness at work have increased as a result of the training in which I participated and I can apply what I learned. I'm

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 31 | 51.7 | 51.7 | 51.7 |
| | Agree | 22 | 36.7 | 36.7 | 88.3 |
| | Neutral | 7 | 11.7 | 11.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

2.5 The training succeeded in addressing and developing the skills required by my work.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 27 | 45.0 | 45.0 | 45.0 |
| | Agree | 27 | 45.0 | 45.0 | 90.0 |
| | Neutral | 6 | 10.0 | 10.0 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

Level 3 – Behavior

3.1 The experience has changed my attitudes and positively enhanced my appreciation towards the field of my work

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 22 | 36.7 | 36.7 | 36.7 |
| | Agree | 31 | 51.7 | 51.7 | 88.3 |
| | Neutral | 7 | 11.7 | 11.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

3.2 The training was just a way out of the working environment and the content was not deep enough

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 12 | 20.0 | 20.0 | 20.0 |
| | Agree | 11 | 18.3 | 18.3 | 38.3 |
| | Neutral | 10 | 16.7 | 16.7 | 55.0 |
| | Disagree | 23 | 38.3 | 38.3 | 93.3 |
| | Strongly Disagree | 4 | 6.7 | 6.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

3.3 The sessions increased my loyalty to the organization in which I work

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 21 | 35.0 | 35.0 | 35.0 |
| | Agree | 26 | 43.3 | 43.3 | 78.3 |
| | Neutral | 12 | 20.0 | 20.0 | 98.3 |
| | Disagree | 1 | 1.7 | 1.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

3.4 The training you underwent have earned you the knowledge, skills, experience and behavior required to raise the level of your performance

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 30 | 50.0 | 50.0 | 50.0 |
| | Agree | 21 | 35.0 | 35.0 | 85.0 |
| | Neutral | 9 | 15.0 | 15.0 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

Level 4 - Results

| 4.1 There is a good application of what I learned from the training in my work field | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 13 | 21.7 | 21.7 | 21.7 |
| | Agree | 21 | 35.0 | 35.0 | 56.7 |
| | Neutral | 16 | 26.7 | 26.7 | 83.3 |
| | Disagree | 6 | 10.0 | 10.0 | 93.3 |
| | Strongly Disagree | 4 | 6.7 | 6.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

| 4.2 There are obstacles that prevent or limit the application of what I learned from the training. | | | | | |
|--|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Agree | 19 | 31.7 | 31.7 | 31.7 |
| | Agree | 29 | 48.3 | 48.3 | 80.0 |
| | Neutral | 10 | 16.7 | 16.7 | 96.7 |
| | Disagree | 2 | 3.3 | 3.3 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

4.3 The training courses have a significant impact on my career development

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 19 | 31.7 | 31.7 | 31.7 |
| | Agree | 29 | 48.3 | 48.3 | 80.0 |
| | Neutral | 10 | 16.7 | 16.7 | 96.7 |
| | Disagree | 2 | 3.3 | 3.3 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

4.4 Business performance has become easier after the training course

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 14 | 23.3 | 23.3 | 23.3 |
| | Agree | 30 | 50.0 | 50.0 | 73.3 |
| | Neutral | 13 | 21.7 | 21.7 | 95.0 |
| | Disagree | 3 | 5.0 | 5.0 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |