



# Evaluating Human Rights Training Activities

## A Handbook for Human Rights Educators

**Professional Training  
Series No. 18**



United Nations  
**Human Rights**

OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS

**equitas**

Centre international d'éducation aux droits humains  
International Centre for Human Rights Education

# Evaluating Human Rights Training Activities

A Handbook for Human Rights Educators

**Professional Training  
Series No. 18**



United Nations  
**Human Rights**

OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS

**equitas**

Centre international d'éducation aux droits humains  
International Centre for Human Rights Education

Evaluating Human Rights Training Activities  
A Handbook for Human Rights Educators

Montreal, 2011

Copyright © 2011 Equitas – International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights. All rights reserved.

ISBN 978-2-923696-26-3

Equitas – International Centre for Human Rights Education  
666, Sherbrooke Street West, suite 1100  
Montreal, Québec, Canada H3A 1E7  
Website: [www.equitas.org](http://www.equitas.org)

Office of the United Nations High Commissioner for Human Rights (OHCHR)  
Palais des Nations  
CH-1211 Geneva 10, Switzerland  
Website: [www.ohchr.org](http://www.ohchr.org)

**HR/P/PT/18**

Material contained in this publication may be freely quoted or reprinted for non-commercial purposes, provided the Handbook is acknowledged as the original source. Kindly provide a copy of the publication containing the reprinted material to Equitas – International Centre for Human Rights Education and to the Office of the United Nations High Commissioner for Human Rights (OHCHR).

## Foreword

The international community is increasingly promoting human rights education and training — through United Nations initiatives such as the World Programme for Human Rights Education (2005-ongoing) and the draft United Nations Declaration for human rights education and training — as a means to great ends: preventing human rights violations and violent conflicts, promoting equality and sustainable development, and enhancing people’s participation in decision-making within democratic systems.

However, human rights education can contribute to these noble goals only if it is methodologically sound and fully relevant to the learners, so as to have a genuine empowering or sensitizing effect. Ensuring and measuring such impact on the learners and their communities requires the use of evaluation approaches through all stages of education and training development — from design to delivery and follow-up.

Aware of this challenge, my Office joined efforts with *Equitas – International Centre for Human Rights Education* to develop this Handbook, which aims to support the rigorous, systematic and continuous evaluation of human rights training activities for adult learners in a variety of settings. The Handbook builds on existing research and practice in educational evaluation; it equips human rights educators with basic knowledge in evaluation and with step-by-step guidance, including examples of tools and techniques adaptable to different contexts.

As a practical guide for human rights educators wishing to improve their work and to measure and document their effectiveness, this Handbook will, I hope, nurture and fuel the transformative power of human rights education: from conflict to peace; from human rights violations to redress; from abuse to dignity; and from discrimination to respect, equality and social justice. I recommend its wide dissemination and practical use by all those who wish to make a difference through human rights education and training.

Navanethem Pillay



United Nations  
High Commissioner for  
Human Rights



# Contents

	<i>Page</i>
<b>Foreword .....</b>	<b>iii</b>
Acronyms and abbreviations .....	ix
Who we are .....	xi
Acknowledgements.....	xii
<b>Introduction .....</b>	<b>1</b>
1. About the Handbook.....	1
1.1 Who this Handbook is for .....	2
1.2 Goal of the Handbook.....	2
2. How this Handbook is organized .....	3
3. Important terms used in this Handbook.....	4
<b>Part 1 Evaluating human rights education: exploring the basics .....</b>	<b>7</b>
1. Human rights education and social change .....	9
1.1 What is human rights education? .....	9
1.2 Results of human rights education .....	10
1.3 A participatory approach to human rights education .....	11
1.4 Situating human rights education: a systems approach .....	14
2. An overview of educational evaluation in human rights education.....	17
2.1 What is educational evaluation?.....	17
2.2 Why evaluate?.....	19
2.3 Characteristics of a good evaluation.....	20
2.4 Why evaluating human rights education is complex.....	22
3. Models of educational evaluation for human rights education.....	23
3.1 The cycle of continuous improvement .....	24
3.2 Kirkpatrick’s four-level model .....	26
<b>Part 2 Evaluating human rights education: a step-by-step process.....</b>	<b>31</b>
Introduction: designing an evaluation — a five-step process .....	33
Step 1: Understand the change that is needed — training needs assessment .....	36
1.1 What is training needs assessment?.....	36
1.2 Define the purpose: why conduct a training needs assessment? .....	38
1.3 Determine the questions and get the answers:	
information-gathering for human rights training needs assessment .....	40
1.4 Analysing data and determining training needs .....	49

1.5 Challenges in conducting training needs assessment for human rights education .....	50
1.6 Recap: training needs assessment .....	52
1.7 Sample training needs assessment .....	53
Step 2: Describe the desired change — defining results .....	55
2.1 Defining results for human rights education .....	55
2.2 The results-based management approach .....	56
2.3 From defining results to setting a goal for human rights education.....	60
2.4 Developing and writing objectives .....	60
2.5 Recap: defining results and developing objectives.....	66
2.6 Sample defining results and developing objectives .....	67
Step 3: Increase effectiveness — formative evaluation.....	68
3.1 What is formative evaluation? .....	68
3.2 Define purpose: why conduct a formative evaluation? .....	70
3.3 Determine questions and get answers: information-gathering for formative evaluation .....	71
3.4 Analysing data and making changes to increase effectiveness.....	77
3.5 Challenges in formative evaluation .....	77
3.6 Recap: formative evaluation.....	78
3.7 Sample formative evaluation .....	79
Step 4: Determine the change that has occurred — end-of-training summative evaluation, transfer evaluation and impact evaluation .....	81
4.1 What is end-of-training summative evaluation?.....	81
4.2 Define purpose: why conduct an end-of-training summative evaluation? .....	84
4.3 Determine questions and get answers: information-gathering for end-of-training summative evaluation .....	85
4.4 Analysing data, drawing conclusions, making recommendations .....	92
4.5 Challenges in end-of-training summative evaluation.....	96
4.6 Recap: end-of-training summative evaluation .....	97
4.7 Sample end-of-training summative evaluation.....	98
4.8 What are evaluations of transfer and impact?.....	100
4.9 Define purpose: why conduct evaluations of transfer and of impact? .....	102
4.10 Determine questions and get answers: information-gathering for evaluations of transfer and of impact.....	103
4.11 Analysing data, drawing conclusions, making recommendations .....	109
4.12 Challenges in the evaluation of transfer and of impact .....	113
4.13 Recap: evaluations of transfer and impact .....	114
4.14 Sample transfer and impact evaluations .....	115

Step 5: Communicate results — the evaluation report.....	117
5.1 Planning the report.....	117
5.2 Writing the evaluation report.....	118
5.3 Sample evaluation reports.....	127
<b>Part 3 Particular evaluation concerns .....</b>	<b>129</b>
1. Gender in evaluation .....	131
2. Culture in evaluation .....	132
3. Evaluating evaluations .....	133
4. Finding time and resources for evaluation .....	133
<b>Part 4 Tools and techniques for evaluation in human rights education .....</b>	<b>135</b>
Introduction.....	137
How this part is organized.....	137
List of tools.....	138
1. Evaluation tools for planning evaluation.....	141
1.1 Evaluation plan .....	142
1.2 How to select the right evaluation tool .....	144
2. Evaluation tools for training needs assessment .....	145
2.1 Interview .....	146
2.2 Questionnaire .....	149
2.3 Consultation meeting.....	157
2.4 Using the application form .....	160
2.5 Using the pre-training assignment.....	169
3. Evaluation tools for formative evaluation.....	175
3.1 Content expert review .....	176
3.2 Design review guidelines .....	179
4. Evaluation tools for end-of-training summative evaluation.....	181
4.1 What’s hot? What’s not?: using the talking stick .....	182
4.2 Are we on target? .....	184
4.3 Vote with your feet! .....	187
4.4 Complete the statements .....	189
4.5 Send a postcard.....	191
4.6 Head, heart and hands.....	193
4.7 Daily questionnaire/end-of-module questionnaire .....	196
4.8 Debriefing meeting with facilitators .....	199
4.9 Reflection journal.....	201
4.10 End-of-training questionnaire .....	203
4.11 Interview with learners .....	209



4.12	Template for learner action plan.....	212
4.13	Grid for assessing learner action plan .....	226
5.	Evaluation tools for transfer and impact evaluations .....	229
5.1	Focus group .....	230
5.2	Group evaluation activity .....	232
5.3	Three to six-month follow-up questionnaire .....	236
5.4	Twelve to 24-month follow-up questionnaire .....	242
5.5	Impact stories – data collection tool.....	250
6.	Tips and techniques.....	253
6.1	Tips on conducting interviews .....	254
6.2	Tips on conducting a focus group.....	256
6.3	Tips on developing a questionnaire.....	258
6.4	Tips on developing effective questions for questionnaires .....	260
6.5	Tips on using rating scales/Likert scales .....	262
6.6	Tips on using computer software for data analysis.....	264
6.7	Developing indicators for a log frame .....	265
6.8	Developing a log frame diagram.....	267
<b>Part 5</b>	<b>Useful resources for human rights education.....</b>	<b>269</b>
1.	Human rights education.....	271
1.1	Online libraries of human rights education resources .....	271
1.2	United Nations human rights education documents and resources .....	271
1.3	General human rights education resources .....	272
2.	Evaluation and human rights education sources.....	273
2.1	General evaluation.....	273
2.2	Educational evaluation .....	277
2.3	Evaluation specific to human rights education .....	278
3.	Other sources.....	280
3.1	Gender perspective.....	280
3.2	Instructional design and educational methodology.....	280

## Acronyms and abbreviations

CBO	community-based organization
CCI	cycle of continuous improvement
ESC	economic, social and cultural
HRE	human rights education
NGO	non-governmental organization
NHRI	national human rights institution
OHCHR	Office of the United Nations High Commissioner for Human Rights
RBM	results-based management
SWOT	strengths, weaknesses, opportunities, threats
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women



## Who we are

# equitas

**Equitas – International Centre for Human Rights Education** is a non-profit, non-governmental organization that works to advance equality, social justice and respect for human dignity in Canada and around the world through transformative education programmes.

With over 40 years' experience, Equitas has become a global leader in human rights education. Equitas' capacity-building programmes in Canada and abroad have assisted civil society organizations, national human rights institutions and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfilment.

Equitas' human rights education programmes develop knowledge, strengthen skills and promote action around the following themes: training human rights educators and trainers; the promotion of human rights values for children and youth; the promotion and protection of economic, social and cultural rights; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; the strengthening of independent national human rights institutions; and reinforcing human rights education in the school system. For more information, consult: [www.equitas.org](http://www.equitas.org).



OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS

The Office of the United Nations High Commissioner for Human Rights (OHCHR) is mandated to promote and protect the enjoyment and full realization by all of all human rights (General Assembly resolution 48/141). The mandate includes preventing human rights violations, securing respect for all human rights, promoting international cooperation to protect human rights, coordinating related activities throughout the United Nations and strengthening and streamlining the United Nations system in the field of human rights. In this context, through its headquarters in Geneva and its field offices, OHCHR implements human rights education and training programmes and provides assistance to Governments, institutions and civil society in this area. It promotes human rights education and training by facilitating information-sharing and networking among all actors, in particular through tools such as the database and the resource collection on human rights education and training; developing best practice and effective human rights education and training methodology; supporting national and local capacities for human rights education through the "Assisting Communities Together" (ACT) Project, which provides financial assistance to grass-roots initiatives; developing human rights education and training materials for various target audiences; disseminating the Universal Declaration of Human Rights; and coordinating the World Programme for Human Rights Education. More information and publications are available at: [www.ohchr.org](http://www.ohchr.org).

## **Acknowledgements**

This Handbook was inspired by the dynamic work of the partners of Equitas and of OHCHR around the world. Equitas and OHCHR acknowledge the contributions and thank the resource persons and participants who attended the International Evaluation Symposium, “HRE for Social Change: Evaluation Approaches and Methodologies” in Montreal, Canada, in May 2007 – also a joint Equitas and OHCHR initiative.

Members of the Equitas and OHCHR team that produced this publication are: Director of Education Vincenza Nazzari; Senior Education Specialist Paul McAdams; Education Specialists Pamela Teitelbaum, Cristina Galofre, Diane Proudfoot, and Peter Wallet; and Elena Ippoliti of the Methodology, Education and Training Section of OHCHR. Francesca Marotta, Chief of Section at OHCHR, reviewed the final manuscript.

Equitas and OHCHR thank in particular Felisa Tibbitts, Executive Director of Human Rights Education Associates; Marc Forget, an experienced international human rights educator; and Patrick Marega Castellan, human rights consultant, who reviewed the Handbook for the OHCHR Publications Committee.

Equitas gratefully acknowledges the Canadian International Development Agency for providing the financial support for Equitas’ contribution to this publication.

## Introduction

Human rights education (HRE)<sup>1</sup> is a dynamic and evolving field that demands an ever more complex range of skills. Increasingly, those involved in human rights education view themselves as professional educators or trainers who can plan, design, manage, develop and implement effective training sessions and programmes. Key to improving our practice as human rights educators is building our knowledge and skills in the area of evaluation. Being able to carry out effective evaluation enables us not only to improve the quality of our work, but also to be more accountable for the results.

Evaluating the impact of HRE is a complex undertaking, as this type of education, whose ultimate goal is greater respect for human rights leading to social change, is difficult to measure in isolation from political, economic and social factors. Moreover, HRE work encompasses a very broad range of activities and events with different types of goals, requiring different types of evaluation processes. A lack of resources for evaluation and a lack of experience in evaluation are also common challenges. Strengthening evaluation practice will increase the accountability of human rights educators and enable them to measure and demonstrate the transformative effect of HRE and its power in effecting social change.

Collectively, we need a resource on evaluation to accompany us in our work, enabling us to improve our practice on a daily basis. This Handbook attempts to fill that need by exploring both the theory and practice of educational evaluation and how these can be incorporated, step by step, into the practice of HRE. In this way, it is hoped that human rights educators will increase their capacity to evaluate and therefore be better able to demonstrate the contributions of their human rights education work to change in their organizations/groups, communities and societies.

## 1. About the Handbook

The development of this Handbook is the result of the *International Human Rights Education Symposium* entitled “*HRE for Social Change: Evaluation Approaches and Methodologies*” held in Montreal in May 2007 and organized by Equitas – International Centre for Human Rights Education in partnership with the Office of the United Nations High Commissioner for Human Rights.

One of the key recommendations put forth during the Symposium was to design a handbook for human rights educators containing useful, appropriate and proven methods, tools and guidelines for existing HRE evaluation work. The publication of this Handbook for human rights educators is the response to this important recommendation.

A major challenge faced in the development of this Handbook was to determine what areas to focus on, in terms of the HRE educational sector (e.g., schools, non-formal education sector), the learners, (e.g., children, youth, adult learners), type of HRE work (e.g., awareness-raising campaigns, training activities) and the scope (e.g., overall programmes, specific projects or activities). The Symposium’s findings and a review of existing HRE-related evaluation materials revealed many excellent resources for programme evaluation in different educational settings.<sup>2</sup> However, there appeared to be a lack of resources that could address the evaluation needs of human rights educators

<sup>1</sup> HRE as used in this Handbook includes education, training and information activities aimed at building a human rights culture. See *page 9* of this Handbook for a full definition of HRE.

<sup>2</sup> A list of resources is provided in *Part 5* of this Handbook.

carrying out human rights training activities with different groups of adult learners in non-formal settings. Therefore a conscious decision was made to address these needs and to focus the Handbook on approaches, methods, design and tools for evaluating human rights training sessions for adult learners in a variety of learning settings.

It must be stressed that HRE cannot take place in isolation. When planning HRE activities, human rights educators must consider the human rights context of their learners and the global human rights environment as well as other interventions that are taking place at these different levels to address similar human rights issues. Approaching HRE programming and evaluation in a systematic way will enhance the effectiveness of HRE work and its contribution to the overall advancement of human rights in societies.

This Handbook offers human rights educators a practical guide for designing, developing and implementing an *internal* educational evaluation process for their human rights training activities with adult learners while situating these activities within the broader context of HRE programmes and other human rights work.

## 1.1 Who this Handbook is for

This Handbook is primarily for human rights educators working with different adult learners in non-formal education contexts. The learners may include for example: NGO and community-based organization staff, government officials, staff of national human rights institutions (NHRIs), staff of international organizations, teachers, community leaders and community members.

This Handbook is meant to be a helpful resource for all human rights educators, including those who have little or no experience in educational evaluation as well as those who have practical experience in evaluating human rights training activities but who may not have formal training in the area of educational evaluation.

## 1.2 Goal of the Handbook

The goal of this Handbook is to support the evaluation work of human rights educators working with adult learners by developing their competencies in the theory and practice of educational evaluation. This Handbook will:

- Explore concepts that guide the practice of educational evaluation in HRE
- Describe how to carry out evaluation using a step-by-step process
- Provide tools and techniques that can be adapted for the evaluation of different human rights training activities

The evaluation process outlined in this Handbook was designed to evaluate human rights training sessions of a duration of between three and ten days. However, the process can be adapted to evaluate training sessions of shorter or longer durations, including more extensive human rights training programmes.

## 2. How this Handbook is organized

This Handbook presents a straightforward and comprehensive process for the evaluation of human rights training that is based on the premise that we cannot separate evaluation design from programme design. Evaluation design must be tailored to the training. The different steps in the evaluation process proposed are, therefore, explored from the perspective of the overall design of human rights training sessions. In this way we would hope to ensure that the evaluation of human rights training will not be limited to gauging the reactions of learners but will provide human rights educators with the necessary information to draw some concrete conclusions about the actual results of the training and also inform decisions about how to improve the training.

The Handbook is divided into **five parts**:

**Part 1, Evaluating human rights education: exploring the basics**, begins by reviewing the goals, content and process of human rights education. Key concepts of educational evaluation are then introduced as well as two models of educational evaluation that can guide human rights educators in incorporating evaluation into their HRE work.

**Part 2, Evaluating human rights education: a step-by-step process**, outlines a five-step process for evaluating human rights training sessions for adult learners. This process, which includes training needs assessment, defining results, formative evaluation, end-of-training summative evaluation and impact and transfer evaluations, directly links the design of evaluation with the different phases of a training design cycle. The evaluation process presented will assist human rights educators in building evaluation into their human rights education activities. This will ensure that evaluation is not just an afterthought but rather an integral part of the training design. Data analysis methods and techniques as well as different means of communicating results are also addressed.

**Part 3, Particular evaluation concerns**, looks at a number of important issues and questions that human rights educators will need to deal with when evaluating human rights education activities and also provides some useful strategies for addressing them. Issues discussed in *Part 3* include: the role of gender in evaluation, the effects of culture and language, evaluation of evaluations, and finding time and resources for evaluation.

**Part 4, Tools and techniques for evaluation in human rights education**, presents a collection of evaluation tools and techniques for the different types of evaluation - from training needs assessment to evaluating transfer and impact. The tools and techniques included in this part of the Handbook have been developed by human rights educators working in the field and can be easily adapted to suit your particular needs.

**Part 5, Useful resources for human rights education evaluation**, contains a variety of resources consulted in the development of this Handbook, including print and electronic materials, and a list of relevant websites.



### 3. Important terms used in this Handbook

In designing this Handbook, we recognize that it is important to describe our understanding of some key terms used throughout. Since these terms can be understood differently by different HRE practitioners, we have highlighted at the outset how the terms are used in the Handbook.

#### **Adult learners**

*Adult learner* is a general term used to refer to adults who are involved in non-formal education, training programmes and other education activities outside a formal education system.

#### **Human rights educator/facilitator/trainer**

*Human rights educator/facilitator/trainer* are terms used in the field of human rights education to refer to individuals involved in education and training activities. Ideally, these individuals have expertise in relevant human rights subject matter, ability to apply participatory methodologies as well as ability to design, develop, implement and evaluate human rights training. In this Handbook we use the three terms interchangeably, as this reflects current usage among the human rights education community.

#### **Non-formal education**

*Non-formal education* refers to instruction that is organized and structured, but usually occurs outside of the formal education system. Non-formal education is not obligatory and may have differing durations. Human rights training sessions and workshops are examples of non-formal education.

#### **Training session**

*Training session* refers to an organized training activity that is self-contained and relatively short in duration. It is designed to provide knowledge and skills, and influence attitudes and ultimately behaviours of participating learners, enabling them to better carry out their roles and responsibilities within their organizations and communities. A training session is a highly intensive method of learning. It can be delivered once or on a recurrent basis.

#### **Training programme**

*Training programme* refers to a series of interconnected training activities that may include for example several training sessions as well as workshops, planning and evaluation meetings, field visits and round tables.

#### **Transfer of learning**

*Transfer of learning* refers to the transfer of knowledge, skills and attitudes from one situation to another. According to Donald L. Kirkpatrick's four-level model (see *Part 1, section 3.2*), transfer is demonstrated by changes in the behaviour of learners. In HRE, transfer can occur after a training session when learners return to their organizations, share with their colleagues and peers, and integrate new knowledge, skills, values and attitudes into their practice.

## Your feedback

The core elements of the Handbook are grounded in our own experiences as human rights educators and we hope they will speak to human rights educators around the world. Increasing the relevance of this Handbook is an ongoing goal. Readers and practitioners of HRE are invited to share any evaluation tools, lessons learned and best practices with Equitas-International Centre for Human Rights Education and with the Office of the United Nations High Commissioner for Human Rights. Knowledge-sharing about evaluation is an important “next step” in improving our work as a community of human rights educators and our contributions to positive social change.

This Handbook is a dynamic tool. Increasing its relevance is an ongoing goal. Equitas and OHCHR welcome reader feedback. Please send your comments and suggestions to:

### **Equitas – International Centre for Human Rights Education**

666, Sherbrooke Street West, suite 1100  
Montreal, Québec, Canada H3A 1E7  
E-mail: [info@equitas.org](mailto:info@equitas.org)

### **Office of the United Nations High Commissioner for Human Rights (OHCHR)**

Methodology, Education and Training Section/RRDD  
1211 Geneva 10, Switzerland  
E-mail: [hredatabase@ohchr.org](mailto:hredatabase@ohchr.org)



# Part 1

## **Evaluating human rights education: exploring the basics**

This part presents perspectives on human rights education (HRE) for social change and on educational evaluation. It also describes two models of educational evaluation that can provide guidance in incorporating evaluation into HRE work.

1. Human rights education and social change
2. An overview of educational evaluation in human rights education
3. Models of educational evaluation for human rights education



# 1. Human rights education and social change

As human rights educators, having a clear understanding of human rights education (HRE) and its goals enables us to articulate clearly to others the nature of the work we do and why it is important. The task of evaluating the effectiveness of HRE work is directly linked to a common understanding of what HRE involves and what it aims to achieve. In this section, we will explore the goals, content and process of HRE.

## 1.1 What is human rights education?

Simply stated, human rights education (HRE) is all learning that builds human rights knowledge, skills, attitudes and behaviours. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.

The United Nations plan of action for the second phase (2010-2014) of the World Programme for Human Rights Education provides a more extensive definition of HRE that includes the different elements and provisions on HRE agreed upon by the international community (see *box 1*). Human rights education is defined as learning, education, training and information efforts aimed at building a universal culture of human rights. It involves 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 behaviour which uphold human rights as well as taking action to defend and promote human rights.<sup>3</sup>

Human rights education aims towards developing an understanding of everyone's common responsibility to make human rights a reality in each community and in the society at large. In this sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development, and the enhancement of participation in decision-making processes within a democratic system.<sup>4</sup>

### Box 1

#### Provisions on HRE in international human rights instruments

Provisions on human rights education have been incorporated within many international human rights instruments, including the:

- Universal Declaration of Human Rights (art. 26)
- International Covenant on Economic, Social and Cultural Rights (art. 13)
- Convention on the Rights of the Child (art. 29)
- Convention on the Elimination of All Forms of Discrimination Against Women (art. 10)
- International Convention on the Elimination of All Forms of Racial Discrimination (art. 7)
- Convention on the Rights of Persons with Disabilities (art. 8)
- Vienna Declaration and Programme of Action (Part I, paras. 33-34 and Part II, paras. 78 - 82)
- Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in Durban, South Africa, in 2001 (Declaration, paras. 95-97 and Programme of Action, paras. 129-139)

<sup>3</sup> Adapted from A/HRC/15/28, paras. 3 and 4. The plan of action was adopted by the United Nations Human Rights Council on 30 September 2010 (resolution 15/11).

<sup>4</sup> *Ibid.*, para. 1.

Human rights education aims to develop the capacity of government officials and institutions to meet their obligation to respect, protect and fulfil the human rights of those under their jurisdiction. Human rights education also aims to empower individuals, i.e., women and men, girls and boys, and their communities to critically analyse their human rights problems and seek out solutions that are consistent with human rights values and standards. Through HRE, therefore, government institutions and individuals are able to become actors of social change aimed towards the effective realization of human rights. The change envisioned would involve, among other things, changes in social structures, attitudes, beliefs, views, values, freedoms and rights, the quality of education, and effective governance.<sup>5</sup> Equality between women and men or gender equality (see *box 2*), is also a critical component of social change that HRE must strive to achieve.

## 1.2 Results of human rights education

The goal of social change is very broad and complex. For us to be able to capture the results of our HRE work, this goal needs to be defined more precisely. An effective way to do this is to identify the changes we expect to see at different social levels connected with our HRE work. *Box 3* provides a description of this process.

As human rights educators, identifying the **changes** that we would like to see on these three levels will enable us to better plan our evaluation processes. HRE evaluation, if planned and implemented well, will help us to look for and capture evidence of change at the levels of the **individual, organization/group** and **broader community/society**. It will also enable us to demonstrate how our HRE work is contributing to social change in line with human rights.

### Box 2 Gender equality

Equality between women and men or gender equality means equal visibility, empowerment and participation of both sexes in all spheres of public and private life. It involves:

- Valuing and favouring equally the different behaviours, aspirations and needs of women and men
- Recognizing the contributions of both women and men in all aspects of life in the society
- Promoting the equal participation of women and men in the economy, in decision-making as well as in social, cultural and civil life
- Reducing the gap between women's access and men's access to and control of resources and the benefits of development
- Supporting women and girls so that they can fully exercise their rights

Source: Council of Europe. Website dedicated to equality between women and men: [www.coe.int/t/dghl/standardsetting/equality/default\\_en.asp](http://www.coe.int/t/dghl/standardsetting/equality/default_en.asp) (accessed 7 December 2010).

<sup>5</sup> Hayat Alvi, "The human rights of women and social transformation in the Arab Middle East", *Middle East Review of International Affairs*, vol. 9, No. 2 (June 2005).

**Box 3****Levels of change**

<b>Individual</b>	<p>Changes you want to see in the individual learner.</p> <p>What knowledge, skills, attitudes and behaviours can an individual acquire, reinforce or modify?</p> <p><i>Example of individual-centred change: Learners become familiar with the participatory approach in HRE and are confident to begin to use it in their HRE work.*</i></p>
<b>Organization/ group</b>	<p>Changes you expect when the learners transfer their learning experiences to their organization or to a group they work with (such as members of a community).</p> <p>What effects might their new knowledge, skills, attitudes and behaviours have on the organization or group?</p> <p><i>Example of group-centred change: Learners' organizations or groups incorporate the participatory approach in their human rights training sessions.*</i></p>
<b>Broader community/ society</b>	<p>Changes you anticipate when an organization transfers its learning to the broader community/society.</p> <p>What effects might be observed?</p> <p><i>Example of community/society-centred change: The participatory approach is incorporated into the HRE work of other groups as well as into their other work and into other aspects of life in the broader community.*</i></p>

\* The examples provided are for a training of human rights educators.

### 1.3 A participatory approach to human rights education

Our understanding of HRE and what it should achieve must be reflected in the way we carry out our work. Fundamental to the effective practice of HRE, therefore, is a participatory approach.

A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human rights, and encourages critical reflection on individual beliefs and values. It is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the learners in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other.

A 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.

**Box 4****What HRE can help us achieve**

The 1993 Vienna World Conference on Human Rights considered human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) cites as a key message that human rights education is an important strategy for achieving several principal goals notably empowerment, participation, transparency, accountability, the prevention of conflict, conflict resolution, peacemaking and peace-building and the more effective protection and realization of all human rights for all.

*Sources:* Vienna Declaration and Programme of Action, Part II, D, para. 78; and [www.unesco.org](http://www.unesco.org).



A participatory approach is particularly appropriate for HRE because:

- Human rights are part of our life experience and therefore we should look at them from our own realities, share different perspectives and develop analytical skills to understand, exercise and promote human rights;
- Human rights are based on values and norms that are evolving;
- HRE is rooted in social justice and each person involved in human rights work is an agent of social change;
- HRE should spark critical reflection about the possibilities for social change.<sup>6</sup>

As human rights educators working with adult learners, we need tools that can help us to put the concepts of a participatory approach into practice. One such tool, *the learning spiral* (see **box 7**), illustrates how a participatory approach can work.

#### Box 5

#### The importance of valuing the experience of the learners

“The importance of appropriate regard for the self-esteem of adult trainees cannot be over-emphasized. Professionals will bring to the classroom their own professional expertise and practical experience, which should be acknowledged and tapped for the benefit of the course. The extent to which the trainer does so will largely determine the trainee’s reaction to the training exercise.... Trainers should seek to create a collegial atmosphere where exchange of expertise and experience is facilitated, the professional knowledge of trainees recognized and professional pride encouraged.”

*Source: Human Rights Training: A Manual on Human Rights Training Methodology, Professional Training Series No. 6 (United Nations publication, Sales No. E.00.XIV.1).*

#### Box 6

#### Human rights education activities and human rights principles

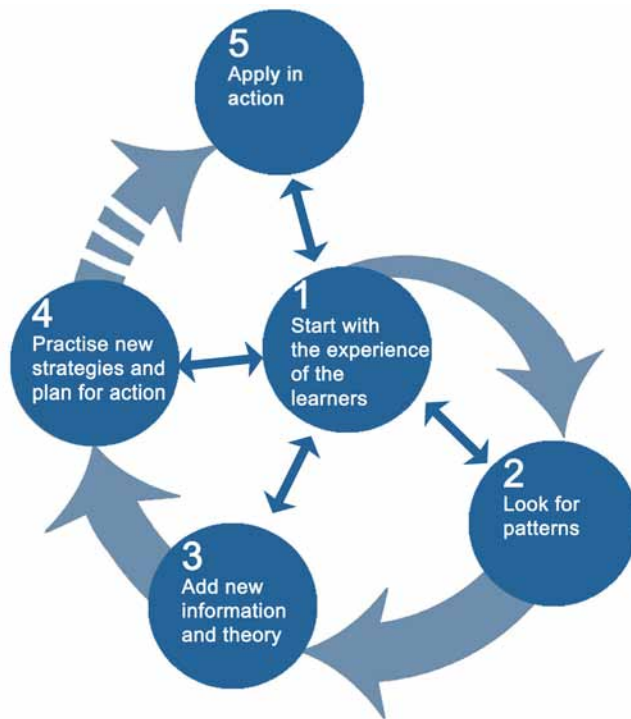
“Human rights education activities should convey fundamental human rights principles, such as equality and non-discrimination, while affirming their interdependency, indivisibility and universality. At the same time, activities should be practical – relating human rights to learners’ real-life experience and enabling them to build on human rights principles found in their own cultural context. Through such activities, learners are empowered to identify and address their human rights needs and to seek solutions consistent with human rights standards. Both what is taught and the way in which it is taught should reflect human rights values, encourage participation and foster a learning environment free from want and fear.”

*Source: UNESCO and OHCHR, World Programme for Human Rights Education: Plan of Action – First Phase (2006).*

<sup>6</sup> Dave Donahue, “Why a participatory method for human rights education?” in *Training for Human Rights Trainers, Book 1: Facilitator’s Manual* (Montreal, Canadian Human Rights Foundation (Equitas), 2001).

## Box 7

## The learning spiral



1. Learning begins with the experience of the learners (i.e., their knowledge, skills, values and lived experience of human rights).
2. After the learners have shared their experience, they analyse that experience and look for patterns (i.e., what are the commonalities? what are the patterns?).
3. To complement the experience of the learners, new information and theory from experts are added or new ideas are created collectively.
4. Learners need to practise what they have learned, practise new skills and strategies, and plan for action.
5. Afterwards (usually when they are back in their organizations and daily work) learners apply in action what they have learned.

Source: Rick Arnold et al., *Educating for a Change* (Toronto, Canada, Between the Lines, 1991). Adapted with permission from the Doris Marshall Institute for Education and Action.

## 1.4 Situating human rights education: a systems approach

It is important to stress that HRE is one of a number of potential actions to address the current human rights situation in a particular country or community, which can lead to the desired social change. Moreover, any human rights training programme or training session is quite often one of many human rights training programmes or sessions that are being implemented to address similar human rights issues. Therefore, we must be aware of other human rights and HRE work that is taking place so that we can better evaluate the contribution of our particular HRE activities to the achievement of the broader goals of social change.

*Box 8a* illustrates how a systems approach can be used to help us understand this broader context in which HRE takes place. It can also give us an appreciation of the challenges involved in evaluating human rights training and assessing its contribution to social change.

The systems diagram in *box 8a* represents the broad context of human rights work, of which HRE is a part. Since we are concerned with situating our particular human rights training within this context, the initial point of focus in this systems diagram is your human rights training session or event (see lower part of the diagram). Think of your training session as a sub-system of the larger system. Examining this sub-system (lower part of the diagram) you will see that you need to situate your training session within a context that includes:

- Your organization's HRE work on a particular issue;
- Your organization's overall HRE;
- Your organization's human rights work;
- Work that is carried out on the same issue by other organizations at the local/national/regional/global levels.

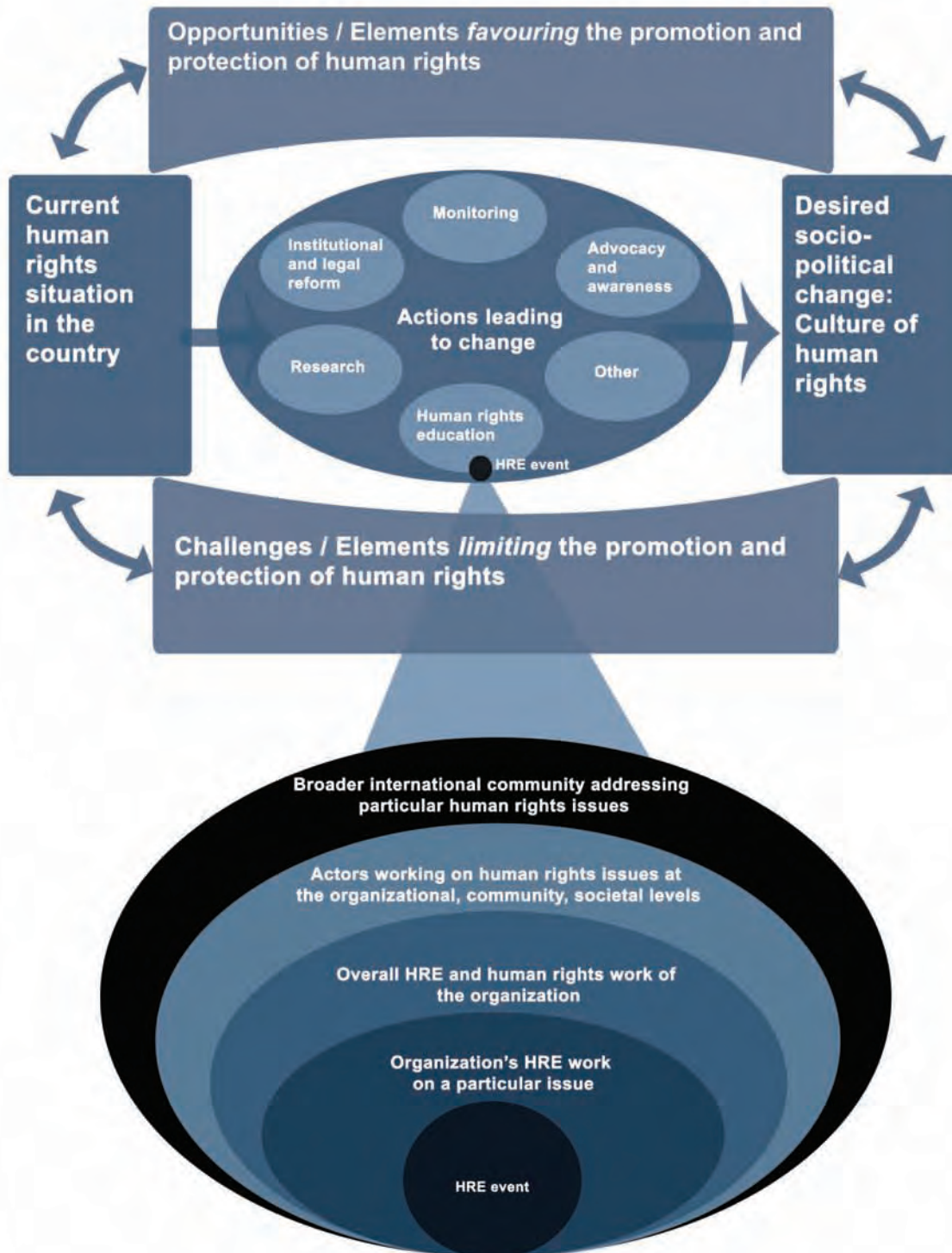
Still keeping in mind your human rights training session, turn your attention to the overall system (upper part of the diagram). On the left-hand side of the diagram you will see a box that says "Current human rights situation in the country" and on the right-hand side you will see "Desired socio-political change: culture of human rights." These illustrate the context and the goal of all human rights work, including your training session. The middle of the diagram illustrates the types of actions leading to change, which include HRE activities and therefore your training session or event. All of these actions are affected by the general human rights environment, which has elements that favour (opportunities) and elements that limit (challenges) ability to contribute towards positive social change.

As human rights educators, using a systems approach can be beneficial in several ways. First, it provides a *big picture* that helps us to see how a particular training session we are planning *fits* with the other work of our own organizations as well as with HRE activities organized by other actors. It also compels us to take into account other human rights-related actions for change that are taking place at the same time as our own human rights training session. Reflecting on your human rights training session in relation to this broader context of human rights work will enable you to have a better idea about what results you can reasonably achieve and therefore evaluate, especially in terms of contributing to social change. It will also incite you to critically reflect on the nature of your HRE work and how it can be improved over time. Adopting a systems approach can significantly increase the quality and effectiveness of human rights education and

training programmes as well as the efficient use of available resources. Failing to use a systems approach on the other hand is a frequent cause of limited or no impact of these programmes.

**Box 8a**

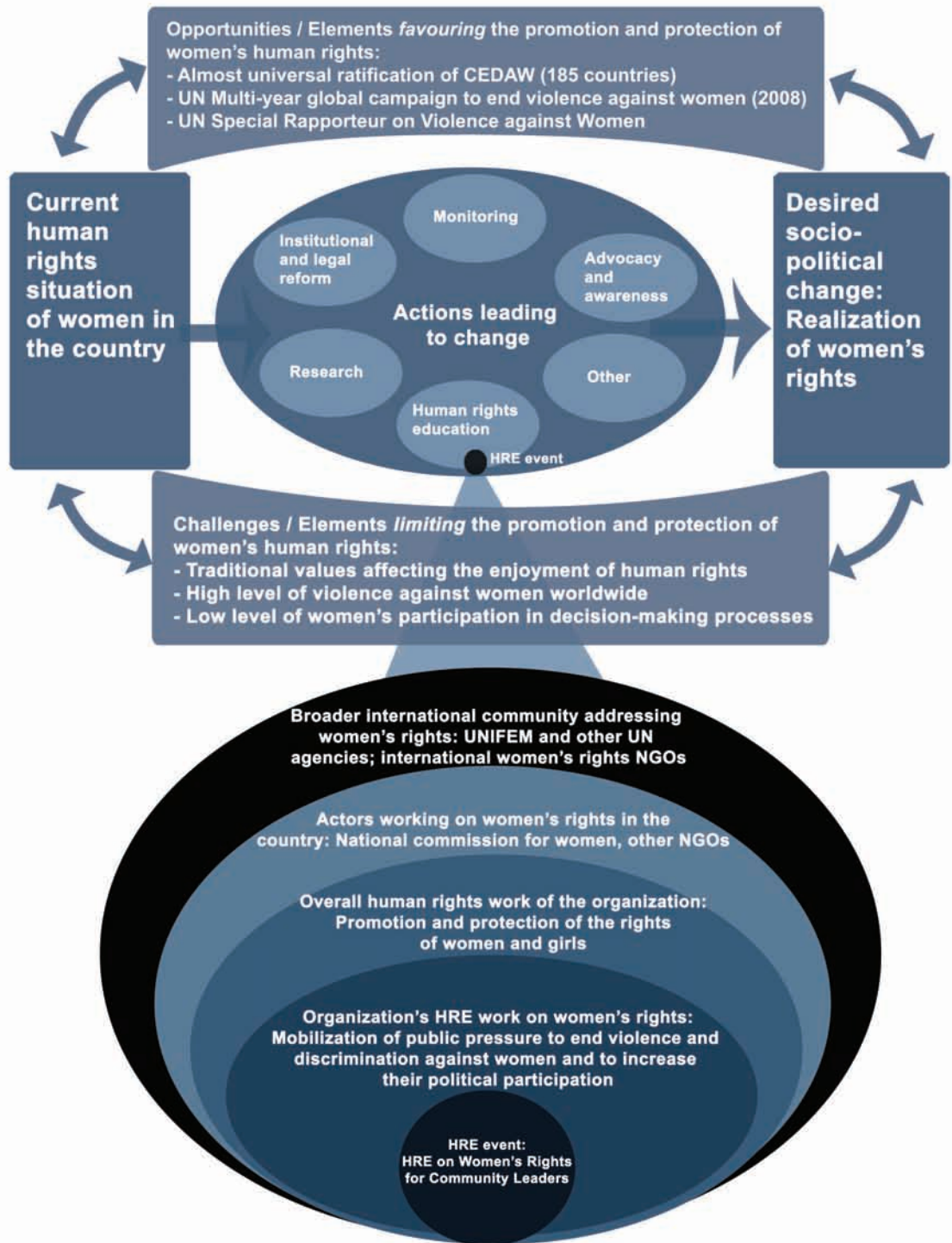
**The context of HRE: a systems approach**



Box 8b below provides an example of how the systems approach can work in practice using a human rights training session focused on women’s rights as an example.

**Box 8b**

**Example of a systems approach: training in women’s rights**



## 2. An overview of educational evaluation in human rights education

There are many demands on the time of human rights educators and many pressing issues; and after a long day of fieldwork, it is not uncommon to feel frustrated by the amount of paperwork and deskwork that goes along with the job. Evaluation is one of the tasks that often fall into the category of things that have to wait or that require a good amount of uninterrupted time or that are considered simply not motivating. Why indeed focus on evaluation when “more important things” can be done?

As practitioners of HRE, it is imperative that we take a fresh look at the role of educational evaluation. How can educational evaluation benefit our work? Is it enough to distribute questionnaires at the end of a human rights training session to see if participants learned something or can evaluation play a greater role than this? Exploring the concept of educational evaluation can expand our idea of what evaluation is and how it can enhance our HRE work.

In *section 1*, we saw that the goals of HRE aim at bringing about change at three different levels, at the levels of the individual, of the organization or group and of the broader community/society. As was mentioned earlier, effective evaluation of HRE will enable us to better determine and describe the contribution of our HRE work to the actual changes that are occurring at these three levels. It will also enable us to improve the quality of our human rights training.

This Handbook outlines a step-by-step evaluation process which human rights educators can use to evaluate human rights training sessions of a duration of between three and ten days. However, as previously stated, the process can be easily adapted for the evaluation of training sessions of shorter durations as well as for evaluating extensive human rights training programmes.

In this section, we begin the process by examining what we mean by educational evaluation and situating it in the context of HRE.

### 2.1 What is educational evaluation?

Educational evaluation in the context of HRE can be defined as:

*A systematic activity used to gather information:*

- *About the extent of changes at the level of the individual, organization/group and broader community/society leading to greater respect for human rights that can reasonably be connected with our HRE intervention;*
- *To support decisions about how to improve the effectiveness of our human rights training activities.*

Key points to keep in mind in this definition are that evaluation is a **systematic** activity, which means that it has to be planned. Evaluation provides us with information about the effects of our HRE work in relation to the goals that we have set out to achieve. This information can help us demonstrate how our HRE work is contributing to building a culture of human rights in the societies where we work. Finally, evaluation can provide us with the necessary information for improving the effectiveness of our HRE work.

Successful evaluation is based on asking the right questions at the right time to the right people and ensuring that you then act on the answers.

Some of the questions we might want answered are:

- Why are we offering this training?
- Does the content of the training respond to the needs of the learners?
- What did the learners learn?
- What actions will the learners take as a result of their learning?
- Are the learners applying what they have learned in their work?
- How is their work now contributing to change in the broader community/society?

As these questions illustrate, educational evaluation is not a singular event, but rather an ongoing process that enables us to gather information systematically during all the different phases of a human rights training session. This includes the planning phase, the design and development phase, as well as the implementation and follow-up phases (see *Part 2*).

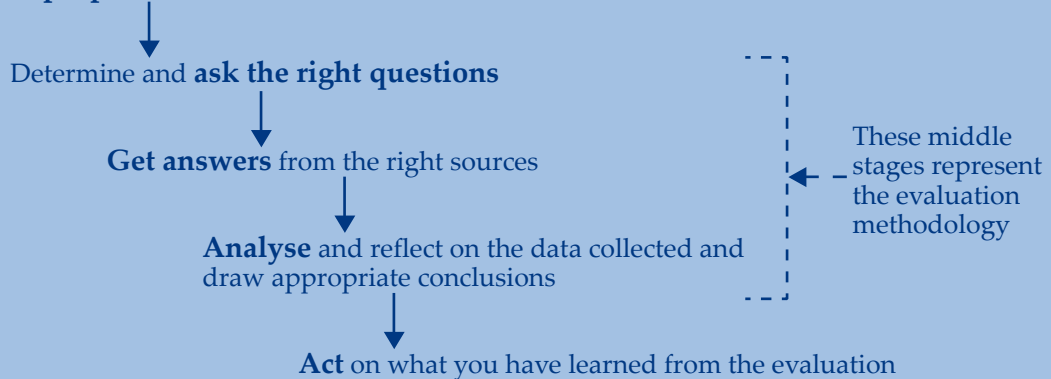
Evaluation in all of these phases follows a similar process as shown in *box 9*.

#### Box 9

#### The essence of an evaluation process

In its simplest form, evaluation can be broken down into five stages.

Define the **purpose** of the evaluation



Source: Sarah del Tufo, "What is evaluation?", 13 March 2002. Available from [www.evaluationtrust.org/evaluation/evaluate](http://www.evaluationtrust.org/evaluation/evaluate).

## 2.2 Why evaluate?

Many human rights educators experience a lack of motivation when it comes to evaluation and understandably so. When time or money runs out or new priorities arise, it can become difficult to carry out evaluation activities. As human rights educators, we must recognize, however, that evaluation can be one of the most powerful tools at our disposal. Provided that our training intervention is substantive enough that we might expect to see results in learners, the evaluation questions we ask, the information we collect and the analysis we conduct will enable us to draw conclusions about changes that have been set in motion as a result of the training session. They will also enable us to measure effectiveness, provide explanations, draw conclusions, develop recommendations and make appropriate changes to our human rights training sessions and move closer to our goals. Evaluation can help us ensure the appropriateness of our strategies and methodologies, validate the work we do as well as help us plan future HRE and human rights work.

Evaluation in HRE has two main purposes; for learning and development, and for accountability. Evaluations conducted for learning and development help us to assess how well we are doing in order to help us do it even better. Evaluations focused on accountability seek to provide evidence of success to stakeholders and funders.<sup>7</sup> An effective evaluation process incorporates both of these purposes.

It is important to evaluate HRE so that we can:

- **Improve our effectiveness:** How will we know that we are doing what we set out to do? How will we know if any learning has occurred or if any change has happened? Evaluation will tell us.
- **Be accountable:** Our organizations as well as funders require some kind of accountability system that demonstrates how funds are being spent, what the outcomes of the training programmes are, as well as any value added. Evaluation can demonstrate your professionalism and give you credibility.
- **Share experiences:** Others working in HRE in your country or abroad can learn from your successes and mistakes by reviewing your evaluations. You can add to existing knowledge about what practices work and do not work with certain learners and populations.<sup>8</sup>
- **Find motivation:** When you can see that your training is achieving results, it is something for you and your team to be proud of. An evaluation may also bring you together and increase support for your work within your organization.<sup>9</sup>

Keeping in mind the reasons we evaluate is important in HRE because it helps us to clearly define the purpose of our evaluation and as such helps us to avoid gathering unnecessary or inappropriate information.

<sup>7</sup> Charities Evaluation Services, “Why evaluate?”. Available from [www.ces-vol.org.uk/index.cfm?pg=545](http://www.ces-vol.org.uk/index.cfm?pg=545) (accessed 16 December 2010).

<sup>8</sup> United States of America, Department of Health and Human Services, Administration for Children and Families, “Chapter 1: Why evaluate your program?” in *The Program Manager’s Guide to Evaluation*, 2<sup>nd</sup> ed. (Washington, D.C., 2010).

<sup>9</sup> *International Human Rights Education Evaluation Symposium – HRE for Social Change: Evaluation Approaches and Methodologies, Report of Proceedings* (Montreal, Equitas, 2007).



It is also important to make the distinction between evaluation and scientific research. Quite simply, evaluation is *not* scientific research. Evaluation cannot adhere to the strict principles of scientific research because of limited resources, short timelines and changing actors. The most significant difference, however, between these two types of inquiry is their purpose. While evaluations must be designed to maximize the usefulness for decision makers, scientific research does not have this constraint. Although both evaluation and research may use very similar methods or may focus on the same subject, scientific research can be formulated solely from intellectual curiosity, whereas evaluations must respond to the policy and programme interests of stakeholders (i.e., those who hold a stake in the programme, such as those who manage or fund it, or programme staff or clients).<sup>10</sup>

In HRE, therefore, evaluation should not be conducted as research, but rather carried out to answer specific questions connected to the goal and objectives of the training. Later in this Handbook as we work through the different stages of evaluation, i.e., training needs assessment, formative evaluation, end-of-training summative evaluation and evaluations of transfer and impact, we will discuss relevant evaluation methodology and present ways to carry out evaluation of HRE which reflect good research practices (e.g., avoidance of bias) but without the strict reliance on methods of scientific inquiry (e.g., use of control groups).

## 2.3 Characteristics of a good evaluation

A good evaluation process for human rights education can be defined by several important characteristics.

- Purposeful:** A good evaluation begins with a clear purpose in mind. It aims to answer specific questions and provides information to support the goals related to a particular HRE activity. A good evaluation provides information upon which subsequent planning, design, implementation and follow-up evaluation decisions can be made and carried out. In evaluation, a statement of observable measurable outcomes is important to establish the expectations of a given programme. This statement of objectives also maintains the programme's focus.
- Action-oriented:** A good evaluation should give information that can be used to make relevant decisions. It should reflect an action-oriented perspective that seeks solutions to problems. For example, a final questionnaire that asks learners *What changes would you make to improve the training?* will give less specific information that can be acted upon than a final questionnaire asking *What changes would you suggest to improve Section 1?* or *What changes would you suggest to improve the group dynamics?*
- Practical:** A good evaluation is practical and can be carried out using the resources available to those conducting the evaluation. A good evaluation should consider

### Box 10

#### Budgeting for evaluation

“It can be beneficial to allocate resources to specific expenses, including those related to mailing, telephone and photocopies. The standard evaluation amount, as determined during an evaluation of international organizations in Canada, has been between 5% and 10% of the operational budget.”

Source: Saul Carliner et al., “Programme evaluation”, presentation made at the International Human Rights Education Evaluation Symposium—HRE for Social Change: Evaluation Approaches and Methodologies, Montreal, 3-5 May 2007.

<sup>10</sup> Tammy Bourg, “Research methods: school and program evaluation”, in *Education Encyclopedia*, 2<sup>nd</sup> ed. (Macmillan, 2002).

innovative ways to obtain better results while using the same level of (or fewer) human, financial and material resources.

- **Participatory:** A good evaluation should stress diversity, inclusion, full and equal participation, and a non-hierarchical structure. It can be an opportunity for developing good working relationships with relevant stakeholders. Therefore, it implies not just the involvement of the learners participating in the HRE activity, but also of the trainers, the learner's organization and community, and funding agencies alike. This is particularly important when conducting evaluations related to larger-scale programmes.
- **Self-critical:** A good evaluation is humble and self-critical. Members of an organization need to openly acknowledge their own collective limitations and recognize that what they learn from a single evaluation study, however well-designed, will almost always be somewhat uncertain and open to criticism.
- **Non-disciplinary:** Members of organizations conducting evaluations of human rights training activities need to move towards being non-disciplinary in their approach, consciously putting aside the blinkers of their respective specialties (e.g., evaluation, HRE, anthropology, psychology) in an attempt to foster a broader view.
- **Truth-seeking:** A good evaluation must also be honest and seek the truth. It should stress accountability and credibility. With this in mind, it is important to appropriately determine which results can actually be attributed to HRE. Data from several sources all suggesting similar results help to appropriately attribute effectiveness.
- **Accurate:** A good evaluation produces reliable and valid information. It uses sound methodological techniques and tools that have been carefully designed so that when compiled by two different individuals, similar results are obtained. A good evaluation also ensures that the different stakeholders understand the data and concepts under study in a similar way so that the conclusions drawn are meaningful to all.
- **Forward-looking:** A good evaluation will be prospective and forward-looking, anticipating where evaluation feedback will be needed rather than just reacting to situations as they arise. Moreover, a good evaluation cannot be an afterthought once a training session or programme is already being implemented; rather it must be part of the planning process. In other words, a good evaluation is proactive, not reactive.
- **Effective reporting procedures:** Good evaluations rely on the use of effective reporting procedures. A report should be clearly written with terminology clearly defined. Moreover, a report must reveal the goal of the evaluation, explain the procedure, state results and identify the limitations. Including all these features is important in terms of establishing the report's credibility and integrity. It can

#### Box 11

#### Important to be honest

It is best to be the bearer of your own bad news. If data suggests a programme is ineffective or incomplete, HRE practitioners should not be afraid to reveal such data. Responding to this information and even addressing and making suggestions for improvement will lend increased credibility to the programme and to you and your organization.

*Source:* Carliner, "Programme evaluation".

sometimes be a useful exercise to present a sample evaluation report before even beginning to collect data, to ensure the evaluation report format meets your organization's needs and the needs of any other stakeholders involved. This helps to ensure that all parties “buy in” to your overall process and strategy.

- **Ethical and democratic:**<sup>11</sup> Finally, a good evaluation emphasizes fair, open, ethical and democratic processes. Data from good evaluations should be accessible to all interested groups, allowing extensive independent verification and opportunities for replication or refutation of original results. Open commentary and debate regarding the results of specific evaluations should also be encouraged. At times, however, evaluation requires handling confidential information, meeting perpetrators, interviewing victims and other vulnerable persons, and coping with situations of corruption and impunity. Under such circumstances the confidentiality and security of respondents must be a priority.
- **Gender-sensitive:** As the realization of gender equality is a key element of social change that HRE aims to achieve, an effective evaluation of HRE activities needs to integrate a gender perspective into the methodology and tools used.

## 2.4 Why evaluating human rights education is complex

As practitioners of HRE, we are sometimes painfully aware of the complexity of evaluation in this field. Even the most organized and committed of us faces immense challenges in evaluating human rights training sessions. Perhaps the biggest challenge is that of **attribution**. How do we indeed know that the changes we see in our community can be attributed to the human rights training session we organized? We can try and establish causal links, but there are many factors that could also have contributed to creating change. If we consider the context of HRE (see *Part 1, box 8a*), we must acknowledge the complexity of evaluating any HRE efforts and we should be “honest in actively seeking explanations that are unrelated to the [our] intervention.”<sup>12</sup>

The **diversity of HRE** also poses a significant challenge for evaluation. Not only does HRE take place with many different types of people (e.g., police officers, women, migrant workers, students, government officials), it also takes place in many different contexts (e.g., in classrooms, on the street, in prisons). Given the enormous diversity in programming, there is no one best way to evaluate the effectiveness of HRE. However, keeping in mind that evaluation design cannot be separated from programme design or the design of an educational activity or event will enable us to select the most appropriate evaluation methods for the HRE intervention we are designing.

Effective evaluation of **longer-term impact** is another layer of complexity. For example, immediate reactions and learning (short-term outcomes or results) related to a training session or other types of HRE activities can often be measured quite easily by handing out a questionnaire and compiling the results. Taking the next step, however, to measure medium-term outcomes and longer-term outcomes or impacts, is a very challenging

<sup>11</sup> Although this characteristic is less relevant for evaluations of individual training sessions, it has been included here as it is critical for the evaluation of larger-scale programmes.

<sup>12</sup> Germany, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and Federal Ministry for Economic Cooperation and Development, *Learning to Live Together: Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights* (Eschborn, Germany, 2008).

task for most educators. Difficulties emerge in the collection of longer-term data, which necessitates a sustained approach and often another set of tools and resources.

**Evaluating social change** also raises important questions for evaluators of HRE. For example, how can changes in behaviour and attitudes be assessed effectively? How can transformations of individuals and groups be measured? And, even when we do identify positive changes in the advancement of human rights, is it possible to attribute the changes to specific HRE events?

This Handbook tries to address some of these challenges by guiding you through a practical and comprehensive model for evaluating human rights training activities as well as presenting an array of tools for gathering the necessary data that will enable us to demonstrate the results of our human rights education work.

Evaluation of human rights education is a developing field and, as human rights educators, we can contribute to knowledge and skills building in this area by carrying out evaluations of our human rights training, documenting our findings and sharing our practice and learnings with others.

### 3. Models of educational evaluation for human rights education

In the field of educational evaluation, there are numerous evaluation models or approaches available to the educator/evaluator, each with its strengths and weaknesses. As human rights educators with limited time and resources, we need to have practical and effective models for carrying out meaningful evaluation of our human rights education training.

The two models proposed in this Handbook are the **cycle of continuous improvement** (Newby, et al., 1996) and Kirkpatrick's **four-level model of evaluation** (Kirkpatrick, et al., 2006). Although there is no one perfect recipe for the evaluation of training, these two models were selected because, used together, they provide a comprehensive theoretical framework for developing and conducting an evaluation process in the area of human rights education with adult learners. In addition to providing an overall framework, this combination of models compels us to think through the important questions, which include:

- Why are we doing the training in the first place? What are the results we want to achieve?
- What are the purposes of the evaluation of the training?
- Who are the different audiences for the evaluation results?
- What types of evaluation do we need to carry out? When exactly do these types of evaluation need to take place?

Other advantages of using these two models together are that they offer the required flexibility, given the great diversity in human rights training programmes and activities and they enable us to link evaluation design to training programme design.

The cycle of continuous improvement model helps us to situate our evaluation process within the broader context of the design of our human rights training programmes and activities, while Kirkpatrick offers a practical model for evaluating the actual

training events and the learning that has occurred. A brief overview of each of these models is provided below.

### 3.1 The cycle of continuous improvement

The cycle of continuous improvement (CCI) is a circular model of educational evaluation whereby systematic evaluation occurs at four stages to ensure the continuous enhancement of the overall training programme. Although the CCI model is particularly useful for HRE programme evaluation, it can easily be used to guide an evaluation process for individual human rights training sessions.

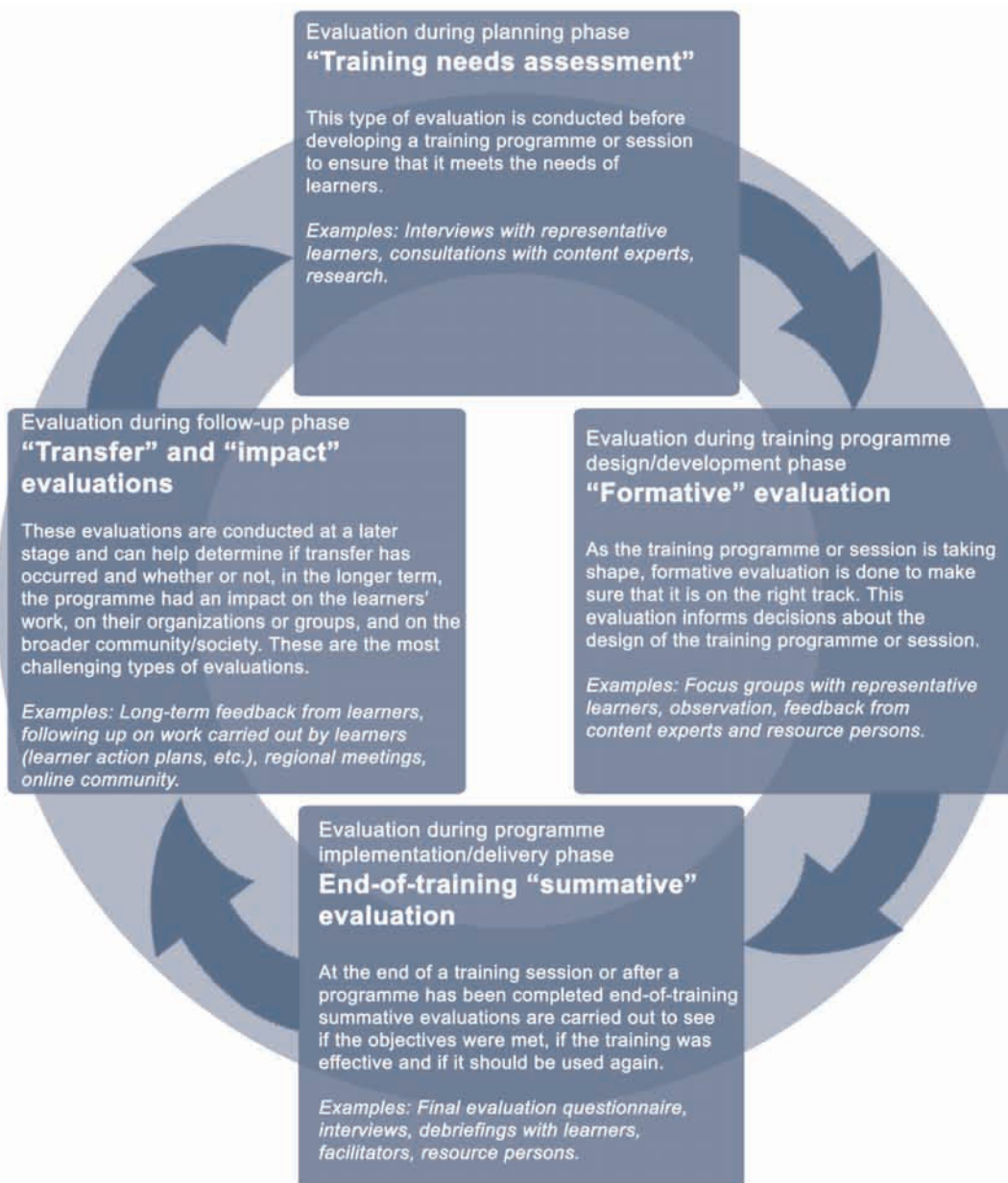
As illustrated in *box 12*, the four evaluation stages of the CCI model coincide with the four main phases of an educational programme life cycle. Information gathered through each stage of evaluation informs decisions being made during the related phase of the human rights training program/session life cycle. In this way, a cycle of continuous improvement is maintained. As the diagram in *box 12* demonstrates, evaluation at each stage helps to ensure that planning, design, implementation and follow-up are optimized to meet the needs of learners and other stakeholders in both the short term and the longer term.

The CCI model stresses *interconnectedness* – of the different stages of evaluation, and of evaluation and training design. The model highlights the importance of planning for evaluation very early on, which means that even as we design the first steps of our human rights training, we need to be designing our evaluation process as well, including evaluation activities in each step. Making evaluation an integral part of training design will help make our evaluation work in HRE more efficient and effective.

The CCI model has proven to be an important tool in helping many organizations to improve individual training sessions and overall HRE programmes as well as to help them assess the impacts of HRE.

## Box 12

## The cycle of continuous improvement



It is important to note that information gathered at any point in the cycle informs decisions that help improve the next phase of the programme/project. In the context of a recurring programme, end-of-training summative evaluation and transfer and impact evaluations are essentially formative evaluations conducted at a later time.

*Source: Timothy J. Newby et al., “Evaluating the instructional process” in *Instructional Technology for Teaching and Learning* (New York, Prentice Hall, 1996).*

## 3.2 Kirkpatrick's four-level model

Donald L. Kirkpatrick's training evaluation model, developed in 1959 and updated most recently in 2006,<sup>13</sup> has become the most widely used model for the evaluation of training and learning, including in the area of HRE. The **Kirkpatrick model**, also known as the **four-level model** (see *box 14*), consists of four levels of evaluation of learning which measure:

- **Reaction** - what learners thought and felt about the training and about their learning;
- **Learning** - the increase in knowledge or capacity as a result of the training;
- **Behaviour/transfer** - the degree or extent of improvement in behaviour and capability and implementation/application;
- **Impacts**<sup>14</sup> - the effects on the larger community resulting from the actions of the learner.

### Box 13

#### Each level provides more precision

Evaluation should always begin with level one, and then, as time and budget allow, should move through levels two, three and four. Information from each prior level serves as a base for the next level's evaluation. In this way, each successive level represents a more precise measure of the effectiveness of the training session or programme, but at the same time will require more rigorous and time-consuming analysis.

*Box 14* provides a more detailed explanation of each of these four levels along with potential questions that each level of evaluation can address.

<sup>13</sup> Donald L. Kirkpatrick and James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, 3<sup>rd</sup> ed. (San Francisco, California, Berrett-Koehler, 2006).

<sup>14</sup> Kirkpatrick uses the term "results". In this Handbook to ensure greater clarity we are replacing it with the word "impacts", which is in keeping with Kirkpatrick's intention.

Box 14

**Kirkpatrick’s four-level model applied to a human rights training session**

Kirkpatrick evaluation level	Description and questions	Practicality and relevance
<p><b>Level 1: Reactions</b></p>	<p><b>At level 1, we can measure the learners’:</b></p> <ul style="list-style-type: none"> <li>• Feelings and personal reactions about the training and about their learning experience</li> <li>• Attitudes towards the content and the process</li> <li>• Immediate perceptions about the usefulness of the human rights training event</li> <li>• Perceptions about what they actually learned in the training</li> <li>• Feelings about whether they have changed their ideas or perceptions in any areas of human rights and/or HRE as a result of the activities or discussions during the training</li> <li>• Satisfaction with the trainers and training materials</li> <li>• Satisfaction with the logistical aspects of the training</li> </ul> <p><b>Questions that can be addressed include:</b></p> <ul style="list-style-type: none"> <li>• Did the learners enjoy the training? Were they at ease?</li> <li>• Did the training meet their expectations? Was the level of the training appropriate for them?</li> <li>• Did they appreciate the participatory approach?</li> <li>• Was the training relevant to their human rights work? Were the human rights content, skills, values and attitudes addressed during the training relevant?</li> <li>• Was the training practical? Can they see how they could apply the learning in their own work or life contexts?</li> <li>• Would they recommend the training to others?</li> <li>• Did they like the venue, the accommodations, the facilities?</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback about reactions, feelings, satisfaction is easy to obtain</li> <li>• Costs for gathering and analysing the feedback are generally low</li> <li>• Important to know if learners were upset or disappointed</li> <li>• Important to know learners’ general satisfaction with the training, which may be communicated to others who may be thinking of participating in future training</li> <li>• Important to have the learners reflect on their learning during and at the end of the training in order to prepare them for responding to our later evaluation efforts as we move through the three subsequent levels</li> </ul> <p style="text-align: right;">cont'd ►►</p>



<p><b>Level 2: Learning</b></p>	<p>At <b>level 2</b>, we can measure whether or not there was an increase in the learners' knowledge and skills or changes in attitudes and behaviours resulting from the human rights training event or programme.</p> <p><b>Questions that can be addressed include:</b></p> <ul style="list-style-type: none"> <li>• Did the learners learn what was intended in the design of the training?</li> <li>• Did they experience what was intended?</li> <li>• What is the degree of advancement or positive change in the learners after the training, based on the training objectives?</li> </ul>	<ul style="list-style-type: none"> <li>• Requires more thought and resources than level 1 but not difficult to undertake</li> <li>• Easier when the training is on more technical skills that can be quantified such as how to design an advocacy campaign</li> <li>• Not as easy for more complex learning such as development of attitudes that are in line with human rights principles and values</li> </ul>
<p><b>Level 3: Behaviour/ transfer</b></p>	<p>At <b>level 3</b>, we can measure what learners did with their learning once they returned to their organization/group. Behaviour or transfer learning can be partially assessed by identifying performance indicators.</p> <p><b>Questions that can be addressed include:</b></p> <ul style="list-style-type: none"> <li>• Did the learners put their learning into practice once they returned to their work and/or life contexts?</li> <li>• Did they apply the relevant skills and knowledge?</li> <li>• Was there noticeable and measurable change in actions of the learners once they were back in their usual roles in their organizations or communities? For example: was there a change in the type and quality of their human rights or human rights education work? Was this change sustained?</li> <li>• Did they pass along any knowledge, skills or attitudes to others in their organizations or communities?</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring changes in behaviour and transfer of learning (i.e., application of learning in work/life contexts and sharing learning with others in a practical way) are more difficult to quantify and require a well-designed evaluation system from the outset</li> <li>• Although challenging, evaluation at this level is critical because it examines implementation and application of the learning from the training. Good reaction (level 1) and better capability (level 2) lose their value if nothing changes in the learner's work and/or community context</li> </ul>

cont'd ►►

<p><b>Level 4: Impacts</b></p>	<p>At level 4, you can measure the effect on the organization or broader community resulting from the learners' involvement in a training event or programme.</p> <p>This is also known as impact analysis and follow-up and focuses on measuring longer-term results. The evaluation of impact-level learning is similar to programme evaluation. For both, the goal is to look at the entire learning process from beginning to end.</p> <p><b>Questions that can be addressed include:</b></p> <ul style="list-style-type: none"> <li>• What connections can we reasonably make between broader changes at the level of the work of the organization and/or the community, and the learner?</li> <li>• How did our training contribute to broader changes in the community, for example through the work of our learners?</li> </ul>	<ul style="list-style-type: none"> <li>• Easier at the level of individual learners but much more challenging across a broader community</li> <li>• External factors in the broader community/ society and global human rights context can greatly affect the capability of organizations and communities, both in positive and in negative ways, to carry out their human rights and human rights education work. This makes it more difficult to establish the links between the actions of organizations and changes occurring in the broader community or society</li> <li>• Important to be able to connect our human rights education work with positive changes taking place in the broader context</li> </ul>
------------------------------------	---	---

Kirkpatrick's four-level model provides an accessible and effective way to conduct evaluation for human rights training sessions. With a focus on measuring results at different levels starting with the individual and expanding to encompass a broader community, the Kirkpatrick model offers a process for evaluation that reflects the very essence of the goals of human rights education.



# Part 2

## Evaluating human rights education: a step-by-step process

This part outlines how to design an evaluation process for a human rights training session. Using a step-by-step process and providing a description of each step, this part outlines ways that our practice can be enhanced by evaluation.

Introduction: Designing an evaluation – a five-step process

Step 1: Understand the change that is needed – training needs assessment

Step 2: Describe the desired change – defining results

Step 3: Increase effectiveness – formative evaluation

Step 4: Determine the change that has occurred – end-of-training summative evaluation  
transfer and impact evaluations

Step 5: Communicate results – preparing an evaluation report



## Introduction: designing an evaluation — a five-step process

Evaluation is sometimes described as a total experience because ideally it is part of our HRE work from the very beginning to the very end. Included as part of all the phases of a project, evaluation should reflect the totality of everything that we do in an HRE project. As such, evaluation needs to be developed in line with each specific training session. Evaluation should be inspired by the HRE activity itself and enhance our capacity to achieve our goals.

The CCI model encourages us to look at how evaluation can be included at every phase of a project. Even if you have not used the CCI model systematically in the past, you have probably applied the model, or parts of it, many times. For example, if you have ever interviewed experts or consulted with a group of peer human rights educators to design a training session, you have integrated evaluation into the planning phase. And if you have ever asked someone to review a questionnaire before you distributed it or tested a new training session with a small group of people, then you have included evaluation in the design phase.

There is no single format for effective evaluation. In fact, the art of evaluation is choosing a process that both gives you the information you need and is, at the same time, feasible for you and your group or organization to carry out. That said, there are basic steps involved in designing and implementing an effective evaluation process for human rights training. It is essential for the evaluation process to be closely tied to the design process. **Box 15** provides an overview of how to design an evaluation process in five steps. Each step is presented briefly in the table and then described in more detail throughout *Part 2*.

Box 15

Five-step HRE evaluation design process linked to the training design process

TRAINING Design process	EVALUATION Design process	How to do it
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"><b>Planning Phase</b></p>	<p><b>STEP 1:</b> Understand the “change” that is needed</p>	<p><b>Action:</b> Carry out a training needs assessment</p> <p>The training needs assessment will help us to develop an understanding of the gap that exists between the current human rights or HRE situation and a more ideal situation which can be addressed by training.</p> <p>A training needs assessment involves:</p> <ul style="list-style-type: none"> <li>• Doing an environmental scan to determine how the human rights and HRE contexts can influence our training</li> <li>• Developing a profile of the potential learners to determine how their characteristics can influence our training</li> </ul> <p><i>Understanding the gap will enable us to identify the training needs of the learners.</i></p> <p>More information: <i>Part 2, section 1</i></p>
	<p><b>STEP 2:</b> Describe the desired change</p>	<p><b>Action:</b> Define results</p> <p>Defining desired results involves:</p> <ul style="list-style-type: none"> <li>• Developing a clear understanding of what you expect the results of the training to be at the level of the individual, organization/group and community/society, and over time</li> <li>• Determining the overall goal that is likely to produce those results</li> <li>• Developing specific learning objectives that outline the knowledge, skills, values and attitudes needed to achieve the goal</li> <li>• Outlining end-of-training summative evaluation tools to measure the results</li> </ul> <p><i>Defining desired results will guide our decisions regarding the content of the training session and help us draw conclusions after the training session about what learning has occurred and what other results have been achieved. In order to identify broader changes at the level of the organization or community, it can be useful to define indicators that tell you where to look for changes.</i></p> <p>More information: <i>Part 2, section 2</i></p>

cont'd ►►

Development Phase	<p><b>STEP 3:</b> Increase effectiveness</p>	<p><b>Action:</b> Conduct formative evaluation</p> <p>Conducting formative evaluation involves:</p> <ul style="list-style-type: none"> <li>Engaging stakeholders such as subject-matter experts, colleagues and learners in the review of the training materials as well as other aspects of the training</li> </ul> <p><i>Conducting formative evaluation will enable us, for example, to:</i></p> <ul style="list-style-type: none"> <li>Determine whether the length of the training is appropriate (i.e., the number of days, the number of hours per day); whether a single session or a number of sequential training sessions of a shorter duration would be better</li> <li>Make appropriate changes to training content, methods, media, etc. to better suit the needs of learners</li> </ul> <p>More information: <b>Part 2, section 3</b></p>
Implementation and Follow-Up Phases	<p><b>STEP 4:</b> Determine the changes that have occurred in the short, medium and longer term</p>	<p><b>Action:</b> Conduct end-of-training summative evaluation and transfer and impact evaluations</p> <p>Conducting end-of-training summative evaluation involves:</p> <ul style="list-style-type: none"> <li>Collecting information about reactions, learning, behaviours and <i>shorter-term</i> desired results or changes (in line with step 2)</li> <li>Analysing the data collected to determine if we achieved our goals through our human rights training (in line with step 2)</li> </ul> <p>Conducting transfer and impact evaluations involves:</p> <ul style="list-style-type: none"> <li>Collecting information about <i>medium and longer-term</i> desired results or changes, including transfer of learning to the work context of the learners, as well as broader impacts on organizations, groups, communities and society</li> <li>Analysing the data collected to determine if we achieved our goals through human rights training (in line with step 2)</li> </ul> <p><i>Conducting end-of-training summative evaluation and transfer and impact evaluations will inform decisions about how to improve our training and enable us to assess, over time, the contribution of our training activities to the advancement of human rights and social change.</i></p> <p>More information: <b>Part 2, section 4</b></p>
	<p><b>STEP 5:</b> Determine how to best communicate results, to different stakeholders, in order to highlight the changes that have occurred</p>	<p><b>Action:</b> Prepare an evaluation report</p> <p>Preparing an evaluation report involves:</p> <ul style="list-style-type: none"> <li>Determining the audiences for the report</li> <li>Writing a clear and concise document that includes evaluation information that is relevant for the audiences identified</li> </ul> <p><i>Preparing an evaluation report that effectively communicates the results of the training, highlights lessons learned and offers recommendations for improvements will help to ensure credibility with learners, funders and other stakeholders.</i></p> <p><i>Note that evaluation reports may also be required to document training needs assessment and formative evaluation.</i></p> <p>More information: <b>Part 2, section 5</b></p>



## Step 1: Understand the change that is needed – training needs assessment

### 1.1 What is training needs assessment?

While we would not normally consider conducting an evaluation at the start of a human rights training session or programme, what educators call a training needs assessment is exactly that – evaluation conducted even before the training gets off the ground.

A needs assessment can broadly be defined as *a systematic process to gather information and opinions from different sources on a particular problem or issue in order to make effective decisions or recommendations about appropriate actions to take.*<sup>15</sup>

A *training needs assessment* is conducted once it has been determined that a lack of human rights knowledge, skills, and/or attitudes and values is contributing to an existing problem, and that training is a way to help address the situation. Whether the need for training is identified through your own work or whether it is identified by others and given to you as a request for training, a training needs assessment is a necessary evaluation that enables you to fully understand the change that is needed and to make appropriate decisions related to training design. In human rights education, a training needs assessment should enable us to gather the necessary information to:

- Build an adequate picture of the human rights context (environmental scan);
- Develop a profile of the potential learners (learner characteristics);
- Identify capacity gaps or needs of learners in relation to promoting a human rights culture.

A good understanding of the human rights context and of the characteristics of the potential learners will help us to determine their training needs and to identify the overall learning goal. Training needs assessment will also help inform our decisions about the most appropriate content, methods, techniques and time frame for our human rights training. **Box 16** outlines the training needs assessment process along with some examples. The sections that follow describe in greater detail what is involved in carrying out a training needs assessment.

---

<sup>15</sup> Adapted from Allison Rossett, *Training Needs Assessment*, Techniques in Training and Performance Development Series (Englewood Cliffs, New Jersey, Educational Technology Publications, 1987).

**Box 16**

**The essence of training needs assessment**

**What to do**

In its simplest form, training needs assessment can be broken down as follows.

Define the **purpose** of the training needs assessment



Determine and ask the right **questions**

- About the context of the training
- About learners



Get **answers** from the right sources

- Stakeholders, learners, experts, colleagues
- Existing resources, training, documentation, etc.



**Analyse** and reflect on the data collected and draw appropriate conclusions

- Understand the change that needs to occur



**Act** on what you have learned from the evaluation

- Specify learning needs and determine overall learning goal

Evaluation Methodology

*Source: del Tufo, "What is evaluation?"*

**How to do it: some examples**

Training needs assessments in HRE could include the following types of information-gathering activities:

- **Interviewing** potential training participants to determine what they think they need to learn to enhance their capacity as human rights workers
- **Examining existing resources** and previous local HRE programmes to see what other training has been offered or developed
- **Holding a focus group** with community members to gauge their understanding of human rights
- **Consulting experts** and other professionals on questions related to the learners or their human rights context or environment

## Purpose

Questions

Answers

Analysis

Action

## 1.2 Define the purpose: why conduct a training needs assessment?

As human rights educators we may feel that we can make fairly accurate assumptions about learners' training needs based on our previous experience and therefore we may feel that needs assessment is unnecessary. Although our assumptions are a good starting point, we must validate these assumptions to ensure that they are based on more than our perceptions. A systematic approach to needs assessment will ensure that the training design and content respond to the real needs of the learners and will give greater credibility to our HRE work.

Therefore, we should always include some form of needs assessment not only when planning "new" human rights training sessions but also for training sessions that we have given before.

We begin a training needs assessment process by defining its **purpose**. Questions that will help us do this are:

- What do we already know?
- What do we think we know? (our assumptions)
- What else do we need to know?
- Why are we doing the training needs assessment?
- What are we trying to measure?
- What will we do with the information we gather? How will we use it?

Carefully addressing these questions will enable us to clearly articulate the purpose of our training needs assessment and will ensure that we focus our attention in the right areas from the start and work effectively at planning our human rights training. It will also ensure that limited financial and human resources are used effectively.

*Box 17* provides examples of situations where conducting a training needs assessment can help us to better understand the problem or issue and to make appropriate decisions about how to address it through human rights training. As you review the situations think about the questions provided above and try to determine what the purpose of the training needs assessment might be for each situation.

Box 17

When to conduct a training needs assessment

When to conduct a training needs assessment	Examples
<p><b>First-time training</b></p>	<p>For the 60th anniversary of the Universal Declaration of Human Rights, a community organization decides to hold a training session for teachers on the Declaration and human rights education. The community organization plans to make this training an annual event. The organization has trained teachers on other topics such as conflict resolution, but has never designed a training session on the Declaration or HRE.</p> <p><i>Conducting a training needs assessment will help to determine the goals of the training and ensure that the training responds to the real needs and interests of the teachers.</i></p>
<p><b>New target audience or change in target audience</b></p>	<p>A long-established NGO has been providing training to other NGOs and community groups on women’s and children’s rights. Recently, there has been a growing interest by local government authorities for similar training for their law enforcement personnel.</p> <p><i>Conducting a training needs assessment will help to develop a learner profile of law enforcement personnel before moving ahead with the design of the training session.</i></p>
<p><b>Change in context</b></p>	<p>Because of turmoil in a neighbouring country, the border area is seeing an influx of refugees. Border officials are ill-equipped to deal with the new situation and have little understanding of the rights of refugees under international law. A human rights organization would like to offer training in this area.</p> <p><i>Conducting a training needs assessment will give the organization the opportunity to do an environmental scan and to understand the new context of the border area and the people working there before designing a training session.</i></p>
<p><b>Response to a request for training</b></p>	<p>An international human rights organization requests a training session for child soldiers on the Convention on the Rights of the Child and contacts an NGO in the region to provide this training. The international organization suggests that visual art and theatre may be helpful tools.</p> <p><i>Conducting a training needs assessment will help the NGO determine the specific goals of the training as well as to confirm the funder’s assumption that visual arts and theatre will be effective tools.</i></p>
<p><b>Ineffective HRE</b></p>	<p>An independent consultant determines that a current training programme on using a rights-based approach to development is not delivering positive results. The funder approaches your organization and asks you to develop a more effective programme.</p> <p><i>Conducting a training needs assessment will help you to understand the context of the learners and validate their training needs, enabling you to make the necessary improvements to the training programme.</i></p>

Purpose

Questions

Answers

Analysis

Action

### 1.3 Determine the questions and get the answers: information-gathering for human rights training needs assessment

Now that we have explored the purpose of conducting a training needs assessment, looking at why and when training needs assessment should be carried out, we will examine more closely what we should be considering when conducting this type of evaluation exercise, that is, the questions we need to answer. The next two sections describe the key information-gathering activities of a training needs assessment:

- **Environmental scan** (1.3.1)
- **Learner profile** (1.3.2)

Questions that should be addressed during each of these two information-gathering activities are also presented. *Sections 1.3.3* and *1.3.4* look at the different sources of information and tools required for a training needs assessment.

#### 1.3.1 About the context: environmental scan

As discussed in *Part 1* of this Handbook, HRE is one of a number of potential actions to address the current human rights situation in a particular country or community that contributes to achieving desired socio-political change rooted in human rights standards. The environmental scan component of a training needs assessment in HRE examines, from a human rights perspective, the context in which the learner carries out his/her work and generally focuses on two areas:

- **Context analysis**, which involves **an analysis of the organizational or community context** in which the learner works or lives to determine how different elements in this context may impact on the learner's ability to effectively contribute to human rights protection and promotion.
- **Task analysis**, which involves **an analysis of the learner's actual job tasks or role/responsibilities in the community** to determine the human rights knowledge, skills, abilities and attitudes/behaviours the learner requires to best contribute to human rights protection and promotion.

In addition, it is also useful to **examine the broader human rights context**, i.e., trends external to the learner's organization or community such as the current human rights situation in the country and globally. The aim of this analysis is to determine elements favouring or limiting the promotion and protection of human rights that may have an impact on the learner's work or community life.

A thorough environmental scan would involve looking at all three areas presented here. It is important to point out, however, that it may not always be necessary or feasible to carry out such an extensive analysis for every training activity you undertake.

As stated above, information gathered through the environmental scan, together with the learner characteristics, will help arrive at the overall goal and objectives of the training. In addition, it will inform our decisions concerning the evaluation, design and implementation of our human rights training. *Box 18* provides some common elements to include in an environmental scan when planning human rights training.

## Box 18

# Developing an effective environmental scan for human rights training

## 1. Context analysis

Gathering information about learners' organizational or life environment

Whether the potential learners for your training session are from formal organizations or institutions or from local communities, the questions below will help you develop a picture of the context in which they work or live.

### Questions for the context analysis

- How is the learner's organization or community structured?
- What are the power relationships within the learner's organization or community?
- Do women and men in the organization or community participate equally in the decision-making process?
- What factors within the learner's organization or community favour the promotion and protection of human rights?
- What factors within the learner's organization or community limit its effectiveness in promoting and protecting human rights?

### Possible information sources

For organizations/institutions:

- Examine for example: the mission statement, mandate, goals and objectives, strategic plan, annual report, policies and practices
- Speak to directors/leaders/potential learners in the organization
- Consult people who have knowledge or information about the organization/institution, e.g., people who have benefited from the organization/institution's programmes or have interacted with it

For communities:

- Speak with community members and leaders or others who have knowledge or information about the community
- Conduct direct observation of life in the community

## 2. Task analysis

Gathering information about the learner's actual work in his/her organization or role/responsibilities in his/her community

For learners from **organizations/institutions**, task analysis will enable us to determine the human rights knowledge, skills, abilities, attitudes/ behaviours learners require to do their work.

### Questions for the task analysis

- What tasks do learners carry out in their organizations that require human rights knowledge, skills, attitudes/ behaviours?

For learners from **local communities**, task analysis will enable us to determine the human rights knowledge, skills, abilities, attitudes/ behaviours learners require to claim their rights and promote and protect the rights of others.

### Questions for the task analysis

- What aspects of the learner's role in the community require human rights knowledge, skills, attitudes/ behaviours?

cont'd ►►

- What specific human rights knowledge, skills, abilities and attitudes/behaviours do learners require to carry out these tasks?
- What interactions/relationships do learners have with people within their organizations/institutions?
- What specific human rights values attitudes/behaviours should govern these relationships?

- What specific human rights knowledge, skills, abilities and attitudes/behaviours do learners require to promote and protect human rights in the community?
- What interactions/relationships do learners have with people within their community?
- What specific human rights values attitudes/behaviours should govern these relationships?

#### Possible information sources

For organizations/institutions:

- Description of learners job duties
- Individuals performing the same tasks in other organizations/institutions
- Materials available on the target organization/institution (e.g., OHCHR Professional Training Series)

For communities:

- Community members/leaders and/or others who know the community

### 3. Broader human rights context

#### 3a. Analysis of the current human rights situation in the country

- What are the main human rights issues/problems in the country?
- What are the elements favouring the promotion and protection of human rights in the country? (opportunities)
- What are the elements limiting the promotion and protection of human rights in the country? (challenges)
- How are these human rights opportunities and challenges experienced locally by women and by men? By discriminated against, marginalized and vulnerable groups?

#### 3b. Analysis of the global human rights environment

- What are the elements favouring the promotion and protection of human rights globally? (opportunities)
- What are the elements limiting the promotion and protection of human rights globally? (challenges)
- How are these human rights opportunities and challenges experienced by women and by men globally? By discriminated against, marginalized and vulnerable groups?

#### Possible information sources

- Reports produced by international or regional organizations (e.g., United Nations, Amnesty International and others)
- Reports by national human rights institutions; government agencies; NGOs

The scope of the environmental scan will depend on the specific training being planned and the resources available. For example, if you are an NGO offering training either to other NGOs or to members of a particular community, you should at the very least examine the organizational or community environment of your learners as well as their job tasks or responsibilities/role in the community. This will enable you to determine the human rights knowledge, skills, abilities, attitudes/behaviours learners **really** need.

Validating your understanding of the broader human rights context at the country level and globally in relation to the training you are planning will help ensure that your training is relevant and up to date.

Finally, it is important that, as part of the environmental scan, you also review your organization's capacity to carry out a particular human rights training session, identify other organizations providing similar training for the same target group, and determine existing resources you can draw on (e.g., materials, tools, publications, manuals) in order to ensure the effectiveness of the training as well as the efficient use of resources.

### 1.3.2 About the learners: learner profile

Once we have a good picture of the human rights context or environment of our training, we need to develop a description of the potential target learners. Again, we may often feel that we have a good idea of the type of learner who will participate in our training; however, gathering relevant information about the characteristics of the learners can help us to verify our assumptions. The learner profile we develop will inform our decisions about the level of our human rights training, how it should be organized, the length of the session, the sequence, how to design our materials, and what content and methods would be most appropriate. This information will also be very useful when we are designing our evaluation process and tools for the training session.

#### Box 19

#### On relevance

The key word to remember in terms of learner analysis is **relevance**. As the designer of human rights training, you should consider or analyse only those characteristics which are relevant to the development of your particular training situation.

Demographic information as well as information on the previous knowledge, experience and motivations of learners<sup>16</sup> are the most important components of a learner profile. Gathering information about these and certain other characteristics can help us to build an adequate picture of learners before moving onto *step 2 – defining results*. Key learner characteristics that can provide insight to human rights educators are described in **box 20**. While it may seem daunting to try and collect all this information, note that many of the data can be obtained through simple questionnaires, an application form or through conversations with relevant stakeholders. See *Part 4* for more information.

It is important to point out that when designing training of trainers we will also need to take into account the training needs of the eventual target audiences of the individuals participating in our training-of-trainers (TOT) sessions. For example, if we are training representatives of NGOs who will then be training teachers on the Convention on the Rights of the Child, it will be important to also consider the context and characteristics of the teachers the NGOs will be training.

<sup>16</sup> Saul Carliner, "Chapter 3: The basic information needed to start a project", in *Training Design Basics* (Alexandria, Virginia, American Society for Training and Development Press, 2003).



## Building a learner profile

Learner characteristics	Reasons to assess learner characteristics in hre
<b>Age</b>	<ul style="list-style-type: none"> <li>• Provides us with some idea about learners' life experiences</li> <li>• Can influence our choice of methodology, examples, activities, print size</li> <li>• Age can be a factor in group dynamics, particularly in some cultural contexts</li> </ul> <p><i>Example:</i> If some of the older learners in your target group have lived through a particularly violent period in their country's history, you may need to build in more time for them to share their experiences in the training.</p>
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Important if you want achieve gender balance</li> <li>• Can influence our choice of activity types, selection of venue</li> <li>• Gender often influences the power dynamics in a group</li> </ul> <p><i>Example:</i> If your target group is of mixed gender, it may be important to develop activities in which women and men can discuss issues separately in small groups if that makes communication easier.</p>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Important to have a common language for the training and as much as possible a common level of language ability</li> <li>• Enables you to determine if language support or translation may be necessary</li> <li>• Knowing the limitations of learners' language skills can influence the presentation and organization of training</li> </ul> <p><i>Example:</i> If your target group consists of some learners with good verbal skills but poor writing skills or learners who have little or no literacy, you can choose activities that do not involve writing and use more visual cues in the activities.</p>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• Can influence your selection of content, examples and activities as these may be perceived differently through different cultural lenses</li> <li>• Cultural background and related status issues might affect experiences brought to the group and may sometimes be a factor in group dynamics</li> </ul> <p><i>Example:</i> If your target group consists of people from different cultural communities, they may have different comfort levels with an activity you have in mind that involves touching between men and women.</p>
<b>Ability</b>	<ul style="list-style-type: none"> <li>• Knowing the limitations of learners in terms of physical or mental ability can influence the presentation and organization of training</li> </ul> <p><i>Example:</i> If your target group consists of people with limited sight, you will have to ensure that all the visuals are large and described orally.</p>

cont'd ►►

<b>Occupation/ profession</b>	<ul style="list-style-type: none"> <li>• Gives you information about prior knowledge and experience</li> <li>• Professional background is a resource that learners bring to the training session</li> <li>• Enables you to develop training content that is relevant to real needs in learners' lives</li> </ul> <p><i>Example:</i> If your target group includes learners from both Government and civil society, with the goal of collaboration among these two groups, it will be important to design activities where the benefits of collaboration become evident.</p>
<b>Education</b>	<ul style="list-style-type: none"> <li>• Gives you information about prior knowledge as well as about the learners' expectations and preferred learning styles</li> <li>• Each learner's education is a resource for the group during the training session</li> <li>• Enables you to develop training content that is at the right level</li> </ul> <p><i>Example:</i> If your target group includes learners who have university degrees, they may be expecting a more formal, expert-driven training rather than the participatory approach to HRE that you are planning. It may be important to address these expectations early on and plan some time during the training session to help the learners become familiar with the underlying theory of the approach.</p>
<b>Previous human rights/HRE knowledge, skills, attitudes and experiences</b>	<ul style="list-style-type: none"> <li>• Gives you an idea of the resources learners will bring to the group during the training session</li> <li>• Helps you to determine an appropriate entry point for the learners</li> <li>• Enables you to develop a training session that is relevant to real needs and interests in learners' lives</li> </ul> <p><i>Example:</i> If some of the learners in your target group are familiar with international human rights instruments and some have no previous knowledge, you can adapt your introductory activity to include some of the more knowledgeable learners in the presentation.</p>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Enables you to establish the personal or professional reasons for learners' potential interest in training</li> <li>• Helps you determine learners' expectations and goals</li> </ul> <p><i>Example:</i> If some of the learners in your target group are attending your training session because they have been instructed to do so by a superior, you can acknowledge this by validating learner expectations and resources at the beginning of the training session.</p>

### 1.3.3 Sources of information

A variety of sources exist from which to gather the data for our training needs assessment. As with any type of evaluation, gathering the necessary information from the right sources will help to ensure the credibility of our findings and conclusions and also help to secure the buy-in and support of the different stakeholders. Including both women and men as sources for the environmental scan and the learner profile will ensure that information gathered will have a gender focus. The same will be true when including representatives from professional groups or members of groups that are marginalized or vulnerable. That is, it will ensure that their particular issues and characteristics are considered.

Before we begin our data collection we should check to see what information is already available. This is particularly important for training needs assessment because, as stated earlier, resources are difficult to obtain for this type of evaluation. Some potential data sources for training needs assessment are listed below.

Information sources for the *environment scan* could include:

- Reports or other documents produced by international or regional human rights organizations; national Governments; independent national institutions; NGOs;
- Training materials on similar topics produced by other organizations;
- Experts, funders and other stakeholders;
- Other human rights educators doing training in your country about similar issues;
- Online discussion forums;
- Staff and/or members of our organizations;
- Your own experience.

Sources for gathering data about *learner characteristics* could include:

- Community members who work with members of your target population;
- Learners' supervisors;
- Other human rights educators in your country;
- Potential learners for the training you are designing;
- Learners from previous training;
- Experts, funders and other stakeholders;
- Evaluation reports from similar training sessions;
- Your own observations and experience with learners.

### 1.3.4 Tools for gathering information

Interviews, questionnaires, existing documents and informal conversations are just some of the tools that can be used to gather information for a training needs assessment. These and other tools are discussed in more detail in *Part 4* of the Handbook.

There are many tools to choose from, so selecting the most appropriate one can sometimes be challenging. When you select a tool for training needs assessment, try to choose the tool that is most appropriate for your “source” of information. For example, if you know that the expert you want to consult travels a lot, e-mail may be the most efficient way to communicate with him or her. Likewise, if you would like to gather information from a group of potential learners, for example women from a rural community, you may want to check their literacy level and plan an assessment process that is not text-based and uses alternative evaluation methods.

It is important to note that it is not necessary to use all these data collection tools but to select those that are feasible and that will be sufficient for providing foundational knowledge for the assessment. *Box 21* illustrates an effective way to combine different tools for training needs assessment.

#### Box 21

#### Cocktail of tools for effective training needs assessment of a human rights training session

Evaluation tools/ process	Types of data that can be collected
<b>Questionnaire</b>	<ul style="list-style-type: none"> <li>• Information about human rights and HRE context</li> <li>• Information about learner characteristics</li> <li>• Information about learners’ prior knowledge and experience</li> </ul>
<b>Consultations with experts</b>	<ul style="list-style-type: none"> <li>• Analysis of current human rights and HRE context of potential learners</li> <li>• Information about learner characteristics, especially related to prior knowledge and experience, and motivation</li> </ul>
<b>Review of existing documentation</b>	<ul style="list-style-type: none"> <li>• Content of existing tools, materials and human rights training sessions can be assessed for relevance</li> <li>• Human rights reports can provide reliable information about the context</li> </ul>
<b>Formal interviews with representative learners</b>	<ul style="list-style-type: none"> <li>• More in-depth information about learner characteristics, especially related to prior knowledge and experience, and learner motivation</li> <li>• Information related to the human rights context and the HRE context</li> </ul>

cont'd ►►

<b>Informal interviews with representative learners</b>	<ul style="list-style-type: none"> <li>• Learners' expectations and their motivations</li> <li>• Information about HRE context of learners</li> </ul>
<b>Consultation meeting with learners and experts</b>	<ul style="list-style-type: none"> <li>• Stakeholders' collective assessment of human rights and HRE context</li> <li>• Validation of learner profile</li> <li>• Identification of training needs</li> </ul>
<p><b>When resources are scarce, training needs assessment questions can be integrated into other tools such as the ones listed below. The timing of this data collection, however, will not allow for dramatic changes in the overall design of the training.</b></p>	
<b>Training application form</b>	<ul style="list-style-type: none"> <li>• Information about learner characteristics</li> <li>• Information about prior knowledge and experience</li> <li>• Information about HRE context</li> </ul>
<b>Pre-training assignment</b>	<ul style="list-style-type: none"> <li>• Information about learner characteristics</li> <li>• Evidence of prior knowledge and experience</li> </ul>

## 1.4 Analysing data and determining training needs

Data analysis involves organizing the raw data you have collected, and extracting useful information from it. Some common steps to follow when analysing data include:<sup>17</sup>

- Checking the completed data collection forms (e.g., questionnaires, interview forms, observation sheets) for omissions or errors and determining how to address these;
- Coding questions or answers (see *box 43*) by assigning numbers or letters to each in order to make it easier to analyse the data;
- Preparing different tables to record the information collected in a systematic way so that you are creating a sort of database for easy retrieval of information; this can be done manually or by computer (see *Part 4 Tips on using computer software for data analysis*);
- Interpreting the data by identifying trends or patterns and surfacing inconsistencies in order to be able to draw conclusions that are representative of the real needs;
- Validating the data with the representative stakeholders.

It is very easy at this stage of the process to manipulate the data so that they support some predetermined conclusions or agenda. Therefore, it is important to be able to demonstrate the steps you have taken to ensure your findings are valid. Corroboration of information through consultation with different relevant sources should enable you to arrive at objective and reliable conclusions (e.g., see *box 46*).

In the case of needs assessment, organizing and reflecting on the data gathered about the human rights context of the training and about the characteristics of the potential learners will enable you to develop a description of the context and a profile of the learners. In addition, gender-disaggregated data analysis will provide information about any significant gender difference that will need to be taken into account in the design of the training. In order to allow for gender-disaggregated analysis of evaluation data collected it is important to know and maintain a record of the gender of the respondents. A similar disaggregation and analysis can be carried out for other learner characteristics such as minority group status, linguistic ability, etc.

The description of the context and the learner profile you develop will help you determine or validate the training needs and identify an overall learning goal. This information will also inform decisions about the most appropriate content for your human rights training. In doing your environmental scan, for example, you may discover that another human rights organization has started to do education around issues that you were intending to address. If this is the case you may want to contact that organization and explore opportunities for sharing materials or even collaborating on training sessions. Or, perhaps in drawing up a learner profile, you realize that your target group has a lot of theoretical knowledge about the Convention on the Rights of the Child, but has very little practical experience in applying the rights contained in the Convention in real-life contexts. You may therefore consider inviting a resource person to your training who has first-hand experience using the Convention in contexts similar to those of the potential learners.

<sup>17</sup> UNICEF and Geneva International Centre for International Demining, *IMAS Mine Risk Education: Best Practice Guidebook 2 – Data Collection and Needs Assessment*, International mine action standards (2005).

Also remember that some of the data you collect for training needs assessment may be useful to you at a later time for end-of-training summative evaluation. For example, any information you collect about learners' previous knowledge and experience can be used as baseline data.<sup>18</sup> You can ask the same questions after your training session and then compare these responses to learners' initial responses.

## 1.5 Challenges in conducting training needs assessment for human rights education

Limited access to learners in advance of the training and poor planning pose significant challenges in terms of ensuring that training meets the real needs of learners. In addition, human rights educators may be confronted with very complex environments and challenging learners' organizations (e.g., poorly functioning law enforcement agencies, disempowered NGOs and NHRIs), which could impact negatively on data collection for the needs assessment. Moreover, funding dilemmas may impact capacity to conduct needs assessments. For instance, funding for training needs assessment may be especially difficult to obtain as requests for funding training often presuppose that needs are already identified.

Some ways of addressing these are to:

- Include consultations or planning sessions with learners as integral activities of human rights training programmes to gain current information on learners' training needs;
- Find other credible sources to consult when faced with difficult environments for data collection, e.g., reports, experts or other stakeholders;
- Engage stakeholders more directly in the overall needs assessment process and ensure that the direct benefits to their organizations or institutions are clear;
- Write needs assessments as necessary activities into funding proposals for HRE activities when possible.

There are other ways to minimize both human and financial resources put into conducting training needs assessment without omitting this type of evaluation. When there are no resources allocated for conducting training needs assessment it is often possible, for example, to integrate some of the basic questions into pre-training questionnaires,

<sup>18</sup> Baseline data are initial information on a programme or programme components (e.g., learners) collected prior to the activities. Baseline data are often gathered through interviews, observations and questionnaires and are used later for comparing measures that determine changes in a programme. Adapted from United States of America, Department of Justice, Bureau of Justice Assistance, Center for Program Evaluation and Performance Measurement, "Glossary". Available from [www.ojp.usdoj.gov/BJA/evaluation/glossary/](http://www.ojp.usdoj.gov/BJA/evaluation/glossary/) (accessed 16 December 2010).

### Box 22

#### Needs defined through dialogue

"Needs assessment for human rights programmes tends to be intuitive, if not defined by extra-territorial institutions and interests. Needs are best defined through dialogue between 1) the potential participants, 2) the front-line actors and organizers and 3) the external forces (donors and expert trainers and educators). Too often through lack of time and resources, this process is truncated or distorted due to the overpowering interests of one or none of the group of actors mentioned above. The benefits of extended contact between the three cannot be over-emphasized."

Source: J. Paul Martin, *Self-Help Human Rights Education Handbook* (New York, Center for the Study of Human Rights, Columbia University, 1996).

informal interviews and pre-training assignments. A number of simple tools are included in *Part 4* that can help you obtain quick and efficient information on the human rights context and your audience's learning needs.

The benefits of conducting a training needs assessment far outweigh the challenges. Although it may take a bit of extra initiative and time at the start, it pays off later in terms of helping us to develop effective human rights training that is adapted to the real needs of learners and consistent with HRE goals.

Creating a solid relationship with potential learners, experts, funders and other stakeholders right from the beginning will give us credibility and confidence as we continue to develop our human rights training. Moreover, it can often facilitate our ability to conduct evaluation at other stages. By carrying out even a simple training needs assessment, like having a number of people complete a questionnaire or take part in an interview, we greatly increase the likelihood that the human rights training will have the desired impact and make an effective contribution to the advancement of human rights.

Not doing any kind of needs assessment, on the other hand, could engender a number of negative consequences. Our training intervention might not be addressing real problems and it might not be relevant to the specific audience, potentially making learners indifferent or even hostile to human rights issues. This could very likely result in a loss of credibility for the trainers and their organization, not to mention a waste of limited resources.



## 1.6 Recap: training needs assessment

In this section, we looked at training needs assessment. Here are some of the key notions that were presented.

### What is training needs assessment?

A type of evaluation that is conducted during the planning phase, that is, before a human rights training session has been developed, to determine training needs.

### Why?

Training needs assessment helps human rights educators identify the gap that exists between the current human rights and human rights education situation and a more ideal situation that can be addressed by training. Understanding this gap will enable human rights educators to identify the training needs of the learners. Information collected prior to training can be used to shape the training and make it more effective.

### How?

The process for conducting a training needs assessment is the same as for any type of evaluation:

- Define the purpose
- Determine the right questions about the context of the training and about the learners
- Collect information from the right sources to answer your questions; analyse the data to make your recommendations
- Act on the information – this involves specifying learning needs and identifying the overall learning goal of the training session or programme

Two main information-gathering activities of a training needs assessment for HRE are:

- The environmental scan - an analysis of the context in which the human rights training will take place. This includes gathering and analysing information about learners' organizational or community context and their actual work in their organization or communities. It can also involve an analysis of the political situation, and the current human rights situation both in the country and globally.
- The learner profile - an analysis of various learner characteristics that will help us build an accurate picture of the learners for the training session and thus inform our decisions about training design. Key characteristics include demographic information, occupation, education and motivation for learning.

When resources for conducting training needs assessment are limited, it is often possible to integrate some of the basic questions into pre-training questionnaires, informal interviews and pre-training assignments.

### Result

Information gathered through these two activities will enable us to determine training needs and identify an overall training goal.

## 1.7 Sample training needs assessment

### Situation

In order to meet its requirements under the country's National Plan for Human Rights, the Ministry of Social Affairs (MOSA) of the country is required to integrate human rights into the Ministry's work. The Ministry determined that training in human rights would be needed for its entire staff, starting with senior officials in the Ministry. To this end MOSA officials contacted The Rights Way, a national human rights NGO with extensive experience in HRE, to develop and implement a human rights training session for the Ministry's senior officials. The Rights Way agreed to work with the Ministry on this training.

Purpose  
Questions  
Answers  
Analysis  
Action

### The training needs assessment

#### 1. Purpose

MOSA senior officials are a new target audience for the NGO. The Rights Way, therefore, felt it was essential to have a good understanding of the work context of these officials, as well as their specific learning needs related to the integration of human rights into their work.

#### 2. Determining the right questions and getting the answers from the right sources

Some of the critical questions the training needs assessment should address are listed below.

##### (a) Environmental scan

- What is the current human rights situation for the recipients of social welfare services and programmes offered by MOSA? Is the situation similar for women and men? Are there recipient groups experiencing unique human rights problems?
- What is the organizational structure of MOSA? Which departments/institutions of MOSA will be involved in the human rights training?
- What are the specific obligations of MOSA with respect to integrating human rights in its work under the country's National Plan for Human Rights?
- Are there other organizations carrying out similar training with MOSA staff?
- Do appropriate training materials for integrating human rights into social welfare already exist?

##### Sources and tools for the environmental scan

To gather information about the organizational structure and the work of the Ministry, The Rights Way human rights educators who would be developing and delivering the training:

- Sent, by e-mail, a series of questions to the main contact for the training at MOSA in preparation for face-to-face meetings
- Held face-to-face meetings and conducted interviews with selected MOSA staff from the various Ministry departments that would be participating in the training, ensuring that both men and women were included
- Reviewed documentation provided by MOSA staff
- Held meetings with members of their own staff who have specific experience with the context and contents of the training

cont'd ►►

## (b) Learner profile

In addition to gathering the demographics information listed in *box 20*, other critical information that would need to be gathered about the learners included:

- Their level of awareness concerning their country's National Plan for Human Rights
- Their level of awareness concerning the specific policy requirements of their departments with respect to the implementation of the National Plan for Human Rights
- Their knowledge and expertise in the area of human rights and in particular human rights in the context of the provision of social welfare services

### Sources and tools for the learner profile

To build an adequate profile of the learners, The Rights Way human rights educators working on this training session:

- Developed a questionnaire to gather the necessary information. To ensure that the return rate would be high, they requested that high-ranking officials within the different MOSA departments that would be participating in the training distribute the questionnaire to two or three of their senior staff, including both women and men
- Carried out a small number of face-to-face interviews with MOSA staff (both women and men) who would be attending the training

## 3. Analysing the data and determining training needs

The training needs assessment helped The Rights Way to better understand the complexity of MOSA's organizational structure as well as build an accurate profile of potential learners. While the needs assessment revealed that human rights is not new to a number of the potential learners, there was an expressed need to increase their knowledge of human rights and identify how a human rights-based approach can be integrated into MOSA's social work policies and programmes. They were now in a position to move on to the next step in the process, which is to determine the results they are aiming to achieve and to develop an overall goal and learning objectives for the training session.

## Step 2: Describe the desired change – defining results

Defining desired results is the second step in the evaluation process. After having conducted a training needs assessment and understanding the change that is needed, it is important to determine what that desired change would actually look like in terms of results and how we will measure those results. Although it may seem like thinking “backwards”, developing a clear vision of what we would like end results to be and determining how we will go about evaluating them will help us to make sure that we keep our training design oriented in that direction.

This section begins with an exploration of results in the context of HRE leading to social change and then provides a brief overview of the results-based management (RBM) approach and the logic model that organizations working in the field of HRE are required to use by a majority of international donors and multilateral organizations to track their projects.

Clearly articulating desired results enables us to set a clear goal and realistic objectives for human rights training sessions and to develop the evaluation tools we will need in order to confirm, over time, that the desired change has indeed occurred.

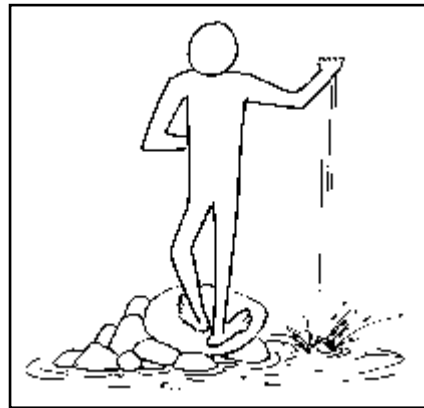
### 2.1 Defining results for human rights education

Results are the external effects of an activity or programme. They are identifiable, measurable indications that demonstrate that the goal and objectives of a human rights training session have been achieved. As we saw in *Part 1, section 1.2*, results of HRE activities, whether they are measured in the short, medium or longer term, are about **change**. Therefore, human rights educators have to be able to identify positive changes or results to which their human rights training has contributed.

A useful image for envisioning the change that can occur over time as a result of human rights training activities is the “*splash and ripple*” image.<sup>19</sup> Recalling our definition of human rights education presented in *Part 1* of this Handbook as “*a process of empowerment that begins with the individual and branches out to encompass the community at large*”, the “*splash and ripple*” image captures this idea of change over time very well.

The image involves a person standing over a pond holding a rock. The person deliberately drops the rock into the pond creating a splash and then ripples. Applying this analogy to a human rights training session:

- **Person:** the organizers of the human rights training session;
- **Rock:** the human rights training session;
- **Splash:** the immediate effects of the human rights training session on learners (reactions and learning in the short term);



Source: PLAN:NET, *Splash and Ripple: Planning and Managing for Results*.

<sup>19</sup> Adapted from PLAN:NET, *Splash and Ripple: Planning and Managing for Results* (Calgary, Canada, PLAN:NET Limited, 2003).

- **Ripples:** the knowledge, skills, values and attitudes that learners transfer to others in their environment; it is the zone of the ripples where real social change starts to take place (medium-term results);
- **Waves at shoreline:** the impact over time of the human rights training session on the broader social environment; it is in the transformations observed on the shoreline that social change can be recognized. We must keep in mind, however, that other factors, in addition to the rock that we tossed into the pond (i.e., our human rights training session), are contributing to the waves at the shoreline which represent social change.

Human rights educators have considerable control over the initial HRE activity - i.e., up to when the splash occurs in the pond. But after that, they have decreasing control. This is because, as the ripples flow outwards, the course they take is influenced by other disturbances in the pond; after the initial splash, cause and effect become increasingly difficult to connect. Consequently, when measuring the impact of human rights training activities and programmes, their *contribution* to the advancement of human rights and social change is considered, rather than trying to directly attribute changes in the broader community/society to a particular intervention or activity.

## 2.2 The results-based management approach

As mentioned above, many organizations working in the field of HRE are required by the international donors and multilateral organizations that provide funding for their HRE initiatives or by their internal regulations/procedures to use an RBM approach in their programme planning, implementation, monitoring and reporting. Although it is beyond the scope of this Handbook<sup>20</sup> to provide a thorough examination of RBM, it is important to explore how the RBM approach and the language that is used for RBM can express the changes that we seek to evaluate as human rights educators.

RBM is a management philosophy and approach that integrates strategy, people, resources, processes and measurements to improve decision-making, transparency and accountability. Applied to development projects, RBM emphasizes development results in planning, implementation, learning and reporting. RBM helps to clarify, early on, the purpose of a project or programme and thus the expected results. Using RBM, we begin with the results that we are trying to achieve and work our way back to the activities and resources we need to achieve those results.<sup>21</sup> Results at each level aggregate to produce the results at the next, higher level. Within an RBM approach, results are viewed as consequences of actions taken to meet certain purposes and are defined as describable or measurable changes derived from cause and effect relationships.<sup>22</sup>

RBM also helps to manage more effectively for results by modifying as required project activities or approaches to better meet expected results rather than managing solely on the basis of activities.

<sup>20</sup> Resources on results-based management are widely available on the Internet and through international bodies and organizations that require the use of RBM. One useful resource is from the Canadian International Development Agency (CIDA): “Results-based management tools at CIDA: how-to-guide”, 2009. Available from [www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-92213444-N2H](http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-92213444-N2H) (accessed 16 December 2010).

<sup>21</sup> Canadian Foodgrains Bank, “Logical framework analysis”, Infosheet 102.

<sup>22</sup> “Results-based management tools at CIDA”.

## 2.2.1 Logic model

Within an RBM approach a logic model (also known as a “results chain”,<sup>23</sup> log frame or logical framework) is a means for communicating the vision of a project, planning for it and articulating what it will accomplish over time. It is a valuable tool for the monitoring, evaluation and management of projects. A logic model is typically a graphical illustration or table that aims to present information about the key components of a project in a clear, concise, logical and systematic way.

A logic model “summarizes, in a standard format:

- What the project is going to achieve;
- The activities that will be carried out to achieve the purpose and expected results of the project;
- The resources (inputs) that are required;
- The potential problems which could affect the success of the project;
- How the progress and ultimate success of the project will be measured and verified”.<sup>24</sup>

The logic model summarizes a project and its context in a logical manner so that the connections or logical relationships between inputs, activities and expected results (generally described as immediate outcomes, intermediate outcomes and impacts) can be visualized.<sup>25</sup> See *box 23* for an example of a logic model and an explanation of the terms. The logic model serves as a road map showing a logically linked chain of results connecting activities to final results and identifying the steps that would demonstrate progress towards the achievement of those results. The “splash and ripple” image discussed above is the example often used to illustrate the chain of results.<sup>26</sup>

In planning HRE projects, a logic model can be a useful tool in helping us to articulate the results or changes in line with human rights values and principles that we envision connected to our human rights training activities. It is important to underline that the terminology of RBM is not consistent across organizations and also that the terminology is evolving. This being said, the underlying notion of viewing results at different levels (i.e., individual, organization/group, broader community/society) and over time (i.e., short, medium and longer term) remains the same.

<sup>23</sup> Ibid.

<sup>24</sup> Bond, “Logical framework analysis”, Guidance notes No. 4, 2003.

<sup>25</sup> “Logical framework approach” in *Managing Marine Protected Areas: A Toolkit for the Western Indian Ocean* (Nairobi, World Conservation Union (IUCN) Eastern African Regional Programme, 2004).

<sup>26</sup> Canadian Foodgrains Bank, “Logical framework analysis”.

Box 23

Logic model (results chain)

These address the HOW of an investment in an initiative			These are the actual CHANGES that take place, i.e., results		
Inputs	Activities	Outputs	Immediate outcomes (changes in learners)	Intermediate outcomes (changes in learners' organizations/ immediate environment)	Impacts (sustained changes in the broader community/ society)
The financial, human, material and information resources used to produce outputs through activities and accomplish outcomes.	Actions taken or work performed through which inputs are used to produce outputs (e.g., <i>planning, designing the training session</i> ).	Direct products or services stemming from the activities (e.g., <i>the actual training session delivered, the training materials produced</i> ).	Changes that are directly attributable to the outputs. They are usually short-term and represent a <b>change in skills, awareness, access or ability</b> among beneficiaries (e.g., <i>initial outcomes among the learners that participated in the training session -Kirkpatrick's level 1- reactions and level 2- learning</i> ).	Changes that are expected to logically occur once one or more immediate outcomes have been achieved. These are usually medium-term but can also be short-term. They constitute a <b>change in behaviour or practice</b> among the beneficiaries (e.g., <i>outcomes for learners' organizations/ immediate environment – Kirkpatrick's level 3- transfer/ behaviour</i> ).	The highest level of changes that can be reasonably connected to an initiative and are the consequence of one or more intermediate outcomes. These take the form of <b>sustained change of state or condition</b> of beneficiaries and their broader community/ society (e.g., <i>Kirkpatrick's level 4- impacts</i> ).

Source: Adapted from CIDA, "Results-based management tools at CIDA: how-to-guide".

The logic model provides a practical summary to inform project staff, donors, beneficiaries and other stakeholders which can be referred to throughout the life cycle of the project. As the project circumstances change, the logic model will probably need to reflect these changes and all stakeholders will have to be kept informed. See **Part 4, section 6.8** for an example of developing a log frame diagram.

Within each of the three levels of changes of increasing scope (i.e., individual, organization/group and broader community/society) discussed in **Part 1, section 1.2**, the types of short-term, medium-term and longer-term changes or results we are aiming towards with our human rights training activities can be identified.

Examples of the types of changes HRE aims to achieve are listed in **box 24**. The changes we identify in connection with our human rights training activities will help us define what we are hoping to evaluate.

**Box 24**

**Types of results linked to HRE activities**

Level	Types of changes or results linked to HRE activities
<p><b>Individual</b></p>	<p><i>Changes in:</i></p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Willingness or motivation</li> <li>• Knowledge</li> <li>• Skills</li> <li>• Attitudes, behaviour</li> </ul>
<p><b>Organization/ group</b></p>	<p><i>Changes in:</i></p> <ul style="list-style-type: none"> <li>• Access to information</li> <li>• Access to services and resources</li> <li>• Power relations (interest and influence)</li> <li>• Level of participation</li> <li>• Family relations</li> <li>• Respect for and fulfilment of specific rights: non-discrimination, liberty, security, education, health, housing, etc.</li> <li>• Reported number of human rights violations</li> </ul>
<p><b>Broader community/ society</b></p>	<p><i>Changes in:</i></p> <ul style="list-style-type: none"> <li>• Laws, policies and procedures to reflect principles of human rights</li> <li>• Government services</li> <li>• Reported number of human rights violations</li> <li>• Citizen and civil society participation and collaboration with Government</li> <li>• Socio-economic conditions for the better</li> <li>• Cultural norms and practices that impact positively on human rights (for example, changing gender roles)</li> </ul>

It should be noted that changes at the individual level may be evident in the short term, medium and longer terms. For example, a change in an individual’s attitude is not likely to occur unless the person has an awareness of the human rights issue or problem and a desire to change it. This awareness and motivation to change does not necessarily happen immediately. Similarly, a change at the community level is not only medium-term. There are changes at the community level which may be more immediate and short-term, or longer-term.



Although there are many aspects to the RBM approach, the focus on determining desired results is what is most important for consideration by human rights educators. The benefits of thinking ahead about how our work can contribute to social change cannot be overstated.

## 2.3 From defining results to setting a goal for human rights education

As we have seen, the exercise of defining desired results starts with developing a clear vision of what we want to achieve. It involves imagining a time after a successful training session has taken place and articulating what you see at this future time. What is the changed situation? One simple way to articulate desired results is to complete the following sentence: *As a result of this training session, we see...* Some examples are provided in *box 25*.

### Box 25

#### Links between activities, results and goals

Activity	Result <i>As a result of this training session, we see...</i>	Goal
<b>Training for police officers on gender sensitization</b>	<ul style="list-style-type: none"> <li>Police officers integrating gender-sensitive policies and practices into their work</li> </ul>	The goal of the training session is to increase the capacity of police officers to integrate gender-sensitive practices into their work
<b>Methodology training for human rights education</b>	<ul style="list-style-type: none"> <li>Human rights educators developing and designing more effective training sessions using a participatory approach</li> </ul>	The goal of the training session is to increase the capacity of human rights educators to develop and design effective training sessions using a participatory approach

Defining desired results enables us to set a clear goal from the beginning. There is a connection between the starting point and the end point, an alignment of vision that greatly increases the likelihood that desired results will eventually be achieved.

The next step is to determine “how” we will get from the goal to results. We do this by developing learning objectives for our training session.

## 2.4 Developing and writing objectives

Developing objectives, an essential component of the training design process, is also intimately linked to training evaluation design. Setting concrete objectives that align with the goal is like providing general signposts along a path towards results. These signposts or learning objectives indicate the key contents in terms of knowledge, skills, values and attitudes that the learner will need to encounter during the training to achieve the desired results. These objectives would then relate to evaluations focused on capturing changes or results at the level of the individual.

“What does the learner need to know?” is the main question behind identifying key contents. Keeping the goal in mind, human rights educators need to define what the learner needs to know or do or experience in order to achieve the desired result. We need to break down the knowledge, skills and attitudes in an effective way for the human rights training session in order to enable the learners to reach the desired goal. For example, let us recall the stated goal of the training session discussed in the second example above:

*To increase the capacity of human rights educators to develop and design effective training sessions using the participatory approach*

As human rights educators designing the training if we ask ourselves “What does the learner need to know?” given this overall goal, then some answers to our question might include:

- Determining the characteristics of the target audience;
- Writing objectives;
- Facilitation skills (managing group dynamics);
- Conflict resolution skills;
- Developing an appreciation of a participatory approach.

Once necessary tasks, knowledge, skills and attitudes have been identified, it is possible to write the objectives that reflect these key areas.

#### Box 26 Focus on key contents

Identifying key contents involves discriminating between what is most important and what is less important.

Some things may be “nice to know” or “interesting”, but are not essential. While including this extra content, often called “dead wood”, may seem harmless, it can often detract from the central learning task or confuse a learner. It may also waste time that could be used to focus on other content.

Source: P.L. Smith and T.J. Ragan, *Instructional Design*, 2<sup>nd</sup> ed. (Upper Saddle River, New Jersey, Prentice Hall, 1999).

### 2.4.1 Writing objectives

Developing objectives involves more than identifying the areas of knowledge, skills or attitudes that are likely to enable a learner to achieve desired results. Objectives need to be written in a way that adequately reflects what can reasonably be achieved by the learner and that can also be useful to the evaluator to interpret results.

There are many ways to formulate objectives. In HRE which uses a participatory approach, an effective guiding principle is to focus on writing objectives that are centred on the learner and that keep concrete end results in sight. See **box 27** for some tips on formulating learning objectives.

**Box 27****Tips on learning objectives**

A learning objective is an outcome statement that captures specifically what knowledge, skills and attitudes learners should be able to exhibit following training.

Objectives should be clear, concise, specific, measurable and derived directly from the needs identified.

Avoid unnecessary words and jargon in writing objectives. For example, the following is **not** an effective objective.

*By the end of the training learners will have profound awareness and a deep sense of the role of human rights values and principles in global social change.*

A more effective objective would be:

*By the end of the training, learners should be able to explain fundamental human rights principles and their applicability in their own societies.*

Objectives should **not** express what a trainer does during a training session, but rather what the results will be for the learner. A common misapplication of objectives is for the teacher/presenter to state what he/she is going to do (e.g., “My plan this morning is to talk about...”) rather than what the student/learner is expected to be able to do (e.g., “After this session, you should be able to...”).

Effective learning objectives include:

- **Who will change** → target audience of learners
- **What will change** → the knowledge, skills and attitudes of learners
- **When will it change** → the expected time frame for changes to occur (e.g., by the end of the training session, after 6 months)
- **How much change** → the expected types of changes or level of change

Sources: “Effective use of performance objectives for learning and assessment”, Teacher and Educational Development, University of New Mexico School of Medicine, 2005; and J.F. McKenzie and J.L. Smeltzer, *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*, 3<sup>rd</sup> ed. (Boston, Massachusetts, Allyn and Bacon, 2001).

A simple format for writing learning objectives is illustrated in the example below, following the goal.

**Goal**

*The goal of the training session is to increase the capacity of human rights educators to develop and design effective training sessions using a participatory approach.*

**Learning objectives<sup>27</sup>**

*At the end of the training session, learners should be able to:*

- *Use a basic instructional design model to plan and develop effective human rights training for specific target groups;*

<sup>27</sup> The learning objectives stated here serve as an example of main objectives for learning. Each can be further broken down into a series of secondary objectives in order to support the main objectives.

- *Develop an evaluation plan for their human rights training session;*
- *Demonstrate a range of facilitation skills that are consistent with a participatory approach;*
- *Identify follow-up activities to the training for furthering their HRE work.*

In each of these learning objectives, the focus is on what the learner should be able to do or do better by the end of the training session.

It is important to note the use of **action verbs** within each objective: *use, develop, demonstrate, identify*. These verbs refer to concrete actions that can be performed by the learner and that an evaluator will be able to assess. A list of guidelines including useful action verbs is provided in **box 28**.

### Box 28

#### Guidelines for writing objectives

*To help you write objectives, first identify what type of learning you expect to occur.*

**Knowledge:** For objectives related to learning new knowledge, information, facts, use verbs such as:

- |            |            |
|------------|------------|
| • List     | • Explain  |
| • Name     | • Tell     |
| • Describe | • Identify |

**Skills:** For objectives related to learning new skills, use verbs such as:

- |             |               |             |
|-------------|---------------|-------------|
| • Apply     | • Decide      | • Implement |
| • Compare   | • Develop     | • Plan      |
| • Construct | • Demonstrate | • Select    |
| • Create    | • Examine     | • Solve     |

**Attitudes:** Objectives related to changing attitudes are difficult to teach and evaluate, so learning is often measured by observing behaviour. Use phrases that combine attitudes with actions, for example:

- *Demonstrate respect for people in your group by learning their names and seeking their opinions*

**AVOID** using words that are vague or abstract such as:

- |                    |               |
|--------------------|---------------|
| • Know             | • Think about |
| • Be familiar with | • Be aware of |
| • Understand       |               |

More examples of action verbs:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	associate	apply	analyse	arrange	appraise
count	classify	calculate	appraise	assemble	assess
define	compare	complete	contrast	collect	choose
draw	compute	demonstrate	criticize	compose	critique
identify	contrast	dramatize	debate	construct	determine
indicate	describe	employ	detect	create	estimate
list	differentiate	examine	diagram	design	evaluate
name	discuss	illustrate	differentiate	detect	judge
point	distinguish	interpret	distinguish	formulate	measure
read	explain	locate	experiment	generalize	rank
recite	estimate	operate	infer	integrate	rate
recognize	examine	order	inspect	manage	recommend
relate	express	predict	inventory	organize	revise
repeat	interpret	practise	question	plan	score
select	locate	relate	separate	prepare	select
state	predict	report	summarize	produce	test
tabulate	report	restate		propose	
tell	restate	review			
trace	review	schedule			
write	translate	sketch			
		solve			
		translate			
		use			
		utilize			

Source: A.B. Rosof, "Stating objectives" in *Continuing Medical Education: A Primer*, A.B. Rosof and W.C. Felch, eds. (Westport, Connecticut, Praeger, 1992).

### 2.4.2 Challenges in writing objectives

Often in writing objectives for HRE, we are challenged to convey ill-defined concepts or values. This can result in learning objectives like:

*At the end of the training session, learners should be able to:*

***Understand** the importance of respecting the rights of indigenous peoples*

This kind of objective is written in such a way that it would be very difficult for a learner to grasp and very difficult for an evaluator to assess. It is recommended that verbs like "understand" be avoided. Instead, consider how the learner could demonstrate their understanding.

We can transform the above objective, making it much more concrete and observable, for example:

*At the end of the training session, learners should be able to:*

*Develop an action plan for promoting respect for the rights of indigenous peoples in their community*

Another challenge in writing objectives is that in reality, it is not always a linear process whereby a clear objective leads to the development of appropriate content and then can later lead to an observable result. Sometimes, as an educator works with the content, or becomes more familiar with a target group, it becomes necessary to refine, restate or modify learning objectives. Adjustments are a normal consequence of our deepening understanding of our human rights training and the results we want to achieve.<sup>28</sup>

As we have seen, this second step of the evaluation process - defining results - involves developing and articulating the intended results of our human rights training before we begin the design process. Although it may initially seem counter-intuitive to think of end results before we even begin developing our training, the exercise of writing a goal and objectives as well as mapping out our intentions using approaches and tools such as RBM and logic models can help ensure that the human rights training we develop will aim towards achieving the desired results.

---

<sup>28</sup> More information about writing objectives can be found in resources like *Training of Trainers: Designing and Delivering Effective Human Rights Education – Training Manual* (Montreal, Equitas, 2007).

## 2.5 Recap: defining results and developing objectives

In this section, we looked at **defining results** and **developing a goal** and **learning objectives** for a human rights training session. Here are some of the key notions that were presented.

### What are results of HRE?

Results are the external effects of an activity or programme. They are identifiable, measurable indications or signs that demonstrate that the goal and objectives of a human rights training session have been achieved. Results of HRE are about social change in line with human rights values and principles.

### Why?

Clearly articulating desired results enables us to set a clear goal and realistic objectives for human rights training sessions and to develop the evaluation tools we will need to confirm over time that the desired changes have occurred.

### How?

Defining results involves imagining a time after a successful training session and articulating changes consistent with human rights values and principles that we want to see at this future time that we can connect to our human rights training. Results are identified at three levels of increasing scope (i.e., individual, organization/group and broader community/society), and over time (i.e., short, medium and longer term).

Results-based management (RBM) and logic models are useful tools that help us map out human rights education projects and illustrate the connections or logical relationships between inputs, activities and results.

## 2.6 Sample defining results and developing objectives

### Situation

In order to meet its requirements under the country's National Plan for Human Rights, the Ministry of Social Affairs (MOSA) of the country is required to integrate human rights into the Ministry's work. The Ministry determined that training in human rights would be needed for its entire staff, starting with senior officials in the Ministry. To this end MOSA officials contacted The Rights Way, a national human rights NGO with extensive experience in HRE, to develop and implement a human rights training session for the Ministry's senior officials. The Rights Way agreed to work with the Ministry on this training and began by conducting a training needs assessment. Based on the findings of the training needs assessment, The Rights Way defined results that it felt could be achieved and developed a goal and learning objectives for the training session. The Rights Way would then validate the goal and learning objectives with MOSA officials responsible for the training before beginning to develop the training materials.

### 1. Expected results

- MOSA senior officials recognize the value of integrating a human rights-based approach in the work of their respective directorates
- MOSA senior officials identify strategies for making the shift from needs-based programming to a rights-based approach in their work
- Training and reference manuals developed that can form the basis for future training of MOSA staff

### 2. Goal

To build the capacity of MOSA staff to integrate a rights-based approach into social work

### 3. Learning objectives

By the end of the workshop, learners will be able to:

- Analyse social work in relation to international, regional and national human rights norms, standards and mechanisms
- Explain how to integrate a rights-based approach into social work
- Identify strategies for integrating a rights-based approach into their work in the Ministry



## Step 3: Increase effectiveness – formative evaluation

### 3.1 What is formative evaluation?

Formative evaluation is the third step in the evaluation process. It refers to the set of evaluation activities that take place as training is being developed or before it is implemented. Formative evaluation is the process of assessing training while it is “under formation”.<sup>29</sup> Sometimes training sessions are piloted or pre-tested explicitly with the purpose of improvement. This also involves formative evaluation.

Formative evaluation enables human rights educators to verify whether or not the overall learning strategy or approach, the learning objectives, as well as the methods, techniques and materials they have planned to use in the human rights training session they have designed are indeed the most appropriate to effectively meet the goal. A formative evaluation allows the human rights educator to check whether or not the chosen activities can produce the desired results among the particular group of learners.<sup>30</sup>

Typically, formative evaluation is made up of several different reviews, each from a different perspective. Learners, content experts and other stakeholders are key sources that can provide critical feedback related to the appropriateness and the potential effectiveness of the human rights training. The information that is gathered through formative evaluation enables educators to make informed decisions about their training sessions and provides a rationale for any adjustments and improvements.

**Box 29** outlines the formative evaluation process along with some examples. The sections that follow describe in greater detail what is involved in carrying out formative evaluation. Special attention will be paid to the types of reviews and how and when these should be conducted.

---

<sup>29</sup> Carliner, *Training Design Basics*.

<sup>30</sup> Walter Dick and Lou Carey, *The Systematic Design of Instruction*, 4<sup>th</sup> ed. (New York, Harper Collins, 1996).

**Box 29**

**The essence of formative evaluation**

**What to do**

In its simplest form, formative evaluation can be broken down into five stages

Define the **purpose** of the formative evaluation

↓

Determine and ask the right **questions**

- About the appropriateness of the training for learners
- About the appeal and effectiveness of the training design
- About the likelihood of achieving desired results

↓

Get **answers** from the right sources

- Learners, experts, colleagues and other stakeholders

↓

**Analyse** and reflect on the data collected and draw appropriate conclusions

- Determine what needs to be done to ensure that the training is most likely to effect change

↓

**Act** on what you have learned from the evaluation

- Make the necessary changes to the training session

Evaluation Methodology

Source: del Tufo, "What is evaluation?"

**How to do it: some examples**

Formative evaluation in HRE could include the following types of information-gathering activities:

- **Holding a focus group** with potential learners to determine, for example, the accessibility of the manuals you prepared
- **Consulting content experts** or other HRE professionals to see, for example, whether or not the scope of the training is appropriate
- **Pilot testing** new activities for a training session to see, for example, whether or not they can be done in the allotted time

## Purpose

Questions  
Answers  
Analysis  
Action

### 3.2 Define purpose: why conduct a formative evaluation?

Even the most carefully planned human rights training session benefits from the different reviews that are conducted as part of formative evaluation. Although it may be tempting to assume that as educators we know intuitively what is effective and what is not in terms of training, most teachers and trainers are not always reliable predictors of the effectiveness of educational content. Validating our assumptions through formative evaluation will ensure that the training session we develop is sound in terms of its appropriateness for learners, its design and appeal, and the likelihood of its being able to achieve desired results.

The main reason for conducting a formative evaluation is to determine the **weaknesses** in the training session or programme that is still under development.<sup>31</sup> Formative evaluation enables us to identify areas for improvement and to make adjustments to the training design and content before it is completed.

Other reasons for conducting a formative evaluation for our human rights training session are:

- Increases buy-in from different stakeholders;
- Maintains relationships with stakeholders, experts, resource people;
- Ensures the inclusion of learners' perspectives;
- Adjusts to new realities (perhaps the HRE context has evolved since the training needs assessment);
- Gives greater credibility to our HRE work.

As with all types of evaluation, we begin formative evaluation by defining the **purpose**. Again, some of the questions that can help us do this are:

- What do we already know?
- What do we think we know? (our assumptions)
- What else do we need to know?
- Why are we doing the formative evaluation?
- What are we trying to measure?
- What will we do with the information we gather? How will we use it?

Carefully addressing these questions will enable us to clearly articulate the purpose of our formative evaluation and will ensure that we focus our attention on the right areas from the start and work effectively at carrying out our evaluation. It will also ensure that limited financial and human resources are used effectively.

---

<sup>31</sup> Ibid.

### 3.3 Determine questions and get answers: information-gathering for formative evaluation

Now that we have explored the purpose of conducting formative evaluation, we will examine more closely what we should be considering when conducting this type of evaluation exercise, that is, the questions we need to answer during the development phase of a training programme. The next section describes key types of information-gathering activities that contribute to formative evaluation. In HRE, formative evaluation typically involves three types of reviews:

- **Design review** (3.3.1)
- **Expert review** (3.3.2)
- **Learner review** (3.3.3)

*Sections 3.3.4* provides a brief discussion of real-time formative evaluation. Questions that should be addressed during each type of review are also presented. *Sections 3.3.5* and *3.3.6* look at the different sources of information and tools required for formative evaluation.

#### 3.3.1 The design review

The design review is a review of some of the basic ideas and assumptions that shape a human rights training session or programme. This review, conducted before the final stages of development begin (e.g., before printing training materials), seeks to ensure that in the process of developing our training, we respected what we set out to achieve. Essentially, a design review looks for coherence. Some useful questions to ask in a design review are:

- Does the goal of the training address the problem or issue identified in the training needs assessment?
- Do the objectives reflect the key contents (i.e., knowledge, skills and attitudes) that are required to meet the goal of the training?
- Is the educational approach consistent throughout the training session design?
- Is the educational approach appropriate for the target learners?
- Are the training materials appropriate for the target learners in terms of language level and types of activities?
- Is the proposed time frame for the training session realistic given the content to be covered?
- Does the design of the training session take into account the gender considerations identified in the training needs assessment?
- Is there coherence between the evaluation plan and the learning objectives?
- Are the evaluation tools appropriate for the content of the training and for the target learners?

These questions might be revisited in the end-of-training summative evaluation. In fact,

some of the initial formative evaluation data we collect could be used for comparative purposes.

Practically speaking, most design reviews of human rights training sessions are conducted by peers or other educators with experience in training design who can take time to review the training in its entirety and who will not lose sight of the HRE goals behind the training nor of the training needs assessment. It is important to entrust the responsibility of the design review to someone who will be able to develop both a broad and a detailed understanding of the training session and who will, if fundamental flaws are revealed, be honest and constructive through his or her feedback.

### 3.3.2 The expert review

An expert review is conducted by individuals with different areas of expertise. It is usually helpful to have a variety of experts review human rights training sessions, materials or programmes to ensure that all content-related aspects are ready for the implementation phase.

There are three general categories of experts in the area of HRE: content or subject matter experts, target audience experts and education methodology experts.

**Content experts or subject matter experts** can be invited to review the content to determine if it is up to date, relevant, well explained, etc. They can detect omissions and identify areas in need of elaboration. For example, in the case of a training session on using international human rights instruments, an appropriate expert would be someone with a legal background who has used such instruments in her or his day-to-day work.

**Target audience experts** can advise on the appropriateness of the HRE activities given what they know about the learners, their needs and their characteristics. These individuals could provide valuable feedback regarding the level of difficulty of the content and related exercises. For example, in the case of a training session on the rights of refugees, a refugee worker or organizer could be an expert on the target audience.

**Education methodology experts** can be asked to review the HRE activities to ensure that the educational approach is appropriate for the learners. This could include a review of the design and the sequencing of ideas in particular activities to ensure that the learning objectives are achievable. For example, in the case of a training session that plans to include a simulation activity, colleagues who have experience in using simulations or peers in an online discussion forum set up for this purpose could provide useful feedback.

An education expert could also be enlisted to do a review of the overall training design. See *section 3.3.1* above.

Key questions to ask during an expert review include:

- **Content expert:** Is the content accurate and up to date? Is anything essential missing? Is there any information that is unnecessary or irrelevant that can be eliminated?
- **Target audience expert:** Are the examples and activities appropriate and accessible to the target audience?

- **Education methodology expert:** Is the educational approach consistent and appropriate for the learners? Are the activities proposed the most effective for delivering the desired content? Is the time available for the individual activities sufficient?

In consulting experts, perhaps the two most important things to remember are: to ask people for feedback in their area of expertise and to provide them with very clear guidelines in terms of what you expect of them. Too often experts receive e-mails asking them “What do you think of this?” This general request for feedback will likely be ignored as it can seem too overwhelming. If you can identify people with relevant experience to share and then focus your questions for them, pointing them to relevant pages or sections, you will find that the experts are more likely to get involved.

One practical means of getting feedback on a human rights training session as it is being developed is to share a detailed outline of the training with an expert. Providing the expert with a comprehensive outline that states the overall goal, the learning objectives, and describes the activities and presentations, as well as providing specific guidelines and questions, is an effective way to focus his or her feedback on particular areas of concern.

### 3.3.3 The learner review

Conducting reviews with learners is perhaps the best indication of whether or not your human rights training session or programme will ultimately be effective. The goal of the learner review is to assess whether or not the learners can meet the learning objectives that have been set. Learner reviews essentially involve “trying out” or piloting the training session with representative learners to see how well they learn and what types of problems they encounter along the way. In an ideal world with easy access to learners and endless amounts of time and money, a test run of the entire training session could be organized and then feedback could be gathered from the learners. In practice, this is rarely possible, so it is important for human rights educators to identify areas that carry the greatest degree of uncertainty and to focus questions on these areas. Depending on the areas for review, one-on-one meetings with learners might be appropriate or meetings with a number of learners in a group setting.

#### Box 30

#### Approach for a learner review

During a learner review and validation, it is essential for you to inform the learners about their important role in providing constructive criticism of the HRE design. Some people may be reluctant to do so, therefore clear instructions about providing constructive feedback should be given to them. You should also explain that any difficulties the learners are experiencing with the HRE material is the fault of the design and not of the learners. Try to personally distance yourself from the HRE design, as this should encourage more honest responses from the learners.

**One-on-one:** One-on-one review sessions with learners can actually be conducted with several individuals that are representative of the target audience. Having only a few learners involved provides an opportunity for a detailed and personalized review. The goal of one-on-one reviews is to identify problems that individual learners encounter in trying to meet the learning objectives. Some examples of problems that can be identified are poorly written instructions, inappropriate examples and unfamiliar vocabulary.

In practice, a one-on-one review is quite easy to conduct given that it involves one learner at a time and does not require much organization. In cases where learner characteristics

like language and culture are possible factors, a one-on-one review should be conducted early on, even if only a portion of the training session is designed. Here are some examples of questions that a one-on-one review should be able to provide answers to:

- Do the learners understand the goal and objectives of the training?
- Do they understand the instructions?
- Can the learners read all of the texts and understand the vocabulary?
- Do the learners understand the examples? Are they appropriate?
- Do the learners understand all the graphics or illustrations?
- Do the learners find the presentation of the content appealing?
- Does the overall level of the content seem appropriate for the learners?

For each of the questions above ensure that you collect the information from both women and men so that the data can be analysed separately and any significant difference can be taken into account when designing or making changes to the training materials.

**Small group:** The small group review is often conducted after a one-on-one review and some changes have been made to the training session. These evaluations involve piloting or trying out some activities of the training session with a small group of representative learners, ideally between 8 and 12, in order to determine the effectiveness of the training. In HRE, small group evaluations are very beneficial as they provide an opportunity to assess the flow of particular activities and can involve a more varied group of learners. See *box 31* for some tips on a small group review.

Although piloting many or all of the activities of a training session or programme would be very informative, in reality, it is rarely practical. Instead human rights educators may organize a limited pilot session, often evaluating only one or two key activities. Sometimes, in the course of another training session you are conducting, it is possible to invite the learners to help you test run a new activity and gather their feedback. Here are some examples of questions that a small group review should be able to provide answers to:

- Did the learners start the session with the anticipated level of knowledge, skills and attitudes?
- Were the learners able to participate effectively in the activity/training session? If not, why not?
- Was the level and quality of participation similar for women and men? If not, what were the significant differences?
- Did the activity/training take place in the time allotted?
- What were the learners' reactions to the activity/training? Were the reactions of women and of men the same?

#### Box 31

#### Conducting a small group review

During a small group review, you should step back and observe. Ask someone else to be the facilitator if possible and only comment or get involved if a problem cannot be solved by the group. Take notes of both verbal and non-verbal feedback.

Source: Smith and Ragan, *Instructional Design*.

- Did the learners gain the knowledge, skills and attitudes set out in the learning objectives? If not, why not?
- Could the learners identify ways that they could apply what they learned or transfer their learning to another context?

In this section so far, we have explored the design review, the expert review and the learner review. Each type of review can shed light on different aspects of the human rights training session that is under development. Spacing these reviews throughout the design and development phase is a recommended practice as it helps to avoid information overload and gives human rights educators the time to make adjustments to the materials. When all the reviews are conducted at the end of the development phase, there is often no time to introduce any significant changes.

### 3.3.4 Real-time formative evaluation

Even the most carefully designed human rights training session will and should undergo some real-time formative evaluation. Real-time formative evaluation takes place during a training session and is usually conducted on a daily basis. Planning for a daily review of the human rights training session or programme enables you to make last-minute adjustments to activities based on the realities encountered during implementation. For example, if it becomes clear on the first day of a training session that the group needs more time to complete activities because of their communication style, then you can consider eliminating or merging some activities and increasing the time for other activities. Introducing *daily debriefings* or *reviews* at the end of a day is one way of gauging learners' reactions to a training session. Facilitators and organizers can take this information and meet after hours or during breaks to quickly discuss changes to activities and examples. Engaging in real-time formative evaluation is particularly important when using a participatory approach as it is grounded in the experience of the learners and respects and responds to their needs. Cumulatively, the information gathered from real-time formative evaluation can contribute to end-of-training summative evaluation, providing us with information about the effectiveness of the training design as well as about learners that can be tracked over time to demonstrate changes.

### 3.3.5 Sources of information

As with any type of evaluation, gathering the necessary information from the right sources will help to ensure the credibility of our findings and conclusions and also help to secure the buy-in and support of the different stakeholders. Including both women and men as sources for the different formative reviews will help to ensure that the training reflects the reality of both women and men with respect to the content and context of the training as well as ensuring that the training itself responds to the learning needs of both groups.

Below we summarize the different data sources discussed in *sections 3.3.1* to *3.3.4* above:

- Colleagues or other human rights educators for the design review;
- Content experts, target audience experts, education methodology experts, community members and/or others who work with the target population for the expert review;
- Potential or former individual learners or small groups of learners for the learner review;



- Learners, trainers, organizers taking part in a training session for real-time formative evaluation.

### 3.3.6 Tools for gathering information

Review protocols and guides, trial runs or pilot tests, and interview forms are just some of the tools that can be used to gather information for a formative evaluation. These and other tools are discussed in more detail in *Part 4* of the Handbook.

There are many tools to choose from, so selecting the most appropriate one can sometimes be challenging. When you select a tool for formative evaluation, try to choose the tool that is most appropriate for your “source” of information. For example, if you know that the expert you want to consult travels a lot, e-mail may be the most efficient way to communicate with him or her. Likewise, if you would like to gather information from a group of potential learners who come from a predominantly oral culture, you may consider face-to-face meetings, telephone conversations, voice calls over the Internet if the technology permits, or other non-text-based methods. See *box 32* for more examples.

#### Box 32

#### Cocktail of tools for effective formative evaluation of a human rights training session

Evaluation tools/ process	Types of data that can be collected
<b>Design review</b>	<ul style="list-style-type: none"> <li>• Feedback regarding the overall coherence of the training design, e.g., coherence between the goal and the training needs; between the objectives and the key contents; between the time available for the training session and the amount of content proposed</li> <li>• Information about the likelihood of meeting the overall goal and objectives as well as the appropriateness of the evaluation process</li> </ul>
<b>Subject-matter expert review</b>	<ul style="list-style-type: none"> <li>• Feedback related to whether the content is accurate, up to date, complete, relevant, well conveyed</li> </ul>
<b>Education methodology expert review</b>	<ul style="list-style-type: none"> <li>• Feedback related to the educational design, the approach, pace and potential effectiveness of training activities</li> <li>• Feedback on the relevance of the human rights training session, the appropriateness of content and examples, the learning process, and the organization of content</li> </ul>
<b>Focus group</b>	<ul style="list-style-type: none"> <li>• Learners’ collective assessment of the potential of the human rights training session to motivate learners and to accomplish the goals</li> <li>• Learners’ collective sense of the appeal of the training</li> </ul>
<b>Informal discussions with representative learners</b>	<ul style="list-style-type: none"> <li>• Learners’ individual reactions, appreciation</li> <li>• Learners’ individual sense of whether or not the human rights training can be an effective way of meeting their needs</li> </ul>

cont'd ►►

### Pilot testing

- Feedback on the relevance of the human rights training, the accessibility of language, the appropriateness of the content and of the examples
- Feedback related to the learning process, the organization of the content
- Learners' reactions and impressions about their learning

Purpose  
Questions  
Answers  
**Analysis**  
**Action**

## 3.4 Analysing data and making changes to increase effectiveness

When you have the answers to your questions about what needs to be done to improve your training session and increase its effectiveness, you will analyse the data collected and make necessary changes. Based on observations, notes, reactions, questionnaire responses, discussions, you can start to draw some conclusions about the types of changes that are necessary. Sometimes substantial changes will be called for and other times only minor adjustments will be necessary.

Because formative evaluation can involve a variety of types of reviews, many different types of data are collected. When faced with this situation, it is important to be able to prioritize the information and also to look for patterns in the findings. Some examples are provided below.

**Prioritize data** means order data or give data a relative importance based on their significance. For example, several one-on-one review sessions reveal typographical errors and some problems interpreting a graph. Feedback from the design review and the content expert review are very positive, suggesting only minor changes. All seems well until the learner expert responds to you saying that, having recently worked with a particular group, she feels that the training session will need to be much more concrete in order to be useful. Is this contradictory given that the one-on-one reviews were relatively positive? You will have to prioritize the feedback you get, perhaps seeking second opinions or continuing with more evaluation before making decisions about how to increase the effectiveness of the training session.

**Look for patterns** means look for common elements that point in a similar direction. For example, in conducting a formative evaluation, you contact several content experts in the specific area of human rights law relevant to the training session you are designing. Despite your efforts to give clear guidelines, their feedback related to the case study you developed varies greatly and you do not know how to interpret it. The series of four lengthy e-mails is too complex! To look for patterns in the responses, you can place the responses side by side and highlight common themes (positive or negative) that appear in more than one response. Once you have discerned the patterns, you make your final decisions keeping in mind your target audience. Other data analysis methods and techniques are discussed in *section 4* below and also in *Part 4* of this Handbook.

## 3.5 Challenges in formative evaluation

Finding the appropriate experts is sometimes challenging, but often a greater challenge is getting them to set aside time for a review. Make sure you are very specific in your requests. Provide clear guidelines and questions and remember to acknowledge any individuals who provide feedback.

## 3.6 Recap: formative evaluation

In this section, we looked at formative evaluation. Here are some of the key ideas that were presented.

### What is formative evaluation?

A type of evaluation that is conducted during the development phase, that is, while the human rights training session is being developed, to assess its potential effectiveness.

### Why?

Formative evaluation helps human rights educators identify areas for improvement to the content and process of their training session and to make the appropriate adjustments while the training is still under development. Asking for feedback through formative evaluation not only helps improve the training session, but also ensures that stakeholders are included in the development process.

### How?

The process for conducting a formative evaluation is the same as for any type of evaluation:

- Define the purpose
- Determine the right questions about the content and process of the training
- Collect information from the right sources to answer your questions; analyse the data to make your recommendations
- Act on the information – this involves introducing changes to the content and process of the training based on what you learned through formative evaluation

The three main information-gathering activities of a formative evaluation for HRE are:

- **Design review:** review of the basic premise or rationale for the training session as well as the coherence with the learning needs
- **Expert review:** review of the content, the educational approach, the activities and the appropriateness of these for the target population
- **Learner review:** review of the accessibility and appropriateness of the training session for individual learners or groups of learners

**Real-time formative evaluation** can be conducted even as a training session is being implemented. Daily debriefs provide an opportunity for adjusting the activities, the process and examples to the needs of the learner group.

### Result

Information gathered through these three types of reviews will help us to improve the design of our training session and increase its effectiveness.

## 3.7 Sample formative evaluation

### Situation

In order to meet its requirements under the country's National Plan for Human Rights, the Ministry of Social Affairs (MOSA) of the country is required to integrate human rights into the Ministry's work. The Ministry determined that training in human rights would be needed for all its staff, starting with senior officials in the Ministry. To this end MOSA officials contacted The Rights Way, a national human rights NGO with extensive experience in HRE, to develop and implement a human rights training session for the Ministry's senior officials. The Rights Way agreed to work with the Ministry on this training and began by conducting a training needs assessment. Based on the findings of the training needs assessment, The Rights Way has prepared draft training materials for review.

Purpose  
Questions  
Answers  
Analysis  
Action

### The formative evaluation

#### 1. Purpose

The purpose of the formative evaluation is to identify weaknesses in the training that The Rights Way is designing for MOSA senior officials. These officials are a new target audience for the NGO, therefore The Rights Way needs to verify that the training it is developing demonstrates a good understanding of the new learners and conveys the content effectively for this group.

#### 2. Determining the right questions and getting the answers from the right sources

Some of the critical questions that this particular formative evaluation should address are listed below.

##### (a) Design review (by a colleague)

- Does the goal of the training session match the goal that was identified in the training needs assessment?
- Does the training session have a coherent structure? Does it have clear objectives? Is there coherence between the objectives and the content (i.e., in terms of knowledge, skills and attitudes) of the training?

##### Sources and tools for the design review

To gather information about the design and coherence of the training session, The Rights Way staff member developing the training took the following action:

- Asked a colleague within The Rights Way to review the training session outline and materials

##### (b) Expert review (by a content expert)

- Is the content up to date? Is it accurate? Is anything essential missing? Is there any information that is unnecessary or irrelevant that can be eliminated?

##### Sources and tools for the expert review

To gather information about the content, educational approach and appropriateness of the training session, The Rights Way took the following action:

- Discussed the scope of the content orally with a national/local expert
- Compared the content with an additional resource:  
*Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession*. Available online at:  
<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

cont'd ►►

### **(c) Learner review (by a learner expert)**

- Is the content accessible and appealing to MOSA officials? Is it equally accessible to men and to women?
- Are the activities and examples appropriate for MOSA officials?

#### **Sources and tools for the expert review**

To gather information about the appropriateness of the training session for the learners, The Rights Way took the following action:

- Sent, by e-mail, an outline of the training session to the trainers who had worked previously with MOSA senior officials and were very familiar with the target audience

### **3. Analysing the data and acting to implement changes**

Based on the information gathered through formative evaluation the human rights educators from The Rights Way were able to determine, with the help of various colleagues and experts, how they could improve the training session in order to increase its effectiveness and appeal to the target audience.

## Step 4: Determine the change that has occurred – end-of-training summative evaluation, transfer evaluation and impact evaluation

Much of what we do to evaluate change connected with our human rights education work is planned for when we design our HRE activities. In *step 2* of the evaluation design process, we describe what results we would like to see in the short, medium and longer term. If we are using a results-based management approach, these results are mapped out in a logic model or log frame as immediate outcomes, intermediate outcomes and impacts (see *Part 2, section 2.2.1*). As human rights educators involved in providing training opportunities, some of the changes that we aim for in the short term will be direct results of our human rights training sessions, and other changes we aim for in the longer term will have only probable connections to the training experience we provided. Now, after our human rights training has been implemented, it is time to look at the results. This is done through three types of evaluation: *end-of-training summative evaluation* (shorter-term changes) and *transfer evaluation and impact evaluation* (medium to longer-term changes).<sup>32</sup>

The distinction between end-of-training summative evaluation, and transfer and impact evaluations can be made not only in terms of when these types of evaluation are conducted (short, medium or longer term), but also in terms of what kinds of changes they can help to measure. Drawing on Kirkpatrick’s four-level model, the first two levels – reactions and learning – can be measured as part of the end-of-training summative evaluation of a human rights training session while the next two levels – transfer evaluation and impact evaluation – can be measured as part of the follow-up to a human rights training session. In order to be in a position to gather appropriate data to demonstrate longer-term results or impact of our human rights training, it is essential that these four levels of evaluation are thought of as a continuum. As we design our end-of-training summative evaluation we need to keep in mind the longer-term results we envisioned and ensure that we track the relevant actions and processes that will enable us to demonstrate change in the longer term.

In this section, we will begin by focusing on end-of-training summative evaluation and then address transfer and impact evaluations.

### 4.1 What is end-of-training summative evaluation?

End-of-training summative evaluation, as the name indicates, refers to evaluation activities that are conducted after a training session or programme has been completed in order to assess its overall effectiveness. The notion that end-of-training summative evaluation should play a useful role internally, for people involved in the training, is key. The idea of “utilization-focused evaluation” was developed by Patton (1986)<sup>33</sup> and reminds us that part of the value of conducting an evaluation is being able to apply the information within our own work context with the aim of improving our human rights education work. Demonstrating the results of programming, for the benefit of an external audience or decision maker<sup>34</sup> (e.g., funding agencies, oversight office, possible future users) as Scriven suggests is also important as it can attest to the relevance and efficiency of your HRE work.

<sup>32</sup> See *box 12* for more details.

<sup>33</sup> Michael Quinn Patton, *The utilization-focused evaluation*, 2<sup>nd</sup> ed. (Sage, 1986).

<sup>34</sup> Michael Scriven, “Beyond formative and summative evaluation” in *Evaluation and Education: At Quarter Century*, National Society for the Study of Education Yearbook, vol. 90 No. 2 (1991).

For human rights educators, end-of-training summative evaluation plays an important role in enabling us to determine what changes have occurred as a result of a training session or programme. This type of evaluation provides an opportunity to recall the desired results developed in *step 2* and to compare these with the actual results achieved by the training session. Specifically, end-of-training summative evaluation assesses whether or not the overall chosen learning strategy, approach, methods and materials used resulted in the achievement of the original overall goal and objectives.

### Box 33

#### Formative vs. summative evaluation

“The distinction between formative and summative evaluation has been well summed up by Bob Stake: ‘When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.’”

*Source:* Scriven, “Beyond formative and summative evaluation”, p. 169.

Typically, several evaluation activities are needed to assess the effectiveness of the various aspects of the human rights training session and to determine what change has occurred at the level of the learners. The information that is gathered through end-of-training summative evaluation enables educators to demonstrate short-term results to stakeholders and to justify the usefulness of the human rights training session.

It is important to note that end-of-training summative evaluation often becomes formative evaluation, especially in the context of an ongoing HRE programme or one that is newly implemented. Results from end-of-training summative evaluation can provide the rationale for improvements and adjustments to programming. For example, information gathered about learners’ reactions and learning from the first phase of a repeatable training session can immediately be used in developing the needs assessment for the next phase of the programme or the next level of training.

**Box 34** outlines the end-of-training summative evaluation process and the sections that follow describe in greater detail what is involved. Special attention will be paid in this step to the evaluation methods and analysis of results.

Box 34

## The essence of end-of-training summative evaluation

### What to do

In its simplest form, end-of-training summative evaluation can be broken down into five stages.

Define the **purpose** of the summative evaluation



Determine and ask the right **questions**

- About the effectiveness of the training
- About improvements that could be made to the training
- About the contribution of the training to change at the level of the individual learner



Get **answers** from the right sources

- Learners, trainers, resource people, observers and other stakeholders



**Analyse** and reflect on the data collected and draw appropriate conclusions

- Decide what changes have occurred in the learner and why
- Decide what aspects of the training were effective or not



**Act** on what you have learned from the evaluation

- Communicate results
- Make improvements to the training session if necessary

Source: del Tufo, "What is evaluation?"

Evaluation Methodology

### How to do it: some examples

End-of-training summative evaluation in HRE could include the following types of information-gathering activities:

- **Administering a final questionnaire** containing both closed and open-ended questions related to the objectives of the training and logistics
- **Observing** the learners at the beginning and at end of the training and comparing observations
- **Gathering feedback** from resource people, trainers, staff or others who participated in the training session
- **Conducting interviews** to probe for more specific feedback
- **Reviewing products** developed by learners during the training that demonstrate their new knowledge and/or skills



## Purpose

Questions

Answers

Analysis

Action

## 4.2 Define purpose: why conduct an end-of-training summative evaluation?

The main purpose of an end-of-training summative evaluation is to assess the effectiveness of a training session or programme. This can involve:

- Collecting data on learners' reactions and learning;
- Comparing intended results with actual results;
- Identifying areas for improvement (especially if the training session may be repeated);
- Assessing whether or not the training session addressed the original gap or problem identified in the training needs assessment;
- Determining changes that have occurred in the shorter term connected to the training session;
- Establishing accountability to stakeholders and funders.

Although conducting an end-of-training summative evaluation provides an opportunity to collect information for all the purposes cited above, it is very easy to fall into the trap of trying to accomplish too much. It is important to determine the scope of the end-of-training summative evaluation, otherwise you may develop more questions than you are able to answer or need to answer. Certainly it is possible to have many purposes while developing an end-of-training summative evaluation, but only the essential questions should ultimately be retained. Keep in mind the following as you prepare a list of questions for end-of-training summative evaluation:<sup>35</sup>

- What decisions must be made as a result of the evaluation? Which questions will provide the best information to make these decisions?
- How practical is it to gather the information to answer these questions?
- Who wants answers to these questions? Are these individuals key to the future success of the human rights training?
- How critical is the information gathered from these questions to the continued use of the HRE project/programme?
- How much uncertainty is associated with the answers to these questions?

### Box 35

#### Internal vs. external evaluation

##### Internal

End-of-training summative evaluation is almost always conducted by an internal evaluator, that is, an individual who works or belongs to the organization and is intimately familiar with the training session (e.g., training designer). In addition to drawing conclusions about the effectiveness of the training, an internal evaluator can interpret the results to improve the training session and can take responsibility for acting on results.

##### External

For longer-term projects or programme evaluation, external evaluators are sometimes required. External evaluators are individuals who do not work within the organization (e.g., a consultant or evaluation expert) and can analyse the data without bias. Funders or organizations themselves may require external evaluators especially to conduct transfer and impact evaluations.

<sup>35</sup> Adapted from Barbara N. Flagg, *Formative Evaluation for Educational Technologies* (Hillsdale, New Jersey, Lawrence Erlbaum Associates, 1990); Blaine R. Worthen, James R. Sanders and Jody L. Fitzpatrick, *Programme Evaluation: Alternative Approaches and Practical Guidelines*, 2<sup>nd</sup> ed. (White Plains, New York, Longman, 1997).

### 4.3 Determine questions and get answers: information-gathering for end-of-training summative evaluation

Now that we have explored the purpose of conducting end-of-training summative evaluation, it is useful to look at the questions that need to be considered when conducting this type of evaluation. Kirkpatrick's four levels are widely used in the field of training and can provide human rights educators with a clear model for understanding how information about the effectiveness of training as well as learners' perceptions of their learning should be gathered after its implementation. Level 1 (reaction) and level 2 (learning) are the focus of end-of-training summative evaluation. This type of evaluation will enable us to gather information regarding short-term outcomes. Level 3 (transfer) and level 4 (impact) are the focus of evaluation as a follow-up to the training (see *section 4.8*). Human rights educators can conduct effective end-of-training summative evaluation through two key information-gathering activities:

- **Reaction-level evaluations** (4.3.2)
- **Learning-level evaluations** (4.3.3)

Both types of evaluation will be explored after a brief reflection on **quantitative** and **qualitative methods** (4.3.1). Then, *sections 4.3.4* and *4.3.5* look at the different sources of information and tools required for end-of-training summative evaluation.

#### 4.3.1 A mix of quantitative and qualitative

The information on reactions and learning that we collect can be **quantitative**, where results are expressed in numbers, statistics, etc., or **qualitative**, where results are expressed as patterns, commonalities, shared experiences, etc. Some people think that, in order to be credible, evaluations must be carried out using quantitative methods, for example, proving the success of a training session by establishing a statistically significant improvement in learners' level of knowledge. It is true that statistics communicate results efficiently and concretely, yet these methods rarely tell the whole story. Nancy Flowers, an experienced human rights educator, notes,

*"While this [quantitative approach] has long been the standard method of evaluation, an increasing volume of literature argues that this approach, more characteristic of academic research, doesn't always work in the "real world," especially for programs that deal with on-going social problems. More important is sizing up your audiences [for evaluation], deciding at the beginning what kind of information they are going to need to make a decision, and giving them the information in time to affect*

#### Box 36

#### Closed-ended questions vs. open-ended questions

The type of questions you ask in questionnaires and interviews will determine the type of information you get. Questions are usually **closed-ended**, which will give **quantitative** data, or **open-ended**, which will give **qualitative** data.

**(a) Closed-ended questions** require that the learner choose from a predetermined set of responses. Numerical values are attributed to the different choices and these are then tabulated (see *box 44*).

**(b) Open-ended questions** require that the learners respond freely. Data are analysed by organizing information according to patterns, commonalities.

Source: Thomas F. Burgess, "Guide to the design of questionnaires", Information Systems Services, University of Leeds, May 2001. Available from [http://iss.leeds.ac.uk/info/312/surveys/217/guide\\_to\\_the\\_design\\_of\\_questionnaires/8](http://iss.leeds.ac.uk/info/312/surveys/217/guide_to_the_design_of_questionnaires/8).

*decisions. More often than not, the decision they need to make will not require an elaborate evaluation. They need only answers to a few rather straightforward questions.”<sup>36</sup>*

Since we are aiming to determine if there is a relationship between our training session and any documented results, we must ensure that we are systematic in our data collection. We also need to undertake efforts to ensure that the data we collect are reliable and that we account for bias as much as possible.<sup>37</sup>

For HRE, a combination of both quantitative and qualitative information delivers “credible” results, providing evaluators with complementary ways of understanding what change has occurred and why. Methods that can produce both quantitative and qualitative data are useful to effectively measure reactions and learning in the field of HRE.

### 4.3.2 Reaction-level evaluation

Assessing learners’ reactions is an essential part of end-of-training summative evaluation. Typically, information on learners’ reactions is collected immediately following a training activity or session and most often includes questions related to:

- Learners’ level of satisfaction
- Whether learners’ initial expectations have been met
- Learners’ sense of the usefulness of the training
- Learners’ level of motivation to apply learning

Measuring reactions is essential in that it acknowledges and values learners’ feelings and initial impressions of their learning experiences. Reaction-level evaluation is also important for learners themselves as it gives them a place to express the emotional component of their learning experiences. Learners’ frustration, confusion, satisfaction, enthusiasm, passion, etc. should be gauged quickly following a training session or activity when these reactions are still fresh and have not diminished or been rationalized over time.

After a training session, reaction-level data are one of the only types of information that can realistically be gathered because information about learning will necessarily be incomplete at this time. Reactions are the starting point from which we begin to build a picture of the effect of the training session. For example, reaction-level evaluations could reveal that learners think overwhelmingly that a training on developing case studies has been “very useful” to them. Later on, in transfer and impact evaluations, when the learning has been applied and actual case studies can be evaluated, this initial reaction-level data can be confirmed. Reaction-level evaluations often serve as a baseline against which other evaluation data can be compared.

#### Box 37

#### On evaluating reactions

“If you don’t evaluate reaction, then you are telling trainees [learners] that you don’t want or need their feedback.”

*Source: Donald Kirkpatrick et al., *Evaluating Training Programs: The Four Levels*, 3<sup>rd</sup> ed. (San Francisco: Berrett-Koehler Publishers, 2006).*

<sup>36</sup> Nancy Flowers, *The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change* (Minneapolis, Minnesota, Human Rights Resource Center, University of Minnesota, 2000).

<sup>37</sup> See *Part 1, section 2.3*, Characteristics of a good evaluation.

## Reaction-level evaluation

### Reaction-level data for human rights training sessions are most often collected using:

- Questionnaires
- Interviews
- Observation

### Through reaction-level evaluations we can measure:

- Learners' overall level of satisfaction with the training and their reasons for their rating
- What learners found most useful and what they found less useful and why
- If the training met learners' initial expectations and why or why not
- Whether there are significant differences in reactions of men and women

### 4.3.3 Learning-level evaluation

In seeking to determine what change has occurred as a result of a human rights training session, information must be gathered about **learning** (Kirkpatrick's level 2). Learning-level evaluations focus not only on what has been learned, but also on factors that may have influenced the learning experience. Typically, information on learning that is collected immediately following a training session focuses on:

#### Evidence of learning through:

- Learner self-assessment of what has been learned
- Demonstrations by learners of what has been learned
- Plans prepared by learners for applying what has been learned

#### Assessment of the learning experience through:

- Feedback on factors influencing the learning such as quality and relevance of the overall content and educational approach of the training; quality of the facilitators, resource persons, training materials, the venue, logistics arrangements

#### Evaluating learning

Because adult learning in human rights education is an ongoing process that does not end with the training session, but should continue beyond the session into the work and lives of learners, learning can be evaluated only partially immediately following a human rights training session. Self-assessment asks learners to gauge their own level of skills, competence or knowledge, usually inviting learners to assess themselves both before and after the training session. Learners are invited to indicate if they think they have improved or if their skills have increased. Learners can also show that they have learned by demonstrating a new skill or new knowledge. For example, learners could demonstrate conflict management skills in a simulation or produce a case study following guidelines that had been presented and practised during a training session. The development of action plans constitute a particularly important assessment of learning as they require that the learners think concretely about how to apply what they have learned.

In designing action plans, learners take the first steps toward transferring their learning to their work context and making a broader impact.

### Assessing the learning experience

The learners' appreciation of the learning experience and the assessment of other factors influencing learning should also be measured as part of learning-level evaluation. Questions that relate to the organization of the training, the facilitation, training materials, the venue, logistics, etc. can positively or negatively affect the learning experience and are therefore important determinants of the success of a human rights training session. They can also provide important insight into how to interpret other results.

#### Box 39

#### Learning-level evaluation

##### Learning-level data for human rights training sessions are most often collected using:

- Questionnaires
- Self-reflection
- Interviews
- Learner product assessment
- Demonstrations

##### Through learning-level evaluations we can measure:

###### *Actual learning*

- Knowledge or skills that increased as a result of the training session
- Attitudes/behaviours that changed as a result of the training session

###### *The learning experience*

- Quality and relevance of the overall content, educational approach
- Quality of facilitators and co-facilitators
- Relevance of formal presentations
- Quality of the resource persons
- Quality of training materials
- Appropriateness/quality of facilities, logistical arrangements and special events
- Any significant differences in the learning experience for women and for men

#### 4.3.4 Internal self-evaluation

As a part of an end-of-training summative evaluation, conducting an internal self-evaluation at the end of a human rights training activity provides organizations with the opportunity to assess the effectiveness of the training team that planned, designed, developed and implemented the human rights training session. Some elements of internal self-evaluation include: evaluating the use of financial resources, human resources, as well as the quality of the process and of materials that were produced.

Conducting this type of evaluation enables organizations to reflect on lessons learned and how these lessons will be incorporated into their future human rights training activities.<sup>38</sup>

<sup>38</sup> Sarah del Tufo, "What is evaluation?", 13 March 2002. Available from [www.evaluationtrust.org/evaluation/](http://www.evaluationtrust.org/evaluation/) (access 16 December 2010).

This is a type of evaluation that is owned, controlled and usually carried out by the organization primarily for its own use. Although subjective in nature, results of this process, both positive and negative, should also be shared with other stakeholders and donors, as this demonstrates that yours is a learning organization and is serious about accountability and transparency.

#### 4.3.5 Sources of information

A best practice in evaluating human rights training sessions is to involve more than one data source where possible. For large training sessions or programmes, involving more than one source is absolutely necessary. The most common sources of end-of-training summative evaluation data are:<sup>39</sup>

- **People:** Learners are the key sources of information about reactions and learning. Others who can assess the different aspects of the training might include staff and volunteers of the training organization, trainers, resource people involved in the training session, collaborators and funders.
- **Existing information:** Training needs assessment information, research reports, other evaluations of the same or similar training against which data collected through the end-of-training summative evaluation can be compared.
- **Learner products:** Information that is produced by learners during a training session is a rich source of data for end-of-training summative evaluation. Collective or individual action plans, concept maps, checklists, brainstorming lists, art, drawings, diagrams, skits, before and after pictures, videos, etc. can all communicate “learning” effectively. Observations of events and activities, of verbal and non-verbal behaviour can be collected and compiled.

#### Box 40

#### Triangulation

Data from different sources can be compared to establish the accuracy of the information. This practice is referred to as triangulation.

Triangulation increases the credibility of the results because, ultimately, it means that different sources came to the same conclusion.

Once you have determined the sources that can best provide you with the data you need, it is time to choose the most appropriate tools to gather the information. The next section reviews different tools and methods that have proven effective in collecting evaluation data related to human rights training sessions.

<sup>39</sup> Adapted from Ellen Taylor-Powell and Sara Steele, “Collecting evaluation data: an overview of sources and methods”, University of Wisconsin-Extension, June 1996.

### 4.3.6 Tools for gathering information

The range of tools available for end-of-training summative evaluation is extensive. A detailed guide to commonly used tools for HRE is provided in *Part 4* of this Handbook, along with samples of the tools which can easily be adapted for use in your particular training context.

In conducting an end-of-training summative evaluation, a combination of tools is strongly recommended. It is not enough to simply distribute a questionnaire that asks learners what they liked about the training session. Nor is it sufficient to interview a couple of learners about what they think they learned during the training session. In order to determine what change has occurred as a result of the human rights training session, you will need to use a variety of tools and sources. If well designed, the end-of-training summative evaluation will not be any lengthier, but it will be rich with the information you seek.

*Box 42* illustrates an effective way to combine different tools for end-of-training summative evaluation. Clearly, there are many ways to combine tools, and the appropriateness of the tools for the target audience of the human rights training session should be a prime consideration.

#### Box 41

#### Evaluation is not research

The tools and techniques used for gathering and analysing evaluation data are similar to those used to conduct research in the social sciences. Unlike research, however, evaluation does not require the use of an experimental design (e.g., when a test group is compared to a control group) and the achievement of statistical significance for you to draw conclusions about the effectiveness of a human rights training session. In other words, the burden of proof is substantially lower for you and other stakeholders to make informed decisions that will impact on the future of your HRE programming.

For the evaluation of HRE to be credible, it must **reduce uncertainty about the relationship between an intervention and a result**. Relying on a mix of quantitative and qualitative methods and comparing the results can help us to develop reasonable confidence about our findings.

*Source:* Bourg, "Research methods: school and program evaluation".

Box 42

**Cocktail of tools for effective end-of-training summative evaluation of a human rights training session**

Evaluation tools/process	Types of data that can be collected
<b>Daily evaluation questionnaires</b>	<ul style="list-style-type: none"> <li>• Learner reactions to content and educational approach</li> <li>• Learner self-assessment data on learning and perceptions of learning</li> </ul>
<b>End-of-training evaluation questionnaire</b>	<ul style="list-style-type: none"> <li>• Learner feedback on all aspects of the training session, including their learning and factors that affect learning</li> <li>• Learner self-assessment data on learning and perceptions of learning</li> <li>• Formative evaluation data for revising the training before it is given again</li> </ul>
<b>Daily debriefing sessions with facilitators/trainers</b>	<ul style="list-style-type: none"> <li>• Facilitator perceptions on learning and factors affecting learning</li> <li>• Real-time formative evaluation data and suggestions on how to improve the training</li> </ul>
<b>Informal discussions and interviews with learners</b>	<ul style="list-style-type: none"> <li>• Learner reactions</li> <li>• Learner self-assessment data on learning</li> <li>• Real-time formative evaluation and suggestions on how to improve the training</li> </ul>
<b>Informal discussions and interviews with resource persons that give presentations during the training</b>	<ul style="list-style-type: none"> <li>• Perceptions of learners' reactions to their presentation</li> <li>• Perceptions of the level of experience of the learners</li> <li>• Real-time formative evaluation and suggestions on how to improve interventions/participation of resource persons in the training session</li> </ul>
<b>Products generated by learners during training</b>	<ul style="list-style-type: none"> <li>• Tangible/concrete evidence of learning (e.g., action plans, charts, reports, outlines, diagrams)</li> </ul>
<b>Formal interviews after the training with selected learners representing different profiles (see box 20)</b>	<ul style="list-style-type: none"> <li>• More in-depth information on specific topics of interest</li> </ul>



## 4.4 Analysing data, drawing conclusions, making recommendations

After information has been gathered about results of a human rights training session, the next step is to analyse the data. Initially, it may seem intimidating to compile the results from various questionnaires, interviews and observations, and certainly many human rights educators arrive at this step feeling overwhelmed. Naturally, if you requested a lot of information, you will be faced with a lot of information to analyse, but if your questions were purposeful, data analysis should be relatively straightforward.

Another reason that human rights educators may feel intimidated as they come upon data analysis is that many lack the knowledge necessary to compile the results. Many people encounter difficulty when analysing the results requires more than a simple tally or calculating percentages. In this section, we will explain three key ways to analyse results:

- **Tabulating quantitative data from questionnaires** (4.4.1)
- **Pattern analysis** (4.4.2)
- **Triangulation** (4.4.3)

### 4.4.1 Tabulating quantitative data from questionnaires

Almost every evaluation questionnaire contains some questions involving rating scales or Likert scales which require respondents to choose the most appropriate response from a range of responses. Compiling the data from such questions involves calculating the average response for each question as illustrated in *box 44*. More information about using rating scales can be found in *Part 4*.

#### Box 43

#### Pre-organizing data

Organizing the information we collect is key to unlocking the results of questionnaires and evaluation data. Two practices that can facilitate the tabulation of data are:

- (a) Numbering all questions on the questionnaires
- (b) Using codes to identify respondents

#### Box 44

### Tabulating quantitative data collected from a questionnaire

This example shows how data can be analysed when a rating scale has been used.

1. Build a table that illustrates the statements or questions to be evaluated, the response options, the number of respondents and the average rating (which will be calculated).
2. Assign a value to each rating on the scale.  
*E.g., strongly disagree = 1; disagree = 2; agree = 3; and strongly agree = 4.*
3. Calculate the average rating for each question. The average rating is determined by multiplying the number of responses for each rating by the value for that rating and dividing the total by the number of responses. The average rating is a number ranging from 1 (where all respondents strongly disagree with the statement) to 4 (all respondents strongly agree).

*E.g., 15 participants responded to the question.  
0 participants chose "Strongly disagree" (valued at 1)  
8 participants chose "Disagree" (valued at 2)  
7 participants chose "Agree" (valued at 3)  
0 participants chose "Strongly agree" (valued at 4)  
The average rating is  $(8 \times 2 + 7 \times 3) / 15 = 2.46$ .  
Do not include individuals who did not answer the question.*

Questions	Strongly disagree	Disagree	Agree	Strongly agree	Number of respondents*	Average rating
1.7 After completing the activities, I am better able to:  Identify partnership opportunities that will strengthen my work	0	8	7	0	n=15	2.46

4. Suggested interpretation of the data:  
*An average of 2.46 out of 4 is slightly over half. An appropriate conclusion might be that we could have done better in the workshop in terms of this objective. To confirm our conclusion, however, it would be important to also review reasons given by respondents who disagreed that this objective was met as well as the reasons provided by those who agreed the objective was met.*

*\*The "n-value" indicates the number of respondents. The n-value may change from one question to the next depending on the number of people who respond to the question.*

#### 4.4.2 Analysing qualitative data

If in conducting an evaluation you have requested comments from learners or asked them to give reasons for their responses, you will have a significant amount of qualitative data to analyse. Interviews, observations and open-ended questions all require that the evaluator interpret the data, carefully sifting through the information with the objective of identifying trends, patterns or commonalities.

One useful technique for interpreting qualitative information is to note the frequency of similar words or concepts or situations. Coding, a process that involves translating the data collected into meaningful categories, will greatly facilitate pattern analysis.

A simple coding process involves:

- Carefully reading all the data several times and trying to make sense of the information;
- Developing a category system that will permit you to categorize all the data and assigning a label or code to each category;
- Ensuring that every category holds together in a meaningful way and that differences between categories are very obvious;
- Determining cross-cutting themes (data that seem to belong in several categories);
- Identifying patterns, associations, relationships.<sup>40</sup>

Although we most often think of using computer spreadsheets to track **quantitative** responses, such software is equally useful in analysing **qualitative** data. Spreadsheets can enable us to search for common words, organize data and use sort and filter functions. More information on data analysis can be found in **Part 4**.

#### Box 45

#### Compiling qualitative data

This example shows one way to interpret comments collected in a final evaluation questionnaire.

1. Build a table that provides space for the questions to be evaluated, summary of responses, the frequency of certain terms or ideas and conclusions.
2. Read and summarize responses.
3. Note the frequency.
4. Make a judgement.

Questions	Summary of responses collected from group (n=15 respondents)	Conclusion
2.1 What did you think of the presentation on building partnerships? Please comment.	<ul style="list-style-type: none"> <li>• More examples needed (8x)</li> <li>• Speaker difficult to understand (2x)</li> <li>• More reading materials needed (1x)</li> <li>• Use of computer slides would improve the presentation (2x)</li> <li>• Not enough time (9x)</li> </ul>	Quality of presentation by resource person could be improved, particularly by ensuring use of more examples and ensuring adequate time for presentation.

Human rights educators may try to draw conclusions from the data, using terms like:

- **Presence of...** *e.g., The presence of aspects of the participatory approach and the language associated with it was noted in all of the learners' action plans.*
- **Quality of...** *e.g., The quality of the facilitation was cited repeatedly as "excellent".*

<sup>40</sup> Canada, International Development Research Centre, "Module 6: Qualitative data analysis" in *Qualitative Research for Tobacco Control: A How-To Introductory Manual for Researchers and Development Practitioners* (Ottawa, 2005).

- **Extent of...** *e.g., The extent of learner dissatisfaction with the training facilities indicates that serious consideration must be given to a change of venue for future training sessions.*
- **Level of...** *e.g., The level of participation in the debate on the universality of human rights was very high and constitutes another illustration of the learners' increased motivation to explore this topic from the perspective of human rights education.*

### 4.4.3 Triangulation

When data from different data sources are compared to confirm results, this is called triangulation.<sup>41</sup> If similar findings emerge from several sources - ideally three - then, we can increase the certainty with which we draw conclusions. What we are aiming for in using three methods to arrive at the answer to a question is for two of the three to yield similar answers. If we get three conflicting answers then we know that we will need to review our questions and perhaps also rethink our methods.

#### Box 46

#### Triangulating data

This example shows how to triangulate data. Using the information (both quantitative and qualitative) gathered from the questionnaire, information picked up from an informal conversation during lunch and information collected through a debriefing session, it is possible to triangulate results.

In this case, considering the written comments, the informal conversation and data from the debriefing session, it is possible to explain why the objective related to identifying partnerships opportunities (To enable learners to identify partnerships opportunities that strengthen their work) was achieved only partially. Certainly the quality of the presentation was a significant factor.

#### Questionnaire (using rating scale)...

*A little more than half of learners in the workshop did not feel that there was an increase in their ability to identify partnership opportunities.*

#### Informal conversation...

*Over lunch several staff members were discussing the presentation on building partnerships. They agreed that the resource person did not address the needs of the learners. Moreover, they felt the resource person could have left more time for questions.*

#### Daily debriefing...

*When asked about the presentation on building partnerships, facilitators gave several suggestions for improving the presentation, such as ensuring the use of more examples and ensuring that adequate time was available for the presentation.*

<sup>41</sup> Michael Quinn Patton, *Qualitative evaluation and research methods*, 3<sup>rd</sup> ed. (Sage, 2000).

## 4.5 Challenges in end-of-training summative evaluation

One challenge inherent in end-of-training summative evaluation is defining where evaluation starts and where it ends. The information that is gathered about learners' reactions and learning from one session of the training can be used immediately to improve the next session of an ongoing or renewable training. For an annual human rights training session, for example, an end-of-training summative evaluation is conducted at the end of the session each year and final reports are submitted to stakeholders. Internally, the evaluation results are used to modify and improve the following year's session. Each annual session is a formative evaluation of the next one. Certainly, if there is a possibility that a training session will recur, it is important to incorporate some formative evaluation questions when preparing tools for end-of-training summative evaluation.

In the case of some human rights training activities, the final results you compile for end-of-training summative evaluation may serve as a basis for a training needs assessment. For example, if your final evaluation reveals that 82% of learners felt that not enough time was spent on procedures for reporting human rights violations, you might use that information to build a training needs assessment around the topic of reporting.

Another challenge that surfaces again and again in end-of-training summative evaluation is managing the scope of the evaluation. It is so easy to add a question here and there and then, later, find ourselves faced with more data than we can analyse. This type of situation can lead many of us to feel overwhelmed or discouraged and, subsequently, to put off or avoid compiling the results altogether. Data collected with a clear purpose in mind enable us to focus on what we really want and need to learn about our human rights training session. Often, collaborating with colleagues to establish consensus about the purpose(s) of our evaluation can give us a useful sense of perspective.

Making sense of the data we collect is also challenging for many human rights educators. Hopefully, some of the tools and techniques reviewed in this Handbook will help in this regard. Once results and trends are determined, the next step is to draw conclusions and recommendations from this information. Sometimes we may find ourselves tempted to draw conclusions that reinforce impressions that we have had throughout a training session, or to infer and generalize from information gathered from very few people. It is important to try to remain objective at this point and really draw conclusions based on what the data have revealed. Realistic conclusions and recommendations greatly enhance the credibility of our organizations and of our HRE work.

Meeting the challenges of end-of-training summative evaluation requires discipline in keeping organized and in working efficiently using the resources and time available.

## 4.6 Recap: end-of-training summative evaluation

In this section, we looked at end-of-training summative evaluation. Here are some of the key notions that were presented.

### What is end-of-training summative evaluation?

A type of evaluation conducted after the implementation phase, that is, at the end of the delivery of a human rights training session. It enables us to gather information about short-term outcomes.

### Why?

End-of-training summative evaluation helps human rights educators determine the immediate results of the human rights training session. It enables them to collect data on learners' reactions and learning, compare desired results with actual results, to be accountable to stakeholders and funders, and in the case of repeatable trainings, to identify areas for improvement. A best practice is to have a clear purpose in mind when conducting end-of-training summative evaluation to ensure that only necessary data are collected.

### How?

The process for conducting an end-of-training summative evaluation is the same as for any type of evaluation:

- Define the purpose
- Determine the right questions about learner reactions, their learning and the learning context of the training session
- Collect information from the right sources to answer your questions; analyse the data to make your recommendations
- Act on the information – this involves communicating results to stakeholders and introducing changes to the session or to overall HRE work, as applicable

The two main information-gathering activities of an end-of-training summative evaluation for HRE are:

- **Reaction-level evaluation:** assesses the learners' immediate reactions to a learning experience, including level of satisfaction with the training, whether or not expectations have been met, sense of usefulness of the training and motivation to apply what has been learned
- **Learning-level evaluation:** assesses both learning and factors affecting learning, including an increase in knowledge or skill, change in attitudes, as well as the learners' assessment of the organization, methods, content, logistics, etc., of the human rights training session

Tools used for end-of-training summative evaluation should collect both quantitative and qualitative information. Questionnaires, interviews, observation and learner products can assess learner reactions and learning effectively. Using rating scales, looking for patterns and triangulating data are effective ways of determining results.

### Result

Information gathered about reactions and learning will help determine what changes have occurred as well as help to determine improvements to the training session before the next delivery.

## 4.7 Sample end-of-training summative evaluation

### Situation

In order to meet its requirements under the country's National Plan for Human Rights, the Ministry of Social Affairs (MOŠA) of the country is required to integrate human rights into the Ministry's work. The Ministry determined that training in human rights would be needed for all its staff, starting with senior officials in the Ministry. To this end MOSA officials contacted The Rights Way, a national human rights NGO with extensive experience in HRE, to develop and implement a human rights training session for the Ministry's senior officials. The Rights Way agreed to work with the Ministry on this training. It began by conducting a training needs assessment and then designed and delivered a four-day training for MOSA senior officials.

Purpose  
Questions  
Answers  
Analysis  
Action

### The end-of-training summative evaluation

#### 1. Purpose

The purpose of the end-of-training summative evaluation is to determine the overall effectiveness of the human rights training session that was delivered by The Rights Way to MOSA senior officials. This evaluation will help to determine whether or not the objectives of the training were met in terms of the initial reactions and learning of MOSA officials. The evaluation will also help to identify any changes that may need to be made to the training if it is to be delivered to other staff at MOSA.

#### 2. Determining the right questions and getting the answers from the right sources

Some of the critical questions that this particular end-of-training summative evaluation should address are listed below.

##### (a) Reaction-level evaluation

- What did MOSA officials like or dislike about the training session?
- What did MOSA officials find the most useful?

##### Sources and tools for reaction-level evaluation

To gather reaction-level information from MOSA officials, The Rights Way took the following actions:

- Organized daily debriefing sessions which asked learners to identify what they found most useful and least useful about the day
- Conducted a focus group with selected learners following the training session

##### (b) Learning-level evaluation

- What knowledge, skills and attitudes do MOSA officials feel that they gained?
- How do MOSA officials think that they will use what they learned?
- Was there adequate time? Was the location suitable? What factors may have influenced their learning experience?

cont'd ►►

### Sources and tools for learning-level evaluation

To gather learning-level information from MOSA officials, The Rights Way took the following action:

- Distributed a final evaluation questionnaire containing closed-ended and open-ended questions
- Using an assessment grid, evaluated the individual action plans that had been developed by MOSA officials; these plans indicate how the officials can integrate what they have learned during the training into their work at the Ministry

### 3. Analysing the data, drawing conclusions and making recommendations

Based on the information gathered through the end-of-training summative evaluation, the human rights educators from The Rights Way were able to determine whether or not they had delivered an effective training. The Rights Way then submitted an evaluation report to MOSA containing results, as well as a plan for **transfer and impact evaluations** at 6 months and 24 months. The Rights Way also made recommendations regarding how the training could be improved should it be delivered again.



## 4.8 What are evaluations of transfer and impact?

Evaluations of transfer and of impact are by far the most challenging of the evaluation process. Conducted at predetermined intervals after a training session has taken place (e.g., between 3 to 6 months, again between 12 to 24 months and, if resources permit, again at another future time), these types of evaluations can help to determine what *medium-term and longer-term* desired results or changes have occurred that can be connected to the training.

Determining if transfer of learning from the training session to the learners' work context has occurred and evaluating the broader possible impact of a training session on organizations, groups, the broader community/society leading to social change is a complex undertaking. Recalling the systems approach discussed in *Part 1, section 1.4*, we saw that social change is influenced by many factors and many interventions in addition to our training session and that it takes place differently according to the particular context. This helps to explain some of the difficulties encountered when trying to carry out this type of evaluation.

Transfer and impact evaluations must be approached with a view to establishing evidence of positive movement towards the longer-term results we set out to achieve. A well-designed evaluation process ensures that there is coherence in the types of information collected over time and that this information is analysed from a cumulative perspective. Ideally, information collected in the end-of-training summative evaluation can be linked to transfer and impact evaluations thus allowing for a comparison over time, for example, comparing action plans made by learners at the end of a training with what was actually carried out. Tracking results in this way is key to conducting effective transfer and impact evaluations.

As demonstrated in our discussion of the systems approach to HRE, there are always many factors contributing to change, especially over the longer term. The problem of "attribution" was discussed at the International HRE Evaluation Symposium held in Montreal in May 2007, and it was recommended that alternative approaches to transfer and impact evaluations should be explored in human rights education. The analysing data section (4.11) presents one such alternative approach - contribution analysis (C/A) - that can enhance our ability to conduct transfer and impact evaluations for HRE.

**Box 47** outlines a process for carrying out evaluations of transfer and of impact as well as some examples. The sections that follow describe in greater detail what is involved in assessing medium and longer-term results.

**Box 47**

## The essence of evaluations of transfer and of impact

### What to do

In its simplest form, evaluation of transfer and impact can be broken down into five stages

Define the **purpose** of the evaluation of transfer and impact



Determine and ask the right **questions**

- About the transfer of learning from the training session to the learner's work context
- About the longer-term contribution of the training to changes at the level of the individual, organization/group and broader community/society



Get **answers** from the right sources

- Learners, learners' colleagues and employers, community members and other stakeholders



**Analyse** and reflect on the data collected and draw appropriate conclusions

- Decide whether or not transfer of learning and broader changes have occurred and why or why not



**Act** on what you have learned from the evaluations of transfer and impact

- Communicate the information to all relevant stakeholders
- Make improvements to the specific training session or to the overall human rights training strategies or to the evaluation process as applicable
- Share results more widely with the broader human rights education community

Evaluation Methodology

### How to do it: some examples

Evaluations of transfer and impact in HRE could include the following types of information-gathering activities:

- **Administering a questionnaire** or **conducting a random sample of interviews** after 3 to 6 months and again after 12, 18 or 24 months asking how learning has been applied
- **Organizing meetings** and networking opportunities for learners to analyse ongoing results
- **Consulting community members, learners' supervisors** or others not directly involved in the initial training to determine if the training session has had a broader impact

Source: del Tufo, "What is evaluation?"

## Purpose

Questions

Answers

Analysis

Action

## 4.9 Define purpose: why conduct evaluations of transfer and of impact?

The main purpose of evaluations of transfer and impact is to assess the results of a training session or programme in the medium and longer term. This can involve:

- Collecting data on changes in the learners' behaviour in the medium and longer term;
- Assessing whether or not the training session addressed the original gap or problem identified in the training needs assessment;
- Determining how learning has been transferred to groups, organizations or the surrounding community;
- Identifying lessons learned and developing recommendations aimed at informing future projects;
- Tracking evidence of positive movement towards the longer-term results;
- Determining contributions to broader social change;
- Establishing accountability to stakeholders and funders.

Evaluations of transfer and of impact take place at predetermined intervals following the implementation of a human rights training session, usually after between 3 to 6 months and then again after 12 to 24 months. Assessment of the longer-term results can be carried out at one time after the training session or at several different times depending on the purpose of the evaluation, the questions that need to be answered and the resources available. At the centre of this type of evaluation are both the learner and the context in which the learner has evolved since the training session. Key questions to keep in mind are:

- What change has occurred?
- What was/is the role of the learners that attended the training in the change?
- How did the training contribute to the learners' capacity to influence this change?

Evaluations of transfer and of impact expand the view that human rights educators have of the results of a training session. They give human rights educators a new picture of learners that goes beyond initial reactions and learning to capture the learners actively applying what they learned in the training session in their original work environment and community.

Evaluating with a clear purpose in mind is as important to effective evaluations of transfer and impact as it is to evaluation at any other time. There are an infinite number of questions that could be investigated. We must, however, be selective in the questions that we ask, keeping them focused on the purpose(s) we have chosen, otherwise we can easily produce an unmanageable amount of data.

## 4.10 Determine questions and get answers: information-gathering for evaluations of transfer and of impact

In order to assess change over time, we need to refer to data that we have collected over time. Ensuring that there is coherence between the questions that we ask throughout the evaluation process – from training needs assessment to end-of-training summative evaluation through to transfer and impact evaluations – enables us to track changes and determine that there is evidence of movement towards positive results. In this way, the relevant questions to ask in conducting transfer and impact evaluations are often variations of some of the questions that we have asked at different stages of the evaluation process.

Level 3 (transfer) and level 4 (impacts) of Kirkpatrick’s model clarify what types of changes we seek to evaluate in assessing transfer and impact.

**Transfer** refers to the extent of behaviour and capability improvement in the learners as well as to the learners’ implementation/application of learning in their work context. *E.g., Were the learners able to apply their learning in their work? If so, how? If not, why not?*

**Impacts** refer to the effects on the broader environment resulting from the learning. *E.g., Has the learner, as a result of the training, contributed to any changes in the community/society?*

Human rights educators can gather information about the medium and longer-term results related to a human rights training session by conducting:

- **Transfer-level evaluation** (4.10.1)
- **Impact-level evaluation** (4.10.2)

Following an exploration of both these types of evaluation, *sections 4.10.3* and *4.10.4* will look at the different sources of information and tools that can be used.

### 4.10.1 Transfer-level evaluation

Assessing changes in behaviour and the transfer of learning is an essential part of evaluation of transfer, as it is here that we can measure what learners did with their learning once they returned to their group/organization/community. Information on transfer is collected during a predetermined period of time following a human rights training session, usually beginning after several months have passed. Transfer-level evaluation focuses on the individual and on the environment in which he or she acts. Most often transfer-level evaluation includes questions related to:

- The application of learning in the learner’s work and/or life context;
- Changes perceived by the learner as a result of the human rights training;
- The transfer of knowledge, skills or attitudes to others;
- The usefulness and relevance of the training.

It is often through efforts to measure transfer that the first tangible evidence of change is revealed. When learners who participate in a human rights training have, several months later, incorporated what they learned about into their work and lives, it can be a concrete step towards achieving the goals of HRE; it enables us to know, as human rights educators that we are helping to build learners’ capacity to contribute to social change.

Following up with learners is always a learning experience for the designers of human rights training because of the infinite variety of ways learning can be transferred. Sometimes the evidence of transfer is exactly what might have been predicted, for example, learners took what they learned about the participatory approach and redesigned their training session on refugee rights using participatory methods. Sometimes, however, evidence of transfer might be *unanticipated*, for example, a learner from the human rights training session does not show examples of training that incorporate a participatory approach, but rather, starts to involve former participants in developing a database of success stories related to refugee rights. This learner may not have applied the participatory approach as you might have imagined, but, through her actions, she demonstrates an understanding of the approach, valuing different people's experiences and finding a way to facilitate knowledge sharing. Other examples of transfer of learning from a human rights training session might include, learners:

- Facilitating workshops for others using the materials and approach from the training they attended;
- Adapting training materials received during the training to their own contexts;
- Designing similar training sessions drawing on the knowledge and skills acquired as a result of the training;
- Incorporating learning from the training session into other aspects of their organization's work.

#### 4.10.2 Evaluation of impact

Evaluation of impact enables us to measure the effects on the learner's organization/group and/or the broader community in the longer term connected to the learner's involvement in a human rights training session. Questions asked at the impact level are most often related to:

- The *connections* that can be reasonably/plausibly made between broader changes at the level of the work of the organization or group and the learner;
- The *contribution* of the human rights training session to broader societal changes through the work of the learners and their organizations or communities.

Because assessing the impact of HRE is difficult, people are sometimes reluctant to say that it can be assessed at all.<sup>42</sup> Two typical arguments against assessing impact are:

- Social change takes a long time to achieve, so it is too soon to discuss impact;
- Social change is so complicated that it is impossible to know which activities make contributions to progress towards changes in the longer term.

These arguments against evaluating results express some of the challenges of evaluation of impact. It may indeed always seem "too soon" to collect impact data. Much like the ripples in the water, situations are in constant change and impact will certainly continue to be felt even long after a given event. Rather than dissuade human rights educators from undertaking evaluation of impact, the fact that situations are continuously changing

<sup>42</sup> Mary B. Anderson, "Experiences with impact assessment: can we know what good we do?", Berghof Research Center for Constructive Conflict Management.

underscores the importance of taking a snapshot of learners' situations at various times after a human rights training session. Being realistic about what longer-term changes can actually be achieved and gathering data about impact at different intervals over time will enable human rights educators to track positive movements made towards the desired results. It will give human rights educators the opportunity to assess progress towards the results, goals and objectives that they set out to achieve. The argument that it is impossible to know which activities make contributions to social change is also valid; however, it is possible through the analysis of the individual and collective experiences of learners to make plausible connections, and to associate the learners' stories of change to human rights education. Some effective tools for gathering information on impact are described in *section 4.10.4* below.

### 4.10.3 Sources of information

Information about transfer and impact can be gathered from several sources, however, all are connected with the individual learner. The most common sources of data for evaluations of transfer and of impact are:<sup>43</sup>

- **Learners:** Learners are the key sources of information about transfer and impact. Others who may have a useful perspective include groups, organizations, peers, colleagues, supervisors, employers, community members who have contact with the learner.
- **Learner products/activity:** Information that is produced by learners or actions undertaken by them during the time period following a training session is a rich source of data for transfer and impact evaluations. For example, any experiences, projects, discussions, training, advocacy initiatives, materials, publications, newsletters, changes in practices and procedures connected with a learner may illustrate the impact over time of the human rights training session being evaluated.
- **Beneficiaries of the human rights and HRE activities of learners:** Information collected from individuals, groups and communities that benefited from the activities carried out by learners after the training session can provide valuable first-hand data on actual results.
- **Evaluation information collected over time:** Information collected about the learner before, during and after the implementation of a training session can provide insight into how the learner has evolved and how his or her actions may have contributed to changes in the broader community/society.

Gaining access to most sources depends on maintaining an ongoing relationship with learners and relies on the interest of learners in providing information. Although there is no guarantee that learners will be ready to provide evaluation data several months or years down the road, there are actions you can take to build their support:

- **Educate about the evaluation process** so that learners are knowledgeable about evaluation methods and about the importance of transfer and impact evaluations, as well as other types of evaluation, for building the credibility of HRE work.

<sup>43</sup> Adapted from Taylor-Powell and Steele, "Collecting evaluation data: an overview of sources and methods".

- **Build a culture of evaluation.** From the beginning of the training session, encourage participation of learners in evaluation and encourage feedback. By creating a culture that is supportive of evaluation, learners will appreciate their role and their responsibility to provide information.
- **Maintain contact with learners and their organizations.** Make sure you have correct addresses and contact information.
- **Create genuine reasons to stay in touch.** Learners will remain in contact with you if it will help them in their human rights work. For example, you can set up an e-mail group of learners that share experiences and best practices; however, it is critical that you and/or others in your organization participate actively in the discussion group. You should also continue to share your expertise, information, documents, manuals and any other tools that would be useful to learners in their own work.

Once you have determined what sources can best provide the data you need, it is time to choose the tools that will provide the information. The next section reviews different tools and methods that have proven useful in collecting data about longer-term results related to human rights training sessions.

#### 4.10.4 Tools for gathering information

Gathering information for transfer and impact evaluations necessitates a broad range of tools, particularly tools that are effective in delivering qualitative information. Sharing the overall evaluation plan with learners, educating them about evaluation methods, and communicating the importance of tracking results over time, will help to ensure the participation of learners in the evaluation process over the longer term.

Evaluation literature confirms that although qualitative methods are more time-consuming and require more human and financial resources, they produce the kind of information needed for the evaluations of transfer and of impact. Qualitative tools allow us to gather stakeholders' subjective viewpoints about the results of the human rights training over the longer term. Certainly, using a suitable mix of quantitative and qualitative tools remains an appropriate approach for transfer and impact evaluations.

**Information about transfer** and behavioural change is ideally collected using several qualitative methods at a number of different intervals. The transfer-level data collection methods for a training session that is held once annually could be:

- Follow-up **questionnaires** distributed at appropriate intervals (e.g., 3 to 6 months after the training and then again 18 to 24 months after the training) which involve open-ended written responses;
- **Interviews** with individual learners who participated in the training and with their colleagues and supervisors or employers;
- **Face-to-face meetings** with a group of learners;
- **Learner-product analysis** in the form of the review of training materials and activities produced by learners;
- **Observation** of learner activities (for example, training session given by learners after they attend a training-of-trainers).

By including appropriate questions about longer-term results these methods can also yield impact-level data.

#### Box 48

### Transfer-level evaluation

#### Transfer-level data for human rights training sessions are most often collected using:

- Questionnaires
- Interviews
- Learner products
- Observation

#### Through transfer-level evaluation we can measure:

- The application of learning in the learner's work and/or life context
- The transfer of knowledge, skills or attitudes to others
- Changes perceived (by the learner or others) in the workplace that can be connected to the training session
- Information about different outcomes for women and for men

Other qualitative tools that are effective for **impact-level evaluation** are:

- **Collecting impact stories** is an effective way to generate examples of the learners' post-training experiences. By asking learners to provide information about impact stories we can develop short narratives that illustrate how learning from the training session has been applied and the results achieved. These examples will enable us to make explicit *plausible connections* to our human rights training session. The major difficulty in obtaining impact stories is often in the definition of "impact" as many learners may be reluctant to share experiences that are not ideal. Articulating a common understanding of impact and providing learners with clear guidelines on writing their impact stories will help to ensure we receive the information we require (see *Part 4*).
- **Collecting learner products such as materials**, tools, action plans, lessons learned and best practices, and reviewing them for evidence of transfer of learning and of impact, is also an effective means of making connections between human rights training sessions and broader changes.

#### Box 49

### Impact-level evaluation

#### Impact-level data for human rights training sessions are most often collected using:

- Questionnaires
- Interviews
- Document review
- Success stories
- Lessons learned
- Best practices

#### Through impact-level evaluation we can measure:

- Contributions of human rights training to broader change through the work of the learners
- Connections between the learners' actions/ attitudes and broader changes in the work of an organization or group, or within a community
- Information about different impact on women and on men



A detailed guide to commonly used tools for evaluating transfer and impact of HRE is provided in *Part 4* of this Handbook, along with samples of the tools which can easily be adapted to particular contexts. *Box 50* illustrates an effective combination of tools for these types of evaluations.

**Box 50**

**Cocktail of tools for effective transfer and impact evaluations of a human rights training session**

Evaluation tools/ process	Types of data that can be collected
<b>Three or six-month post-training questionnaire</b>	<ul style="list-style-type: none"> <li>• Information about learners' application of knowledge, skills and changes in attitudes in their work and life contexts (transfer-level data)</li> <li>• Information on barriers to applying learning and things that facilitate application of learning</li> </ul>
<b>12 or 24-month post-training questionnaire</b>	<ul style="list-style-type: none"> <li>• Information about the evolution of the learner over time</li> <li>• Information leading to conclusions about plausible contributions of human rights training to broader changes at the level of groups, communities and perhaps the society (see <i>box 24</i> for examples of the types of changes envisioned)</li> </ul>
<b>Online discussion groups</b>	<ul style="list-style-type: none"> <li>• Examples of learners' experiences</li> <li>• Information about problems encountered in applying learning and effective solutions implemented by learners</li> <li>• Information about networks of peers and their activities</li> </ul>
<b>Collection of HRE impact stories</b>	<ul style="list-style-type: none"> <li>• Information about experiences that reflect the results of learners' work in a broader context and demonstrate that learning has been applied</li> <li>• Information that permits the establishment of connections between broader changes and the human rights training</li> </ul>
<b>Collection and review of HRE products</b>	<ul style="list-style-type: none"> <li>• Demonstrations of application of learning through a review of products, materials and tools that reflect learners' work in a broader context</li> <li>• Lessons learned and best practices</li> <li>• Information that may enable the establishment of connections with the human rights training</li> </ul>
<b>In-depth interviews with a random sample of learners</b>	<ul style="list-style-type: none"> <li>• Enable evaluators to probe deeply on specific topics of interest and collect information that may enable the establishment of connections between the human rights training and broader changes</li> </ul>
<b>Follow-up interviews with stakeholders from learner's environment</b>	<ul style="list-style-type: none"> <li>• Information to corroborate or expand on impact-level data gathered from learners</li> </ul>

## 4.11 Analysing data, drawing conclusions, making recommendations

In the case of transfer and impact evaluations, where a significant proportion of the data collected are qualitative in nature, pattern analysis (see *section 4.4.2*) and triangulation (*section 4.4.3*) remain two important methods for data analysis. Certainly, tabulating questionnaires is also a common practice in data analysis for transfer and impact evaluations. Analyses of closed-ended questions and looking for patterns in reported outputs (e.g., number of training sessions) are types of summaries that outside readers of evaluation reports still like to see if they are available. When trying to draw conclusions about longer-term results, however, a more comprehensive analysis of the evaluation information collected over time is needed. Analysis of transfer and impact data involves not only looking at data collected during this step of the evaluation process, but also taking into account the cumulative effect of results tracked over time. The example below illustrates a comprehensive process for tracking results over time.<sup>44</sup>

**Aim: To track results related to gender equality content over time.**

Type of evaluation used to collect data	Specific questions for learners
(a) In the pre-training assignment, as part of training needs assessment, learners were asked:	9. Do you consistently integrate the concept of gender equality in your human rights education work? <input type="checkbox"/> Yes <input type="checkbox"/> No Please explain your response.
(b) In the 6-month follow-up questionnaire	31. Is your organization using any of the knowledge, skills and methods/techniques you gained during the training session to promote gender equality in its HRE work? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the strategies used. If no, please explain why.
(c) In the 24-month follow-up questionnaire	60. Is your organization using any of the knowledge, skills and methods/techniques you gained during the training session to promote gender equality in its HRE work? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the strategies used. If no, please explain why.

Results-based management (RBM) and the logic model offer effective processes and tools for mapping out the results we want to achieve over time. Indicators, developed as part of RBM, are a means of measuring actual results against planned or expected results in terms of quality, quantity and timeliness<sup>45</sup> (see *Part 4*). As we evaluate for transfer and for impact, our focus needs to be on demonstrating contributions of our HRE work to social change.

<sup>44</sup> Questions repeated over time may create expectations with respondents about the type of impact expected. A result can be respondent bias. In order to avoid the distortion of results, it is important to include other “open-ended” questions to confirm responses.

<sup>45</sup> “Results-based management tools at CIDA”.

As illustrated in our earlier discussion on situating our HRE work within the broader system of human rights and HRE work that is being carried out (see *Part 1, section 1.4*), determining whether an outcome was brought about by our own HRE work or by the work of other organizations, Government programmes, activities of other funders or societal change is not an easy task.<sup>46</sup>

Because real change in individuals, organizations/groups and/or the broader community/society occurs over time and because there are many influences involved, thinking about the effects of our HRE work as contributions to longer-term outcomes rather than as direct outcomes (attribution) is more realistic. Below we discuss a promising new approach, contribution analysis, which offers some insight into how to do this.

#### 4.11.1 Contribution analysis

Contribution analysis (C/A) was developed by John Mayne (1999)<sup>47</sup> and first applied to the evaluation of development assistance programmes by the Australian Agency for International Development (AusAid) in 2005. C/A is “a specific [type of] analysis undertaken to provide information on the contribution of a programme to the outcomes it is trying to influence.”<sup>48</sup>

C/A acknowledges that achieving longer-term outcomes or impact takes time and, consequently, it does not set out to prove an impact before that impact could be realized. Typically, development assistance projects as well as human rights and HRE projects are relatively short-term, spanning periods of three to five years, making it difficult to assess longer-term changes. What can reasonably be measured given this time frame is progress towards results rather than “causal links” between a programme and outcomes.<sup>49</sup>

C/A, with its focus on providing information regarding the likelihood that an activity or project will achieve an impact, offers an effective means for measuring progress towards results. A brief overview of the C/A process follows.

Mayne’s most current version of C/A (2008)<sup>50</sup> suggests a six-step process that includes the development of a logic model or results chain for a project, data-gathering activities and the assessment of alternative explanations for longer-term outcomes. Following these steps will enable project evaluators to produce a plausible or credible “contribution story”<sup>51</sup> that describes the level to which results can be connected to the project. Mayne emphasizes that the goal of this analysis is not to prove a contribution to an outcome but rather to *reduce uncertainty* about the contribution that activities or projects have made or are making to longer-term results. By focusing on *reducing uncertainty* around observed impacts, C/A enables us to *build certainty* about the likelihood that we have indeed made a contribution towards some change.

One of the ways you can reduce the uncertainty about the significance of a contribution is to assess *alternative explanations* for what you observe. For example, if there is a decrease in the incidences of violence in the schools where staff participated in your human rights

<sup>46</sup> Fiona Kotvojs and Bradley Shrimpton, “Contribution analysis: A new approach to evaluation in international development”, *Evaluation Journal of Australasia*, vol. 7, No. 1 (2007).

<sup>47</sup> John Mayne, “Addressing attribution through contribution analysis: using performance measures sensibly”, Discussion paper, Office of the Auditor General of Canada, June 1999.

<sup>48</sup> *Ibid.*, p. 6.

<sup>49</sup> Kotvojs and Shrimpton, “Contribution analysis”.

<sup>50</sup> John Mayne, “Contribution analysis: an approach to exploring cause and effect”, ILAC Brief No. 16, Institutional Learning and Change (ILAC) Initiative, Rome, May 2008.

<sup>51</sup> *Ibid.*, p. 1.

training session that addressed this issue, you should find out whether staff also received other similar training from any other organization, before assuming that your organization has had this impact. In order to explain your contribution, you may have to show how it is different from the contribution of another. Reducing uncertainty about your contribution will lead to more clarity.

Eliminating alternative explanations requires some reflection and at times further research. As we build our “contribution story”, Mayne suggests that additional evidence may be needed to address challenges that may arise concerning the credibility of our findings. Seeking out additional evidence could include surveys of content experts or beneficiaries, case studies, literature reviews and field visits.

As human rights educators, C/A allows us to analyse information on the contribution of our training to longer-term outcomes the training is trying to influence. Using our existing monitoring and evaluation framework, C/A can enhance our ability to evaluate the impact of HRE.

#### Box 51

#### Difficult to connect cause and effect

In human rights education, it can be particularly difficult to connect causes and effects. If after an HRE event or programme there is a decrease in human rights abuses, do you think that you could say that you contributed to that decrease through HRE? Certainly, it is possible that with more awareness about human rights in the broader community, the number of abuses decreased. It is equally possible, however, that your HRE event or programme is related to an increase in the reported number of human rights abuses as individuals become more aware of their human rights and learn how to report abuses.

## Box 52

### Contribution analysis

---

This example shows how impact data can be analysed using contribution analysis.

1. Briefly describe evidence of change based on the data collected.
2. Describe the contribution you think you made by building a “contribution story”.
3. Provide alternative reasons for change. Brainstorm ideas, research if you need more information and cross-check with other sources.
4. Provide explanations of significance. Refute or support the likelihood of alternative explanations.
5. Draw conclusions about plausible connections and adjust your “contribution story”.

#### Example

##### Possible evidence of positive social change

*There was an increase in the number of women who voted in the most recent election.*

##### Possible explanations

- Our explanation:  
Women felt safer voting because the election personnel and police officers had been sensitized, in human rights training sessions, to gender issues and to the insecurity women have traditionally faced around election time. This provides evidence of changed behaviour on the part of election personnel and police.
- Alternative explanation:  
Women were encouraged to vote through media campaigns.  
*Less likely explanation because: Campaign was launched only two days before the local election.*
- Alternative explanation:  
Women voted to support a particular local candidate that promised more funding for schools.  
*Less likely explanation because: Informal “exit polls” reveal that this candidate did not receive a disproportionate number of female votes.*

##### Conclusion

One plausible result of the series of human rights training sessions delivered to election officials and police on gender issues is that there was a significant increase (150%) of women voters in the most recent national election. Although two other factors may have influenced the situation, neither seems a likely explanation for the magnitude of female voter increase.

- A media campaign encouraged women to vote, but was launched only two days prior to the elections and had limited visibility.
- A particular candidate showed support for funding schools and was purported to have much support from women voters. This is not supported by actual female voting patterns and exit polls.

Based on a comparison of data related to police attitudes before and after the series of human rights training sessions, we anticipated that they would play a more supportive role at election time. Police attitudes towards women have improved generally over the past year. Improved police attitudes may have reduced fears associated with participation in voting activities.

## 4.12 Challenges in the evaluation of transfer and of impact

Evaluating changes that occur in the longer term and trying to determine whether or not these changes can be linked to any particular human rights training session, although difficult, is by no means impossible. Integrating aspects of new approaches like contribution analysis and approaching evaluation more systematically can help address the ongoing challenges of evaluating the impact of HRE.

Another challenge of transfer and impact evaluations is maintaining relationships with former learners and with the various stakeholders involved in a given human rights training session. Initially, that is to say immediately following the training session, learners are usually still enthusiastic to stay in contact with other learners, and to share their stories and experiences. As time passes, and learners become reimmersed in their work, communication often slows and maintaining a sense of community among learners becomes more difficult. Some best practices for maintaining relationships with former learners are to create an e-mail group list, to ask questions or request feedback on different issues regularly, to encourage learners to ask questions or request feedback too, to share photos, to meet face to face whenever possible and to keep an up-to-date list of contacts.

Transfer and impact evaluations are necessarily conducted even as other activities and projects have become “priorities”. Taking the time to follow up on training sessions that took place months or even years ago is challenging, especially when there are certainly current projects or more recent training sessions that have urgent demands. Balancing these many priorities related to past, present and future human rights training sessions is a skill that human rights educators must develop in order to work effectively.

## 4.13 Recap: evaluations of transfer and impact

In this section, we looked at transfer and impact evaluations. Here are some of the key ideas that were presented.

### What are transfer and impact evaluations?

Types of evaluations starting at least several months after the implementation of a human rights training session and repeated at different intervals to determine medium and longer-term results connected to the training.

### Why?

Transfer and impact evaluations help human rights educators determine what change has occurred as a result of the human rights training session. They enable the human rights educators to collect data on how behaviour has changed, how learning has been transferred and applied, and on the impacts that have occurred. Through these types of evaluations, an attempt is made to assess the longer-term effects of a given human rights training session on the individuals involved, on their organizations/groups and/or the broader community/society. A best practice in conducting these evaluations is to build and nurture a culture of evaluation among learners and stakeholders.

### How?

The process for conducting evaluations of transfer and of impact is the same as for any type of evaluation:

- Define the purpose
- Determine the right questions
- Collect information from the right sources to answer your questions, analyse the data to make your recommendations
- Act to demonstrate changes

**Transfer-level evaluation:** assesses how the learner applied what was learned and establishes connections between the learner's behaviour and the human rights training.

**Impact-level evaluation:** assesses impacts of the human rights training on the broader context in which the learner works and seeks to determine what contributions the human rights training may have made to social change in this broader context.

Tools used for evaluations of transfer and impact are largely qualitative. Questionnaires, interviews, observation and learner products like materials, tools, success stories, lessons learned and best practices can help to assess transfer and impact. Approaches to analysing the data include triangulation, pattern analysis as well as promising new approaches such as contribution analysis.

### Result

Information gathered about transfer and impact will help determine what changes have occurred in the medium and longer term.

## 4.14 Sample transfer and impact evaluations

### Situation

In order to meet its requirements under the country's National Plan for Human Rights, the Ministry of Social Affairs (MOSA) of the country is required to integrate human rights into the Ministry's work. The Ministry determined that training in human rights would be needed for all its staff, starting with senior officials in the Ministry. To this end MOSA officials contacted The Rights Way, a national human rights NGO with extensive experience in HRE, to develop and implement a human rights training session for the Ministry's senior officials. The Rights Way agreed to work with the Ministry on this training. It began by conducting a training needs assessment and then designed and delivered a four-day training for MOSA senior officials. At the end of the training, it conducted an end-of-training summative evaluation. Learners were also required to produce an individual action plan for putting their learning into practice in their work context.

Purpose  
Questions  
Answers  
Analysis  
Action

### Transfer and impact evaluations

#### 1. Purpose

The purpose of the transfer and impact evaluations will be to determine the medium to longer-term changes that can be reasonably associated with the human rights training session that was delivered by The Rights Way to MOSA senior officials. These evaluations will help to determine whether or not over time the training contributed to changes in the capacity of individuals and the Ministry to integrate human rights into their work and whether any changes in the broader community/society, for example, greater enjoyment of human rights by recipients of Ministry services, can be associated with training of the MOSA officials.

#### 2. Determining the right questions and getting the answers from the right sources

Some of the critical questions that the evaluations of transfer and of impact should address are listed below.

##### (a) Transfer-level evaluation

- How did MOSA officials apply the human rights knowledge and skills that they gained through the training in their work in the Ministry? (Did MOSA officials implement their individual action plans?)
- What did MOSA officials find the most useful in the training?
- What are some areas where they feel they would need additional training?

##### Sources and tools for transfer-level evaluation

To gather transfer-level information from MOSA officials, The Rights Way took the following actions:

- Administered a questionnaire 6 months after the training session to MOSA officials who had participated in the training
- Facilitated an online discussion group to provide support to learners and to follow up on the implementation of their individual plans

cont'd ►►



**(b) Impact-level evaluation**

- What connections exist between the training and changes that have occurred over time at the individual and Ministry levels?
- What contributions have been made over time to broader social change?

**Sources and tools for impact-level evaluation**

To gather impact-level information from MOSA officials, The Rights Way took the following action:

- Distributed a questionnaire to various stakeholders within the Ministry one year after the training session
- Through the online discussion group, requested success stories from learners that could be shared more widely in the international community

## Step 5: Communicate results – the evaluation report

The culminating step of an evaluation process is effectively communicating the results to the appropriate stakeholders. The most common means for communicating results is a written evaluation report. Although reports may be required for different types of evaluation, in this section we focus primarily on communicating the results of an end-of-training summative evaluation of a human rights training session through a written report.

We outline a suggested framework for organizing an effective report and provide descriptions of the kind of information that should be included in each part. Although report formats and content may vary depending on the requirements of particular organizations, funders and other stakeholders, what is presented here are fairly generic guidelines to help human rights educators prepare a professional document that will respond to the interests of different stakeholders.

### 5.1 Planning the report

The evaluation report is the key product of an evaluation process bringing together, into a coherent whole, the pertinent information from an evaluation process (see *Part 2, box 15*). The relevance and credibility of the evaluation results, and ultimately their usability for the different stakeholders, depend to a large degree on the quality of the evaluation report.<sup>52</sup>

Effective reporting is an essential characteristic of a good evaluation. Even as we plan our evaluation process we need to carefully consider the preparation of the final evaluation report. Questions we need to ask ourselves are:

- Who are the stakeholders who need the report and will be reading it?
- What questions will these different stakeholders expect the report to answer?
- Among these stakeholders, who are the ones who might apply the results of our evaluation (primary users)? Who are others that have an interest in the results (secondary users)?

Addressing these questions early on in our evaluation planning process will ensure that we collect information that will be essential, meaningful and relevant to the intended stakeholders, and that will be provided to them in a timely and action-focused manner.

---

<sup>52</sup> Martin H. Jason, *Evaluating Programs to Increase Student Achievement*, 2<sup>nd</sup> ed. (Thousand Oaks, California, Corwin Press, 2008).

## 5.2 Writing the evaluation report

Each evaluation report for a human rights training session is unique in that it tells the story of a specific project, undertaken with specific people, in a specific context. Report writing enables you to tell the story of a training session to different audiences and stakeholders. By organizing and interpreting the data that are collected, you make the results of your work accessible to others, enabling different people to learn from your experiences, both negative and positive. Writing an evaluation report is an opportunity to highlight the results achieved by your human rights training and to articulate any contributions you are making to broader social change. Some general guidelines for effective report writing are listed here:

- Use plain, clear language;
- Avoid using specialist jargon that may confuse;
- Include graphics, tables, diagrams, illustrations and photographs to enhance the presentation of the information;
- Organize the information clearly, using headings to facilitate reading;
- Keep in mind the specific target audience (i.e., who will be reading, interpreting the evaluation);
- Aim for a length of report that reflects the length of the training, usually no more than 5 pages (for training lasting several hours or one to three days) to a maximum of 30 pages, excluding the annexes (for training lasting a couple weeks);
- Include an executive summary or a summary of key findings and recommendations.

A suggested framework for organizing the evaluation report is provided in **box 53**. In the subsequent sections we briefly describe what each of the parts should contain and provide other useful tips for preparing the report.

### Box 53

## Suggested framework for organizing an evaluation report

---

**Opening pages** should include:

- Title page
- List of acronyms and abbreviations
- Table of contents, including annexes
- Executive summary
- Organization of the report (usually 3 parts)

**PART I: Description of the training** should include:

- Relevant background and context information
- Training goal and objectives
- Overview of the content
- Training approach and methodology
- Learner selection process
- Learner profile
- Trainers, resource people and experts
- Training materials

**PART II: Evaluation of the training** should include:

- Purpose of the evaluation
- Audiences for the report
- Evaluation methodology, i.e.,
  - Description of what is being assessed
  - Key questions addressed
  - Evaluation tools used
  - Information sources
- Key findings/results, i.e.,
  - Summary and discussion/explanation of findings
  - Analysis/interpretation

**PART III: Conclusions and recommendations** should include:

- Conclusions firmly based on the findings and analysis of the findings
- Relevant and realistic recommendations
- Clear priorities for action

**Annexes** may include:

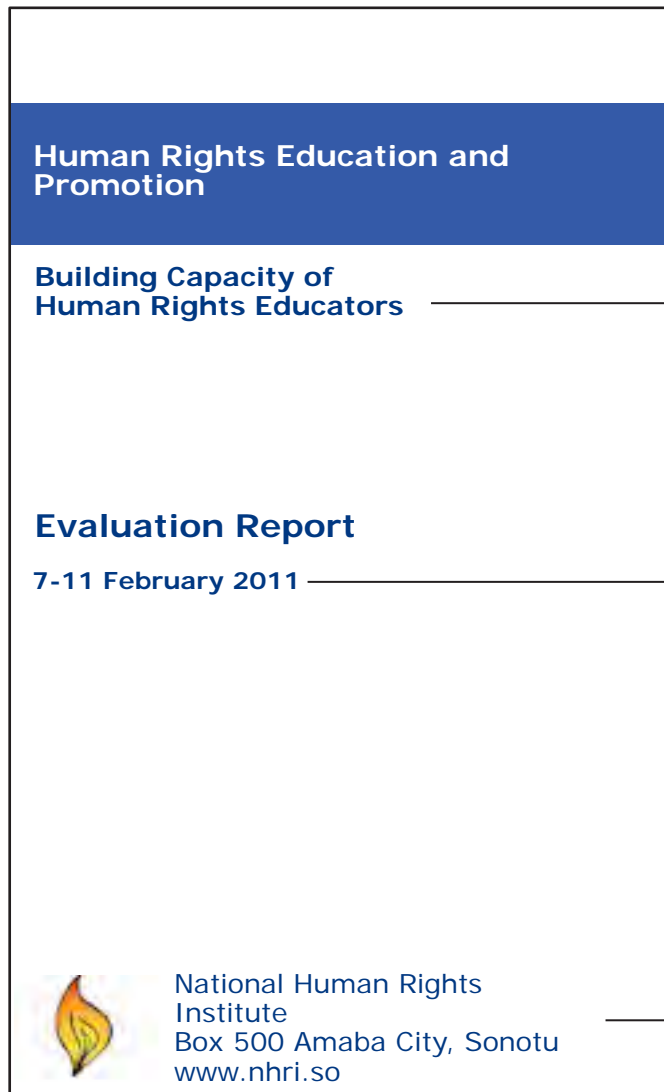
- Schedule of the training session
- Details of data and analyses
- Data collection tools (e.g., copies of questionnaires, interview protocols)
- The overall evaluation plan
- List of learners who attended the training session

## 5.2.1 Opening pages of the evaluation report

The opening pages of the evaluation report provide fundamental contextual information. We will examine each of the key elements listed below:

- (a) Title page
- (b) List of acronyms and abbreviations
- (c) Table of contents, including annexes
- (d) Executive summary
- (e) Organization of the report (usually 3 parts)

### (a) The title page



#### Report title

The title of the evaluation report should include a clear reference to the training session being evaluated, for example the title of the training session. If you produced a training manual for your training session, use the same cover page for both.

#### Date

This is the date when the evaluation report is completed.

#### Contact information of the organization that prepared the report

This should include the organization's name, logo and complete contact information.

### (b) List of acronyms and abbreviations

To increase the accessibility of the evaluation report and ensure that all readers can understand its content, it is recommended that a list of frequently used acronyms and abbreviations should be provided. The following are some examples:

<b>CRC</b>	Convention on the Rights of the Child
<b>HRE</b>	human rights education
<b>UDHR</b>	Universal Declaration of Human Rights

### (c) Table of contents

A detailed table of contents, including annexes, tells readers how the evaluation report is organized, gives them an overview of the content and enables them to quickly access the information that most interests them.

### (d) Executive summary

This section should be a concise summary (from half a page to three pages maximum) of the entire report. An executive summary is customary with longer reports. For shorter reports, you might still include a front section of no more than half a page highlighting key findings and associated recommendations. The summary should contain key information for primary users (i.e., decision makers) and for people who have an interest in the results but may not necessarily read the entire report.

Information in this section should include:

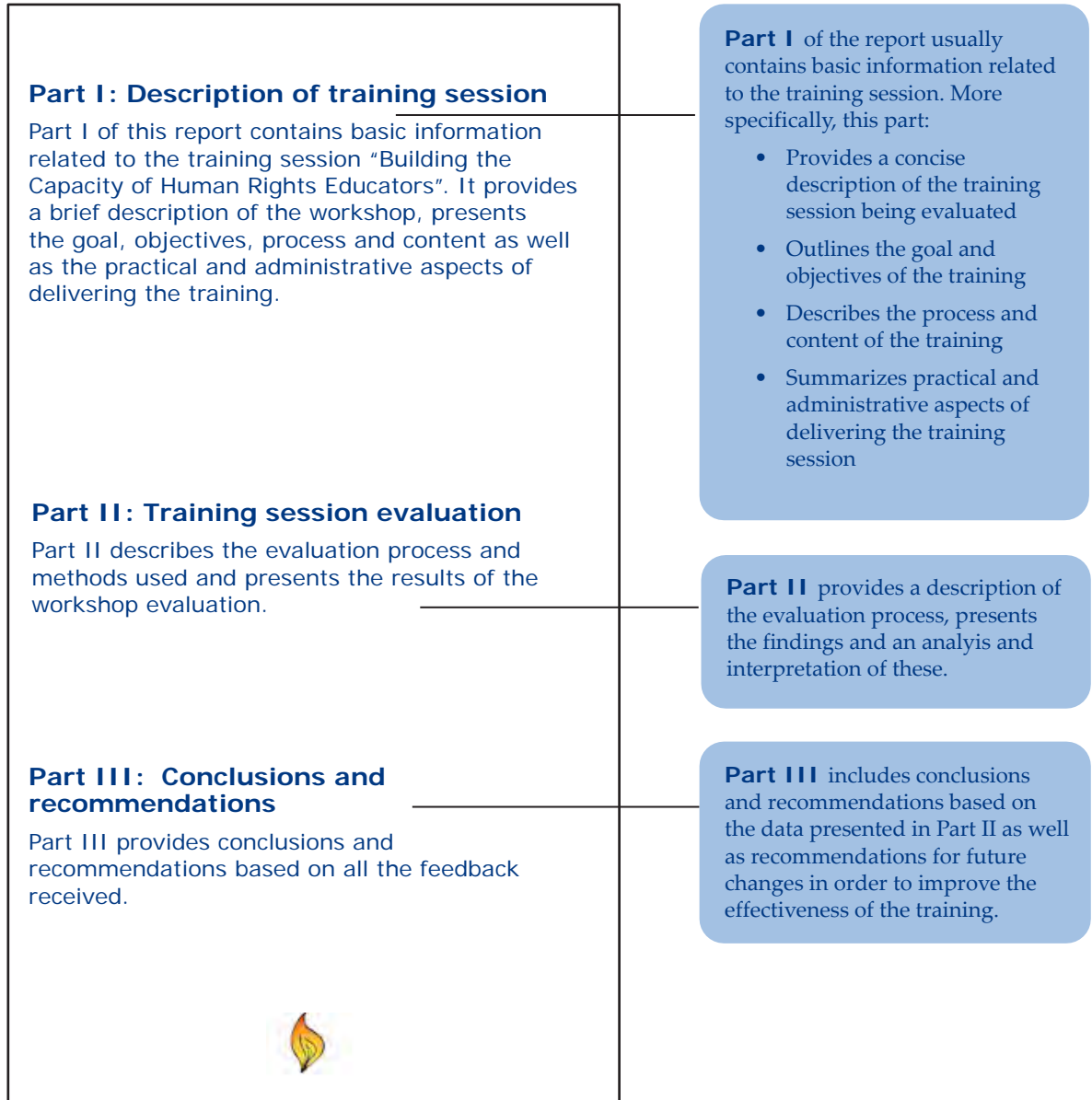
- Description of the product being evaluated (in this case it would be the training session);
- Purpose of the evaluation (reasons why the evaluation was conducted);
- Questions explored and scope of the evaluation;
- Major sources of data and the methods of data collection and analysis;
- Summary of the major findings;
- Conclusions based on evidence and analysis;
- Summary of the recommendations;
- Any major limitations or constraints placed on the evaluation.

The executive summary is written in the past tense and is **not** divided into sections with titles. It should include only information mentioned and substantiated in the report.

### (e) Organization of the report

Generally, an evaluation report is divided into three main parts. In addition to the opening pages which set the context for the evaluation, three other sections make up the bulk of the report. The content of each of these parts should be briefly outlined in a separate section in the report. An example follows.

## Three main parts of the evaluation report<sup>53</sup>



<sup>53</sup> Kris Zimmermann, Janise Hurtig and Erin Small, “Stage 3: Writing an evaluation report” in *Tools of the Trade: A CWIT Guide to Participatory Evaluation* (Center for Research on Women and Gender, University of Illinois at Chicago, 2008).

## 5.2.2 Part I: Description of the training session

This section provides an overall description of the training session. The elements to include are outlined below.

### (a) Relevant background and context information

State the title of the training session, the name(s) of the organizer(s), the date, venue and length of the training. Acknowledge the donors and anyone else who made a significant contribution to the training. Explain the rationale for the training in relation to the training needs identified and/or the socio-political climate.

### (b) Training goal and objectives

State the overall goal and specific objectives of the training session.

### (c) Overview of the training session

Provide a brief description of the content of the training session. You may want to include the complete training schedule as an annex.

### (d) Training approach and methodology

Briefly describe the educational approach used in the training and provide some examples of the training methods and techniques used. An example is provided in *box 54*.

### (e) Learner selection process

Describe the selection process and outline the criteria you used to select the learners.

### (f) Learner profile

Describe the learner group/target audience (e.g., number of learners, gender breakdown, learner characteristics). In an annex, provide a full list of learners, in alphabetical order, including their full name, the name of their organization/institute if applicable and contact information.

### (g) Trainers, resource people and experts

For each trainer, resource person and/or expert, indicate his or her name, contact details and role in the human rights training session, including the topic of his or her presentation, if applicable.

### (h) Training materials

Describe the training materials produced or adapted. When written materials were produced, send with the report an electronic copy, or a hard copy if no electronic copy is available.

#### Box 54

#### Description of training approach

This workshop used a participatory approach to learning. A basic assumption in this approach is that much of the content comes from the learners and that the workshop serves as the framework for drawing out this content. Methods used included a combination of small group work, presentations by resource persons, case studies and plenary discussions. The curriculum design model of the training session was based on principles of adult experiential learning. The emphasis was on practical application and on the development of strategies for action. Continued reflection and evaluation were central to the learning process.



### 5.2.3 Part II: Training session evaluation

This part should provide the following information:

#### (a) Purpose of the evaluation

Why the evaluation was conducted

What the evaluation is meant to achieve

#### (b) Audience for the evaluation

Who is the report addressed to (i.e., Who will read it? Who will use the information from the report? For what purpose?)

#### (c) Evaluation methodology

In this section provide details about the evaluation design. Include information on the:

- Types of data collected (e.g., quantitative and/or qualitative);
- Data collection instruments used and the rationale for selecting these (e.g., questionnaires, interviews);
- Data collection processes (i.e., who collected the data, e.g., staff, facilitators, learners in the training session, volunteers, outside evaluators);
- Data sources (i.e., who you collected the data from and how you selected these sources);
- Data analysis process;
- Limitations to the evaluation design or implementation (e.g., appropriateness of the data collection tools for those who were providing the information (i.e., data sources), challenges faced in carrying out the evaluation.

Include data collection instruments as annexes.

#### (d) Key findings/results

In this section outline the results of the evaluation process described above, supplemented by any other data collected. Begin by providing some overall results of the training session then report on specific areas. Findings should be presented in a way that describes whether or how well each objective of the training session has been met.<sup>54</sup>

It is important to note that the results should always be related back to the purpose of the evaluation. Remember also to include unexpected results as they can often give interesting insight into the findings.

When presenting results include the following:

- The evaluation question that was asked;
- The number of respondents;
- The findings or results with respect to the question;
- Discussion of the findings and your interpretation;

---

<sup>54</sup> Ibid.

- The strengths or weaknesses of the training session as indicated by the data;
- Information about whether different groups of learners responded differently (e.g., men versus women). Possible reasons for the differences.

#### Box 55

### Interpretation and conclusions

“**Interpretation** is the process of attaching meaning to the data analysed.” Numbers (qualitative data) and narrative statements (qualitative data) in and of themselves cannot tell the full story of the results of a training session. For example, what does it mean that 10 out of 25 learners mentioned in their comments that the training schedule was too demanding? How does this compare with the last time you gave this training session? Were any changes made to the training since the last time it was given that can explain this result? Was the group of learners comparable to the last group? What, if anything, should you do differently next time?

Making sense of the results involves determining to what you will compare the data you have collected. This may include:

- Findings from other evaluations
- Baseline data
- Information gathered through your training needs assessment
- Predefined standards of expected performance (indicators)

Once you have interpreted the data, you can draw on them to explain the training session’s successes and challenges in meeting its objectives.

The same findings, however, may be interpreted in different ways, by different people. Therefore, it is important to ensure that you take into account different perspectives in interpreting data. Having small group meetings to discuss the data and perhaps also including learners who took part in the training in these meetings will help build greater understanding of the results.

**Conclusions** are the judgements made by the evaluators after considering all the information. Conclusions should not repeat the findings but rather address the key issues that can be drawn from the findings.

*Sources:* Ellen Taylor-Powell, Sara Steele and Mohammad Dougla, “Planning a program evaluation”, University of Wisconsin-Extension, February 1996; Illinois State Board of Education, “Interpretation, use, and reporting of assessment results” in *Assessment Handbook: A Guide for Developing Assessment Programs in Illinois Schools* (Springfield, Illinois, 1995). Available from [www.gower.k12.il.us/Staff/ASSESS/6\\_ch4.htm#Chapter%204](http://www.gower.k12.il.us/Staff/ASSESS/6_ch4.htm#Chapter%204) (accessed 7 December 2010); and United Nations Development Programme (UNDP), “Evaluation report”. Available from [www.undp.org/evaluation/methodologies.htm](http://www.undp.org/evaluation/methodologies.htm) (accessed 7 December 2010).

## 5.2.4 Part III: Conclusions and recommendations

Apart from the executive summary, this can be the most important part of the report. It is very likely that some people will only read the executive summary and the conclusions and recommendations. It is important to make this section as clear and as precise as possible.

This section should include:

- The major conclusions of the evaluation (i.e., three or four main points that you feel are most important from the evaluation that you want readers to remember);<sup>55</sup>
- Your recommendations regarding the training session;
- Any recommendations for future evaluations.


An example of a recommendation follows.

**Recommendations continued:**

**4. Training content**

As this training session was the first in a series of three aimed at building the capacity of staff of the national human rights institution to design and carry out more effective training, the decision was made to focus primarily on training design while still including content on training delivery (e.g., facilitation skills). Learners, however, felt that they would have benefited from more skills building in facilitation and indicated as much in their comments (15 out of 20 provided comments to this effect in the final evaluation questionnaire).

It is recommended therefore that the content of the subsequent sessions include a significant component on facilitation skills building to respond to this need expressed by the learners and that this be validated with learners prior to the next workshop.



First, it is important to **situate** each recommendation and **state why** a recommendation is needed in this area.

Then, briefly **explain the results** and why you think they occurred.

**Finally, make a recommendation** using statements that clearly outline what actions you intend to take.

<sup>55</sup> Ellen Taylor-Powell, Sara Steele and Mohammad Douglah, "Planning a program evaluation", University of Wisconsin-Extension, February 1996.

### 5.2.5 Annexes and appendices

This section should include the following elements:

- Schedule of the training session;
- Details of data analysis;
- Data collection tools (e.g., the questionnaires, interview guides);
- Samples of data collected (e.g., learners' comments, work produced by learners during the training);
- List of learners who attended the training.

### 5.3 Sample evaluation reports

The following are two examples of methodologically sound evaluation reports, which can be reviewed for reference. These are both available online.

- "2010 International Human Rights Training Program - Evaluation Report" available at [www.equitas.org](http://www.equitas.org)  
This is an end-of-training evaluation report produced internally by the organization conducting the training.
- "Impact Assessment of Rights Education Leading to Action Programme (REAP)" Executive Summary available at [http://www.hrea.org/pubs/Executive\\_Summary\\_REAP-assement-HREA.pdf](http://www.hrea.org/pubs/Executive_Summary_REAP-assement-HREA.pdf)  
This is the report of an impact assessment of a programme carried out by an external evaluator.



# Part 3

## Particular evaluation concerns

This part looks at a number of important issues and questions that human rights educators will need to deal with when evaluating human rights education activities and also provides some useful strategies for addressing them. Questions and issues discussed in Part 3 include: the role of gender in evaluation, the effects of culture and language, evaluation of evaluations, and finding the time and resources for evaluation.

1. Gender in evaluation
2. Culture and language
3. Evaluating evaluation
4. Finding time and resources for evaluation
5. Some closing comments



# 1. Gender in evaluation

Women and girls have common experiences that are often very different from those of men and boys; these include the types of human rights abuses which are suffered by each and the ways in which each can enjoy their rights. Certainly regarding general access to information, resources, power and decision-making opportunities, women and girls are often unfairly discriminated against by virtue of their sex.

In human rights education, the application of a gender perspective to educational evaluation means assessing the differing implications for women, girls, men and boys at each step of the evaluation process. Throughout this Handbook, questions and reflections that are gender-focused have been included in order to help us integrate a gender perspective into the evaluation of our HRE work and to ensure that we capture how the results we seek to achieve benefit both men and women (see *box 57*). Concretely, a gender perspective should inform everything from the questions that are developed for a training needs assessment to the decision about which learners should attend a focus group, to the indicators that are developed for an impact assessment.<sup>56</sup>

## Box 56 Defining gender

Gender can be defined as the culturally specific set of characteristics that identify the social behaviour, roles and status of women and men and the relationship between them. Gender, therefore, refers not simply to women or men but to the relationship between them and to the way it is socially constructed. Because it is a relational term, gender must include women and men. Like the concepts of class, race and ethnicity, gender is an analytical tool for understanding social processes. In this way, gender differs from sex, because the latter refers to the biological differences between women and men.

## Box 57 Gender perspective in evaluation

Evaluation	Gender perspective
<b>Training needs assessment</b>	Ensure the different training needs of women and men are identified
<b>Formative evaluation</b>	Ensure the design of the training session takes into account the gender considerations identified in the training needs assessment and that formative evaluation reviews validate this
<b>End-of-training summative evaluation</b>	Ensure you collect gender-disaggregated data to determine any significant differences in the learning experience for women and men
<b>Transfer and impact evaluations</b>	Ensure you collect gender-disaggregated data to determine any different impact on women and on men in the medium and longer term

<sup>56</sup> The points made here in relation to “gender perspective” might also apply to other groups that have been historically or are currently marginalized, discriminated against or vulnerable.



## 2. Culture in evaluation

Culture can have an important impact on the effectiveness of evaluation in human rights training. Much of what makes up “culture” - shared attitudes, values, norms and beliefs - is unspoken and may, in the context of a human rights training, result in divergent perceptions of the same experiences. Evaluation, like any other experience, is *perceived through cultural lenses*. Perceptions about evaluation can differ greatly and be a source of misunderstanding.

For example, people may have a different understanding of what is an appropriate approach to evaluation. In some cultures, it may seem impolite, rude or ungrateful to offer any criticisms about a training session. There may be a social norm “...for giving the reply that is polite to the other person, such as saying ‘yes’ as a courtesy to a visitor or an influential person, even when the answer is really ‘no’.”<sup>57</sup> Sometimes the very questions that are asked are rooted in the thinking of another culture. For example, a question that asks, *Now that the training is over, what might you go home and google?* is a way to ask learners *Now that the training is over, do you have any remaining questions that you would like to learn more about?* The first evaluation question assumes a certain common cultural experience that could make it inaccessible for many groups of learners. In some cultures there may be little or no precedent for completing evaluation forms, or completion of surveys may have a negative association, for example, with test taking.

As human rights educators, it is important to acknowledge that culture may be a factor that influences the way evaluation is perceived. Understanding that culture or language may account for how a group responds to a given question is key to being able to interpret data effectively. Awareness of cultural practices might also influence the selection of data collection techniques. For example, with oral cultures, you would be better to administer questionnaires orally rather than expecting people to provide written feedback. Some ways of bridging cultural gaps before they occur are:

- Including “culture” in building the learner profile;
- Acknowledging cultural differences throughout the development process and during the delivery of the human rights training;
- Involving a cultural translator or bridge builder who shares the culture of the learners and can make links or connections when necessary;<sup>58</sup>
- Having materials, including evaluation questionnaires and tools reviewed to ensure cultural accessibility;
- Acknowledging our own cultural lenses as human rights educators, i.e., the learners are not the only ones who have cultural assumptions;
- Evaluating our evaluations (see below) to build a common understanding about evaluation.

<sup>57</sup> *Learning to Live Together*.

<sup>58</sup> The Colorado Trust, *The Importance of Culture in Evaluation: A Practical Guide for Evaluators* (2007).

### 3. Evaluating evaluations

Evaluation of an evaluation is essentially “piloting” your evaluation processes and tools before using these with your learners. It is an important practice because it:

- Determines the usefulness and appropriateness of a potential evaluation method, strategy, technique or instrument;
- Provides information essential to interpreting the data obtained.<sup>59</sup>

An evaluation of your evaluation could include questions about how learners interpret certain concepts or questions which will help you to understand learners’ general response patterns. For example, perhaps learners tend to respond to questions positively because they want to please the facilitators and do not want to offend them. Or maybe evaluations make learners nervous and they try to complete them as quickly as possible, avoiding any requests for detailed information. The data obtained here can be extremely useful for interpreting the final evaluation data.

In HRE, pilot testing your evaluation processes and tools can reveal much about the learners, their attitudes and their understanding of evaluation. It can also help encourage their full participation in evaluations. When learners become aware of how their own responses are shaped by their own beliefs and experiences, and recognize the importance of evaluation in HRE, their participation in evaluation tends to increase, as does the quality of their responses. This type of evaluation does not need to be lengthy. In fact, it can simply take the form of a conversation with learners at the beginning of a training session. What is important is that it addresses any areas of concern and opens up the discussion around evaluation.

Ideal times to pilot test your evaluation are at the beginning of a programme, before using strikingly new evaluation methodologies or before working with a new group of learners. For example, if you want to use an evaluation instrument that includes a different kind of response scale (e.g., Likert scale instead of true and false), you may first want to obtain some insight into the learners’ thinking when they are answering these types of questions. Or, as you start a training session which includes both men and women, you may want to determine if the women’s participation in evaluation will be negatively affected by the presence of men, and find ways to support the participation of the women.

### 4. Finding time and resources for evaluation

If evaluation is planned for, integrated into the practice of human rights training development and specifically tailored to the training then the time and resources for evaluation are much more focused and manageable. The following are practices that can help manage the amount of time and resources invested in evaluation:

- **Simplify where possible.** Keeping in mind your purpose and the results that you set out to achieve, you can often scale down and better focus your evaluation activities. Also, consider that the more information you collect, the more data you will have to analyse.

<sup>59</sup> Michael Scriven, “An introduction to meta-evaluation”, *Educational Products Report*, vol. 2 (February 1969).

- **Consider doing two things at once.** It is often possible to integrate an evaluation activity into other activities. For example, questions related to training needs assessment can be added to an application form or pre-training assignment. Or learners involved in a current human rights training session could be invited to give feedback on materials you are developing for a future human rights training session.
- **Involve stakeholders as much as possible.** If you give stakeholders a role and a clear process to follow, they can provide you with feedback and key information that you require as you design, develop and implement your human rights training session. Consider providing them with tools to participate effectively.
- **Think beyond the event.** It is very easy to get caught up in the excitement of events. Developing training materials, hosting participants, facilitating, are all thrilling parts of the job of a human rights educator. It is important to keep in mind, however, that demonstration of success of our human rights training events happens through effective evaluation. Therefore, evaluation needs to start well before the training event and extend far beyond it.
- **Reporting requires more time than you think.** Writing an effective evaluation report is an involved activity that requires both broad vision and a keen ability to sift through detail. When estimating how long it will take, consider not only the time to write the report, but also time for asking for and receiving feedback, and for making necessary revisions.
- **Create a culture of evaluation.** People who believe in evaluation will support evaluation. In human rights training sessions, learners need the opportunity to become familiar with evaluation and to understand their role in determining the longer-term results that lead to social change. Including a discussion of evaluation and some skills building in evaluation in all training sessions will help build this culture.
- **Maintain relationships.** Stakeholders, learners, peers and experts can all play a role in making evaluation a much smoother process.
- **Budget for evaluation.** Evaluation costs, including staff time and all operational expenses, should be built into projects and programmes.

Remember that it pays to be accountable; it will help ensure greater effectiveness and impact of your human rights and HRE work. Moreover, organizations that seek to demonstrate that they are accountable for results are organizations that tend to receive funding and support from donors, experts and other stakeholders.

# Part 4

## Tools and techniques for evaluation in human rights education

This part presents a variety of evaluation tools and techniques developed by human rights educators working in the field that can be used during the different steps of an evaluation process for human rights training.

The range of samples includes tools for training needs assessment, formative evaluation, end-of-training summative evaluation, and transfer and impact evaluations. Guidelines and tips for using the tools are detailed at the end.

Additional audience-specific evaluation tools are available in the training packages for professional groups published by OHCHR, such as those for the police, prison officials and so on. Those packages are available through the OHCHR website at [www.ohchr.org](http://www.ohchr.org)

1. Tools for planning evaluation
2. Tools for training needs assessment
3. Tools for formative evaluation
4. Tools for end-of-training summative evaluation
5. Tools for transfer and impact evaluations
6. Tips and techniques



## Introduction

Each of the evaluation tools presented in this part has been used many times and in the context of actual human rights training. In order to better illustrate how the tools can be used, each one is presented in the context of a specific human rights training session. We would like to stress, however, that **the tools can be easily adapted and used for other human rights training sessions**. Drawing upon the basic structure of the tool and keeping in mind the purpose of the evaluation as well as the questions you want answered, you can make adjustments to the tool so that it will respond to your specific evaluation needs.

Although we have included quite a variety of tools for all the types of evaluations presented in this Handbook (training needs assessment, formative, end-of-training summative, transfer and impact evaluations) it is by no means a complete source of tools for evaluating human rights training sessions. Each of us will develop and adapt many tools in the course of our HRE work. As we continue to create new tools, we need to share them with other human rights educators. In this way, we can support one another's work, and build a community of practice that seeks to share knowledge and experience for the advancement of human rights.

## How this part is organized

- 1. Tools for planning evaluation:** This section includes tools to help you get started in planning the overall evaluation of your training session and selecting appropriate evaluation tools.
- 2. Tools for training needs assessment:** This section includes tools to be used during the planning phase of a human rights training session. They help to build an understanding of the human rights and HRE context and to create a learner profile.
- 3. Tools for formative evaluation:** This section includes tools for conducting reviews of human rights training sessions during the design and development phase.
- 4. Tools for end-of-training summative evaluation:** This section includes verbal tools, written tools and physical expression tools that can provide information about reactions and learning after training has been implemented. Some real-time formative evaluation tools are also provided.
- 5. Tools for transfer and impact evaluations:** This section includes tools for assessing medium and longer-term impact.
- 6. Tips and techniques:** This section provides guidelines on how to conduct or organize different types of evaluation and outlines the advantages and disadvantages of particular tools.

It should be noted that some tools may appear several times. For example, interviews may be conducted during any phase of human rights training development, but each time the interview is designed with a different purpose in mind, aiming to answer different questions.

## **List of tools**

### **1. Evaluation tools for planning evaluation**

- 1.1 Evaluation plan
- 1.2 How to select the right evaluation tool

### **2. Evaluation tools for training needs assessment**

- 2.1 Interview
- 2.2 Questionnaire
- 2.3 Consultation meeting
- 2.4 Using the application form
- 2.5 Using the pre-training assignment

### **3. Evaluation tools for formative evaluation**

- 3.1 Content expert review
- 3.2 Design review guidelines

### **4. Evaluation tools for end-of-training summative evaluation**

- 4.1 What's hot? What's not?: using the talking stick
- 4.2 Are we on target?
- 4.3 Vote with your feet!
- 4.4 Complete the statements
- 4.5 Send a postcard
- 4.6 Head, heart and hands
- 4.7 Daily questionnaire/end-of-module questionnaire
- 4.8 Debriefing meeting with facilitators
- 4.9 Reflection journal
- 4.10 End-of-training questionnaire
- 4.11 Interview with learners
- 4.12 Template for learner action plan
- 4.13 Grid for assessing learner action plan

## **5. Evaluation tools for transfer evaluation and impact evaluations**

- 5.1 Focus group
- 5.2 Group evaluation activity
- 5.3 Three to six-month follow-up questionnaire
- 5.4 Twelve to 24-month follow-up questionnaire
- 5.5 Impact stories – data collection tool

## **6. Tips and techniques**

- 6.1 Tips on conducting interviews
- 6.2 Tips on conducting a focus group
- 6.3 Tips on developing a questionnaire
- 6.4 Tips on developing effective questions for questionnaires
- 6.5 Tips on using rating scales/Likert scales
- 6.6 Tips on using computer software for data analysis
- 6.7 Developing indicators for a log frame
- 6.8 Developing a log frame diagram





**1.**  
Evaluation tools for  
**PLANNING EVALUATION**

## 1.1 Evaluation plan

Mapping out a plan for evaluating your training as you are developing it will ensure that you will be able to gather the necessary information, tracking changes over time that can reasonably be connected to your training session.

An example is provided below, illustrating a combination of tools and a suggested time frame for the different types of evaluation that can be carried out as part of an evaluation plan. A planning chart that you can use to develop the evaluation plan for your own training activities is also provided.

Type of → evaluation	Training needs assessment	Formative evaluation	End-of-training summative evaluation	Evaluations of impact and transfer
<b>Actions</b>	<p><i>What I will do to identify training needs</i></p> <ul style="list-style-type: none"> <li>• Conduct interviews with potential learners</li> <li>• Have learners complete pre-training questionnaires</li> </ul>	<p><i>What I will do to get feedback on the content and design of my training</i></p> <ul style="list-style-type: none"> <li>• Have colleagues do a design review</li> <li>• Have an expert review the content by e-mail</li> </ul>	<p><i>What I will do to collect data about learners' reactions and learning and to assess the effectiveness of the training</i></p> <ul style="list-style-type: none"> <li>• Use daily evaluation questionnaires to gauge learners' reactions and learning</li> <li>• Hold debriefing meetings with facilitators to assess the effectiveness of the training</li> </ul>	<p><i>What I will do to track longer-term results that can be connected to my training session</i></p> <ul style="list-style-type: none"> <li>• Conduct interviews with a random sample of learners after six months</li> <li>• Hold a group evaluation activity with a representative group of learners after one year</li> <li>• Send a follow-up questionnaire after 24 months</li> </ul>
<b>Time frame</b>	Last two weeks of January	Second week of February	15 March (last day of the training session)	Between 6 and 24 months

**TOOL 1.1**  
**PLANNING EVALUATION**

**Sample: evaluation planning chart**

Type of → evaluation	Training needs assessment	Formative evaluation	End-of-training summative evaluation	Evaluations of impact and transfer
Purpose of the evaluation				
Time frame				
What you want to learn from the evaluation				
Who will conduct the evaluation				
Intended audiences of the evaluation				
Data sources				
Data collection tools				
Data analysis methods				
How results will be used				
Other considerations				

## 1.2 How to select the right evaluation tool

When trying to determine which evaluation tools to use, a number of factors need to be considered to ensure that you select the most appropriate ones. Consideration of these factors can help to narrow down the number of appropriate choices. The chart below lists the main factors to consider and also provides some examples.

Factors to consider when selecting a tool	Example
<b>Type of information you need to collect</b>	You need an end-of-training summative evaluation tool to gather quantitative information for reporting to funders  <i>Tool: A questionnaire including closed-ended questions</i>
<b>Information source</b>	You need an end-of-training summative evaluation tool to use with a group of low-literacy learners  <i>Tool: A visual tool (e.g., Vote with Your Feet)</i>
<b>Context</b>	You need a training needs assessment tool that is appropriate for use in an outdoor setting  <i>Tool: A focus group</i>
<b>Time and resources available</b>	You need a formative evaluation tool that must be administered at a distance  <i>Tool: An online questionnaire</i>
<b>Complementarity</b>	You need end-of-training summative evaluation tools that are complementary in order to provide an opportunity for triangulation  <i>Tool: A questionnaire including a broad range of questions and interviews with a few learners to probe more deeply</i>
<b>Experience</b>	You need an impact evaluation tool other than an online forum, as it will be an entirely new challenge for the organizers and the learners  <i>Tool: A face-to-face group evaluation activity</i>

**2.**  
Evaluation tools for  
**TRAINING NEEDS ASSESSMENT**

## **2.1 Interview**

**Aim:**

To gather information to determine training needs

**Description:**

- Guided conversation where the same questions are asked to interviewees from the same groups (e.g., a group of learners, resource persons)
- Questions focus on gathering relevant information about the human rights context and the characteristics of potential learners for the training
- Allows for probing areas of interest and gathering more in-depth information
- A variety of question formats can be used: open-ended and closed-ended questions, scenarios, situational problems

**Materials:**

- One copy of the interview form for each interview
- Several pens/pencils to record the interview responses
- Recording devices (i.e., audio/video, computer) (optional)

**Context information for this tool:**

- The interview form presented here was designed to guide an interviewer questioning Government foreign service directors whose employees will be participating in a basic course on human rights
- The specific purpose of this tool was to determine the human rights training needs of entry-level Government foreign service officers who were required to take a human rights course as part of their job orientation

**Sample: interview form**

Interview identification information	
Date of the interview:	Name of interviewer:
Name of interviewee:	
Organization/group/community:	Position:
Birth date: day/month/year	Sex: <input type="checkbox"/> M <input type="checkbox"/> F
Telephone:	Mobile:
Address:	

Interview questions	
1. Can you describe the general background of the group of foreign service officers who will attend the training?	
Professional backgrounds	
Education level	
Average age	
Mix of women and men	
Motivation for joining the foreign service	
Average length of employment with the foreign service	
Other important factors we should know about	
cont'd ►►	



2. Can you briefly describe the kind of work they will be doing once they have completed their training? Their role? Their responsibilities?
3. What do you understand as their needs for training in human rights?
4. Have any of the potential learners had any previous training in human rights? Can you give some examples of the kind of training they received and where?
5. Is this training session in human rights a required part of their job training?
6. How will they use what they learn from the training in their work?
7. What is your sense about their learning styles? How comfortable will they be with a participatory learning approach?
8. Are you planning to have any follow-up with learners in relation to the training?
9. Is there any other important information about the group of learners that you feel would be important for us to know as we design the training?
10. Can I contact you again if I need additional information?

## 2.2 Questionnaire

**Aim:**

To gather information to determine training needs

**Description:**

- A series of written questions that focus on gathering relevant information about the human rights context and the characteristics of potential learners for the training
- A variety of question formats can be used: open-ended and closed-ended questions
- Includes an introduction explaining the purpose of the tool and instructions for completing and returning the questionnaire

**Materials:**

- One copy of the questionnaire for each respondent

**Context information for this tool:**

- The questionnaire presented here was designed to gather information about training needs from staff of community organizations responsible for programmes for youth 13 to 17 years of age
- The specific purpose of this tool was to identify the needs and opportunities for promoting diversity and human rights education among teenagers between 13 and 17 years of age who participate in community programmes specifically designed for youth
- This questionnaire can also be used as an interview guide

## Sample: questionnaire for staff of community organizations responsible for youth programmes (ages 13 to 17)

### Introduction

The purpose of this questionnaire is to identify the needs and opportunities for promoting respect for diversity and human rights education among teenagers between 13 and 17 years of age who participate in community programmes specifically designed for youth.

We invite one person from your organization who is responsible for youth programmes to complete this questionnaire and return it to us before *[Specify the return date]*.

Please note that the information you provide will remain confidential and will be used exclusively for the purposes of this needs assessment. In order for this information-gathering exercise to be successful, it is very important that your responses reflect your opinions as accurately as possible. The results of this process will be published in a report that will be available to everyone who has participated in the needs assessment. No individual names will be associated with this report.

The time required to answer this questionnaire is approximately 20 minutes.

We greatly appreciate your participation.

For all questions concerning the questionnaire or for more information about the project, please contact: *[Provide contact details of the person who will be receiving the completed questionnaires]*

Thank you for returning this questionnaire by *[Specify the return date]* to: *[Provide e-mail address]*

Or by post: *[Provide postal address]*

Or by fax: *[Provide fax number]*

### SECTION A. ORGANIZATIONAL PROFILE

1. What are the main activities or services offered by your organization to teenagers between 13 and 17 years of age?
  - (a)
  - (b)
  - (c)

cont'd ►►

2. Which activity or service offered by your organization is the most successful with teenagers?

Name of activity or service:

Description:

3. What do you feel are the factors that make this activity or service a success?

4. Does your organization offer activities or services in collaboration with other organizations?

Yes

No

Please list your main partners:

## SECTION B. TEENAGERS IN YOUR COMMUNITY

5. Which of the following are priorities that you think should be addressed with the teenagers in your community?

(a) Please check off 3 priorities.

Relations with others

Self-esteem

Sense of belonging

Intimate relationships and sexuality

Identity

Leadership and citizen engagement

Justice

Rights and responsibilities

Exclusion and marginalization

Bullying

Discrimination and racism

Violence and conflict resolution

cont'd ►►

(b) If necessary, please indicate other issues that you think should be addressed with teenagers in your community:

(c) Are the issues that need to be addressed the same for teenage boys and teenage girls?

Yes

No

If no, what are the main differences?

6. How would you characterize the involvement of teenagers in the development and implementation of community initiatives in *your community*\*? Are they...

Very involved?

Involved?

Slightly involved?

Not at all involved?

Please explain your answer :

7. Do teenage girls and teenage boys have the same level of involvement in community initiatives in your community?

Yes

No, girls are more involved

No, boys are more involved

If you answered no, what are the main differences in the involvement of boys and girls?

8. In your opinion, do teenagers want to become more involved than they currently are in community initiatives?

Yes

No

9. What are the main factors that facilitate teenagers' involvement in community initiatives?

(a)

(b)

(c)

cont'd ►►

\* For the purposes of this questionnaire "your community" refers to the individuals and geographic area serviced by your organization.

10. In your community, what are the main factors that limit teenagers' involvement in community initiatives?

- (a)
- (b)
- (c)

### SECTION C. COMBATING RACISM AND DISCRIMINATION AND THE ROLE OF HUMAN RIGHTS EDUCATION

11. Do you think it is important to raise awareness among teenagers about respect for diversity, non-discrimination and human rights?

- Yes
- No
- I don't know

Please explain your answer.

12. Have you implemented or do you plan to implement activities aiming at raising teenagers' awareness about respect for diversity, non-discrimination or human rights?

- Yes
- No

Name of activity/activities:

Description:

13. What are the main forms of discrimination experienced by teenagers in your community (discriminatory actions/gestures that teenagers express, observe or are subjected to)?

(a) Please check off the 3 most frequent forms of discrimination.

- |   |  |
|---|--|
| <input type="checkbox"/> Age  | <input type="checkbox"/> Disability  |
| <input type="checkbox"/> Sex  | <input type="checkbox"/> Language  |
| <input type="checkbox"/> Physical appearance                                    | <input type="checkbox"/> Sexual orientation  |
| <input type="checkbox"/> Political beliefs                                      | <input type="checkbox"/> Race, colour, descent, ethnic or national origin  |
| <input type="checkbox"/> Social condition (income, occupation, education, etc.) | <input type="checkbox"/> Civil status (without official papers, adopted, single-parent family, unmarried couple, etc.) |
| <input type="checkbox"/> Pregnancy  | <input type="checkbox"/> Religion  |

cont'd ►►

(b) Are these most frequent forms of discrimination the same for teenage boys and teenage girls?

- Yes  
 No

If you answered no, what are the main differences?

14. In your opinion, do teenagers in your community know how to recognize discriminatory remarks or actions?

- Yes, always  
 Yes, most of the time  
 No, seldom  
 No, never

Please explain your answer:

15. Are the teenagers in your community equipped to respond appropriately to discriminatory remarks or actions?

- Yes, always  
 Yes, most of the time  
 No, seldom  
 No, never

Please explain your answer :

16. How would you characterize the level of knowledge among teenagers in your community concerning their rights and responsibilities?

- Very high  
 High  
 Low  
 Non-existent

Please explain your answer:

cont'd ►►

17. Do youth workers in your community know how to recognize discriminatory remarks or actions?

- Yes, always
- Yes, most of the time
- No, seldom
- No, never

Please explain your answer:

18. Are youth workers in your community equipped to respond appropriately to discriminatory remarks or actions?

- Yes, always
- Yes, most of the time
- No, seldom
- No, never

Please explain your answer:

19. What knowledge, abilities or attitudes would you like youth workers in your community to further develop in order to intervene more effectively with teenagers between 13 and 17 years of age?

- (a)
- (b)
- (c)

#### SECTION D. GENERAL COMMENTS AND SUGGESTIONS

20. In your experience, what are the key elements that need to be considered to ensure the success of any programme aimed at teenagers between 13 and 17 years of age?

- (a)
- (b)
- (c)

cont'd ►►



21. What are the key elements that need to be considered to ensure the success of a *human rights education* programme aimed at teenagers between 13 and 17 years of age?

(a)

(b)

(c)

22. Can you suggest any initiatives for promoting respect for diversity and combating discrimination affecting teenagers?

(a) Please describe your ideas.

(b) Please indicate what the duration of these initiatives might be (e.g., one-day activity, project extending over two to six months, etc.):

(c) Please indicate what types of initiatives or activities might be undertaken (public events, art projects, days with special themes, interactive activities on the Internet, etc.):

#### SECTION E. RESPONDENT IDENTIFICATION INFORMATION

23. Name of your organization:

24. Number of employees working with 13 to 17-year-olds :

25. Number of volunteers working with 13 to 17-year-olds:

26. Type of organization:

National community organization

Local community organization

Other (please specify) :

(a) Your age:      12-18                  18-35                  36-50                  51 or more

(b) Your sex:      Man                  Woman

(c) Your position:

Please return your completed questionnaire to: [Provide e-mail address]

Or by post to: [Provide postal address]

Or by fax: [Provide fax number]

Thank you for taking the time to complete this questionnaire!

## 2.3 Consultation meeting

**Aim:**

To gather information to determine training needs

**Description:**

- Collaborative inquiry using a detailed agenda to guide discussions
- Representatives of all stakeholders are invited to share their perspectives with regard to the human rights situation, the involvement of potential learners and corresponding learners' training needs
- Questions are explored through a variety of individual and small group activities as well as plenary sessions
- The recommended time frame for the meeting is one day, and the recommended group size is between 10 and 15 participants
- Ideally there are two facilitators for this kind of process who share the facilitation and note-taking tasks

**Materials:**

- Room for meeting
- A copy of the agenda for each participant (ideally sent in advance)
- Flip chart, whiteboard or other medium for common record of ideas
- Recording devices (i.e., audio/video, computer)

**Context information for this tool:**

- The consultation meeting agenda presented here outlines a one-day process for gathering information about human rights training needs for the police in relation to widespread gender-based violence in a country
- Stakeholders invited to the meeting include staff from the Ministries of Interior and of Women's Affairs, as well as representatives from the police force, women's organizations, the national human rights institution, human rights non-governmental organizations, and the Victims Support Centre
- The specific purpose of this tool is to determine how the current situation in the country with regard to gender-based violence can be addressed by a human rights training initiative for the national police

## Sample: consultation meeting agenda

### Goal

The goal of this one-day consultation is to determine how the current situation in the country with regard to gender-based violence can be addressed by a human rights training initiative for the national police

### Objectives

The objectives of the consultation are to have participants:

- **Reflect** on the current situation in the country concerning gender-based violence and the role of the police in this regard
- **Explore** ongoing initiatives involving the police, including training, aimed at combating gender-based violence
- **Identify** needs for intervention with the police, in particular training needs, and discuss related strategies as well as possibilities for cooperation among key stakeholders

Time	Session	Title
5 min		<b>Welcome</b>
30 min	<b>Session 1</b>	<b>Getting to know participants and their expectations</b> Participants and facilitators are introduced. They learn about each other's expectations of the consultation as well as the resources that participants have to offer (i.e., the knowledge, skills and experience they can bring to the process).
15 min	<b>Session 2</b>	<b>Overview of the consultation</b> The facilitator presents the objectives and content of the consultation and makes the links to the expectations and resources mentioned by participants during the first session.
90 min	<b>Session 3 (including break)</b>	<b>Current situation with regard to gender-based violence</b> Participants discuss the current situation in the country from their own perspective.
60 min	<b>Session 4</b>	<b>Role of the police in addressing gender-based violence</b> Based on their experience, participants discuss the role of the police in addressing gender-based violence.

cont'd ►►

60 min	<b>Lunch</b>	
90 min	<b>Session 5</b>	<b>Assessing existing initiatives addressing the police</b> Participants review existing initiatives, including training, addressing the police with a view to combating gender-based violence, and assess their impact. Participants also share good practices and lessons learned from their work with the police. They discuss needs not yet addressed, including training needs.
30 min	<b>Break</b>	
90 min	<b>Session 6</b>	<b>A national training initiative for the police</b> Based on the previous session, participants share ideas and provide input on a potential training programme for the police to combat gender-based violence, including: <ul style="list-style-type: none"> <li>• Scope and content</li> <li>• Collaboration among stakeholders</li> </ul>
30 min	<b>Session 7</b>	<b>Next steps</b>
30 min	<b>Session 8</b>	<b>Evaluation and closing</b>

## 2.4 Using the application form

### Aim:

To gather information about training needs by integrating some of the basic training needs assessment questions into the application form for a training session

### Description:

- Detailed application form provides information to assess applicants and can also serve to gather information related to training needs
- Needs assessment questions focus on gathering relevant information about the human rights context and the characteristics of potential learners for the training
- Variety of question formats can be used: open-ended and closed-ended questions
- Includes an introduction explaining the purpose of the tool and instructions for completing and returning it

### Materials:

- One copy of the application form for each applicant (may be electronic)

### Context information for this tool:

- The application form presented here was designed to provide information for the selection of learners for a training-of-trainers workshop for human rights educators as well as to provide relevant needs assessment information to inform the training design
- The specific purpose of this tool in terms of needs assessment was to help develop a more precise learner profile as well as to confirm the context information we already had so that we could validate the human rights training needs of potential learners

**Note:** We have included a very large number of questions in this sample application form to illustrate the types of questions you could ask. *Parts C to E* in particular can provide useful information to identify and/or validate learning needs.

**Sample: application form for a human rights training session**  
*(also provides needs assessment information)*

PART A. APPLICANT'S INFORMATION	
1. Last ( <i>family</i> ) name ( <i>as it appears on your passport or identification document</i> ):	2. First name ( <i>as it appears on your passport or identification document</i> ):
3. Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
4. Work e-mail:*	5. Personal e-mail:*
6. Telephone:	7. Cell/mobile phone:
8. Home address:	

*\*Note: It is important to provide active e-mail addresses, as it is the main method of communication with applicants.*

PART B. PROFILE OF APPLICANT'S ORGANIZATION		
9. Name of organization:		
10. Name of Director:		
11. Postal address of the organization:		
Number:	Street:	P.O. Box:
City:		Province/State:
Postal code:		Country:
12. Telephone:		13. Fax:
14. E-mail (of the organization):		15. E-mail (of the Director):
16. Website:		

cont'd ►►

17. Year in which organization was established:	
18. Number of staff: Full-time:                      Part-time:	19. Number of volunteers:
20. Please indicate the type of organization:	
<input type="checkbox"/> Local NGO or CBO	<input type="checkbox"/> Academic or research institution
<input type="checkbox"/> National NGO	<input type="checkbox"/> Government
<input type="checkbox"/> National institution	<input type="checkbox"/> Other (please specify):
21. Please describe how your organization would benefit from the participation of the applicant in the training?	

Please describe two (2) human rights education activities undertaken by your organization in which you are/have been directly involved: e.g., workshops, training programmes, awareness-raising campaigns.

<b>Activity 1</b>	22. Title:
23. When did this activity take place? (month/year)	24. Duration:
25. Goal:	26. Target audience:
27. Type of activity (e.g., workshop, training, etc.):	
28. Content of the activity (objectives, educational content, methodology, etc.)	
(a) What was (were) the objective(s) of this activity?	
(b) What was the methodology and/or techniques/tools used for this activity (e.g., participatory approach, lectures or conferences, educational games, pamphlets and flyers, videos, etc.)?	
cont'd ►►	

Please check the box(es) that best describe your involvement and provide details.

29. I was involved in the design of the overall activity.

30. Details of involvement:

31. I was involved in the design of the materials.

32. Details of involvement:

33. I was involved in the facilitation of the activity.

34. Details of involvement:

35. Was this activity evaluated?  Yes  No

If yes, please describe the evaluation method(s) used:

36. List the main results of this activity:

### Activity 2

37. Title:

38. When did this activity take place? (month/year)

39. Duration:

40. Goal:

41. Target audience:

42. Type of activity (e.g., workshop, training):

43. Content of the activity (objectives, educational content, methodology, etc.)

(a) What was (were) the objective(s) of this activity?

(b) What was the methodology and/or techniques/tools used for this activity (e.g., *participatory approach, lectures or conferences, educational games, pamphlets and flyers, videos*)?

cont'd ►►



Please check the box(es) that best describe your involvement and provide details.

44. I was involved in the design of the overall activity.

45. Details of involvement:

46. I was involved in the design of the materials.

47. Details of involvement:

48. I was involved in the facilitation of the activity.

49. Details of involvement:

50. Was this activity evaluated?  Yes  No

If yes, please describe the evaluation method(s) used:

51. List the main results of this activity:

### PART C. PROFILE OF APPLICANT

52. Job title within your organization:

53. Status:  Staff  Volunteer

54. How long have you been working with your organization?

55. Description of overall responsibilities:

56. Describe your responsibilities in the human rights education activities undertaken by your organization (e.g., developing human rights training material, facilitating training sessions, etc.):

57. Please describe how **you would personally benefit** from your participation in the training?

cont'd ►►

<b>PART D. APPLICANT'S SELF-ASSESSMENT OF HUMAN RIGHTS TRAINING SKILLS</b>				
<b>Your level of experience in designing HRE</b> Please indicate your level of experience with each of the following <b>training design skills</b> by selecting the appropriate response in the right-hand column.		1. no experience 2. minimal experience 3. experienced 4. very experienced		
<b>Instructional design</b>				
58. Determining training goals and objectives	1	2	3	4
59. Developing training materials	1	2	3	4
60. Determining training content	1	2	3	4
61. Increasing transfer of learning in the workplace	1	2	3	4
62. Assessing learners' needs	1	2	3	4
63. Evaluating training	1	2	3	4
<b>Applying methodology and theory for developing and delivering HRE sessions</b>				
64. Using a participatory approach in your human rights education work	1	2	3	4
65. Applying human rights education theory	1	2	3	4
66. Applying adult learning theory	1	2	3	4
<b>Designing human rights training materials</b>				
67. Writing case studies	1	2	3	4
68. Designing role plays	1	2	3	4
69. Designing other types of participatory activities	1	2	3	4
<b>Using evaluation tools and techniques</b>				
70. Doing a training needs assessment	1	2	3	4
71. Developing indicators for assessing short-term, medium-term and longer-term results	1	2	3	4
72. Conducting interviews	1	2	3	4
73. Writing questionnaires	1	2	3	4
74. Using learning journals	1	2	3	4

cont'd ►►

<b>Coordinating an HRE session</b>				
75. Ability to arrange logistics for a training session	1	2	3	4
76. Designing a budget	1	2	3	4
77. Managing a budget	1	2	3	4
<b>Your level of experience as a facilitator</b>		1. no experience		
Please indicate your level of experience with each of the following <b>facilitation skills used in delivering human rights training</b> by selecting the appropriate response in the right-hand column		2. minimal experience		
		3. experienced		
		4. very experienced		
<b>Setting the climate</b>				
78. Selecting and preparing the training space (e.g., the room)	1	2	3	4
79. Creating a supportive environment where people feel free and safe to take risks	1	2	3	4
<b>Group dynamics</b>				
80. Keeping the group on task during sessions	1	2	3	4
81. Getting learners to respect the schedule (i.e., starting time, breaks)	1	2	3	4
82. Balancing the needs of individual learners with the needs of the group	1	2	3	4
83. Harmonizing the needs of the learners with the demands of the process	1	2	3	4
84. Handling “difficult” learners	1	2	3	4
85. Working constructively with diversity	1	2	3	4
86. Reading the mood of the group and making necessary adjustments	1	2	3	4
87. Having learners reflect on the dynamics of the group	1	2	3	4
<b>Process skills</b>				
88. Presenting activities clearly and concisely	1	2	3	4
89. Asking probing questions	1	2	3	4
90. Encouraging critical thinking	1	2	3	4

cont'd ►►

91. Paraphrasing interventions by learners	1	2	3	4
92. Summarizing discussions	1	2	3	4
93. Making appropriate links and connections	1	2	3	4
94. Debriefing activities	1	2	3	4
95. Using icebreakers and energizers	1	2	3	4
96. Using a variety of participatory training techniques (e.g., brainstorming, role plays, case studies)	1	2	3	4
97. Using flip charts	1	2	3	4
98. Using audio-visual equipment	1	2	3	4
<b>Problem-solving skills</b>				
99. Defining a problem	1	2	3	4
100. Generating solutions in a participatory manner	1	2	3	4
101. Managing conflict	1	2	3	4
<b>Communication skills</b>				
102. Listening and really focusing on what learners are saying rather than what you will say next	1	2	3	4
103. Interpreting learners' non-verbal cues and responding appropriately	1	2	3	4
104. Encouraging dialogue rather than debate	1	2	3	4
105. Handling questions	1	2	3	4
106. Making presentations	1	2	3	4
107. Other <b>skills</b> you feel are important.				
(a)				
(b)				
(c)				
108. Describe two (2) dilemmas (i.e., challenging situations) you experienced as a facilitator which you feel other learners will benefit from during the training session.				
(a)				
(b)				
cont'd ►►				

## PART E. PERSONAL CHARACTERISTICS/QUALITIES OF AN EFFECTIVE FACILITATOR

109. Please list three (3) of your strongest personal qualities/characteristics that you think make you an effective facilitator.

*E.g., open-minded, intuitive*

- 1.
- 2.
- 3.

110. Please list three (3) of your personal qualities/characteristics that you would like to strengthen in order to be a better facilitator.

*E.g., sensitive to gender issues*

- 1.
- 2.
- 3.

111. How is your HRE work helping to address:

(a) Human rights issues in your society? Please provide examples:

(b) Inequality between women and men in your society? Please provide examples:

Please return the completed application form by [*Specify the return date*], to: [*Name and e-mail address*]

Or by post to: [*Provide postal address*]

Or by fax: [*Provide fax number*]

## 2.5 Using the pre-training assignment

### **Aim:**

To gather information about training needs by integrating some of the basic needs assessment questions into the pre-training assignment learners are required to complete before the training session

### **Description:**

- A questionnaire-type tool that helps learners prepare for the training session and also gathers information related to training needs
- Can include needs assessment questions that focus on gathering relevant information about the human rights context and the characteristics of learners for the training
- Variety of types of question formats can be used: open-ended and closed-ended questions
- Includes an introduction explaining the purpose of the tool and instructions for completing and returning it

### **Materials:**

- One copy of the questionnaire for each candidate (may be electronic)

### **Context information for this tool:**

- The pre-training assignment presented here was designed to help learners from the National Human Rights Commission prepare for a training session on economic, social and cultural rights that they would be attending but also to provide trainers with more details about the learners and their training needs
- The specific purpose of this tool in terms of needs assessment was to help determine learners' level of knowledge and experience in the area of economic, social and cultural rights

**Sample: pre-training assignment for a training session on economic, social and cultural rights** *(also provides needs assessment information)*

**Pre-Training Assignment**

**Building the Capacity of the National Human Rights Commission to Protect and Promote Economic, Social and Cultural Rights**

**Welcome to the Training Session!**

This is the first of a series of training sessions aimed at building the capacity of the National Human Rights Commission (NHRC) in the area of economic, social and cultural (ESC) rights. This training session will provide a broad introduction to ESC rights, international human rights standards, and the roles of the NHRC, the Government and civil society in the promotion of such rights.

**Introduction**

The participant-centred approach of the training session encourages active learning and has at its core you as a human rights worker and your organization. As a learner in the training you are viewed as having expertise and experience to share with others and as such you are also a resource person for others. Reflecting on your learning needs as well as the knowledge, skills and experience you can offer is therefore essential to the learning process. The exercises in this pre-training assignment will guide you in this process, helping to prepare you for a number of activities in which you will take part during the training. It is important that you complete and return the pre-training assignment by the date indicated, as it is an invaluable tool for us to effectively prepare for the training session.

The pre-training assignment will help you to critically reflect on:

- Your knowledge of international human rights standards
- Your knowledge of ESC rights issues in the country
- Your learning needs
- What you can offer in terms of knowledge and experience

The pre-training assignment below must be completed by all participants and returned to us as soon as possible and no later than *[insert date]*. This preliminary exercise is an integral part of the training and it is essential that you complete it. If you have difficulty understanding the assignment, please rely on your judgement. Completing the assignment and returning it to Equitas on time is more important than having a highly polished and perfect document. Everyone is also required to bring a copy of the completed assignment with them to the training session.

Please return the completed pre-training assignment by *[insert date]* to: *[name and e-mail address]*

Or by post to: *[Provide postal address]*

Or by fax: *[Provide fax number]*

## PART A. PARTICIPANT'S INFORMATION

Please be assured that these materials will not be circulated without your permission and that every effort will be made to protect the anonymity of participants during reporting.

1. Last (family) name (as it appears on your passport or identification document):	2. First name (as it appears on your passport or identification document):
3. Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
4. Work e-mail:*	5. Personal e-mail:*
6. Telephone:	7. Cell/Mobile phone:
8. Home Address:	

\***Note:** It is important to provide active e-mail addresses, as it is the main method of communication with applicants.

## PART B. FAMILIARITY WITH INTERNATIONAL INSTRUMENTS

9. Rate your familiarity with each of the international human rights instruments listed below. Using the rating scale provided, indicate your rating by circling the appropriate number beside each instrument. <b>Note:</b> The date each instrument was adopted or entered into force is indicated.	1. <b>not familiar</b> (no experience with the document)			
	2. <b>somewhat familiar</b> (limited experience with the document)			
	3. <b>familiar</b> (work with the document occasionally)			
	4. <b>very familiar</b> (work with the document regularly)			
(a) Universal Declaration of Human Rights, 1948	1	2	3	4
(b) International Covenant on Civil and Political Rights, 1976	1	2	3	4
(c) International Covenant on Economic, Social and Cultural Rights, 1976	1	2	3	4
(d) Convention on the Elimination of All Forms of Discrimination against Women, 1981	1	2	3	4
(e) Convention on the Rights of the Child, 1990	1	2	3	4
(f) International Convention on the Elimination of All Forms of Racial Discrimination, 1965	1	2	3	4

cont'd ►►



10. Which of these international instruments do you use most often in your work? Briefly explain how.

11. Which national instruments and/or mechanisms do you use most often in your work?

### PART C: DESCRIBING THE SITUATION REGARDING ESC RIGHTS IN YOUR COUNTRY

12. What are some of the **ESC rights issues** in the country?

13. Who are the **groups that violate ESC rights** in the country?

14. What are the **principal factors** contributing to the human rights problems in the country?

15. Has the capacity of non-governmental and/or governmental organizations in your country to deal with **traditional/long-standing** human rights problems increased or decreased in the past 5 years? Please explain.

### PART D: YOUR WORK ON ESC RIGHTS

16. How do you **address ESC rights** in your work?

17. What are the main challenges faced by your organization when trying to address ESC rights issues?

cont'd ►►

**PART E: MONITORING ESC RIGHTS**

18. Rate your familiarity with the following components of monitoring ESC rights:	1. <b>needs improvement</b> 2. <b>good</b> 3. <b>very good</b> 4. <b>not part of my work</b>			
(a) Fact-finding	1	2	3	4
(b) Using international human rights standards as reference	1	2	3	4
(c) Systematically recording results of an investigation	1	2	3	4
(d) Analysing data	1	2	3	4
(e) Producing reports	1	2	3	4
(f) Disseminating reports	1	2	3	4

**PART F: NEEDS AND OFFERS**

19. Indicate, in the spaces provided below, **two (2)** of your “**learning needs**” (what you expect to learn during the training) and **two (2)** “**offers**” (what you have to offer in terms of knowledge and experience).

**Needs:**

- 1.
- 2.

**Offers:**

- 1.
- 2.

20. Complete the following sentence: “From my participation in this training I expect to gain...”

**Thank you!**



**3.**  
Evaluation tools for  
**FORMATIVE EVALUATION**

### **3.1 Content expert review**

**Aim:**

To identify areas for improvement and to make adjustments to the training content and design before it is finalized

**Description:**

- A written review by a human rights expert on particular contents of a training session
- Usually involves first contacting the expert reviewer (by telephone, in person, by e-mail) to check his or her interest and availability and to secure commitment from the expert to review the training materials
- Materials to be reviewed are then sent to the expert by mail or electronically when possible with a cover letter explaining the feedback requested. Ensure that:
  - Questions or topics of interest are well explained
  - Timeline for the review is clearly indicated and adequate for the task
  - Sections to be reviewed are clearly identified in the materials
- Strengths of a content expert are in determining whether the content is up to date, correct, relevant and appropriate

**Materials:**

- An introductory e-mail or letter
- A copy of materials to reviewed

**Context information for this tool:**

- The e-mail presented here was sent to an expert in women’s human rights
- The specific purpose of this tool was to determine if the content on the normative framework and the key concepts related to women’s ESC rights were accurate, relevant and as useful as possible

## Sample: e-mail communication to content expert

*(also provides needs assessment information)*

**From:** [name of director of requesting organization]  
**To:** [name of content expert in women's rights]  
**Subject:** Your feedback on a new publication on women's ESC rights  
**Date:** 15 November

**Publication:** Handbook on the Role of National Human Rights Institutions in Protecting and Promoting the Economic, Social and Cultural Rights of Women

Dear [name of content expert in women's rights],

I am writing today in the hope that you would be willing to provide feedback and comments on a draft of the above-mentioned publication. You may recall that I mentioned this to you when we saw each other at the conference in Montreal last month. This Handbook will be a practical guide for National Human Rights Institutions (NHRIs) and their partners who want to enhance the effectiveness of their work on the protection and promotion of women's economic, social and cultural (ESC) rights. This publication will also be used as a training tool. At this point in the drafting of the publication, we are contacting a select number of experts with experience of working in NHRIs and/or on women's ESC rights to secure their engagement to review the draft.

### Background on the publication

This Handbook is a follow-up activity to the Asia-Pacific Regional Workshop on the Protection and Promotion of Women's Economic, Social and Cultural Rights held in January of last year in Manila. The workshop brought together representatives of 14 Asia-Pacific NHRIs with the goal of strengthening their capacity to promote and protect women's ESC rights in the region. The regional workshop was implemented by our organization and the Commission on Human Rights, in partnership with the Office of the United Nations High Commissioner for Human Rights, UNDP and the Commonwealth Secretariat. At the suggestion of the participants at the end of this workshop, the organizers have been working with two experts to develop this Handbook. Financial support for the publication has been provided by UNDP, the British Council and the Canadian International Development Agency.

### Details of your feedback

Recognizing your expertise in the area of women's ESC rights, I hope you will be able to contribute a few hours to read the draft Handbook and share your comments or suggestions, paying particular attention to the first two sections: "Exploring the normative framework" and "Key concepts related to women's ESC rights". We view your involvement as crucial to ensuring the material included is accurate, relevant and as useful as possible.

If you are willing to provide your expert assistance, we will send you a copy of the draft Handbook on 7 December, clearly indicating the sections where we would like your comments and input. We would ask you to provide feedback on these sections as well as any other comments you may have on the overall publication by 15 January. Our current deadline for publishing the Handbook is 1 March.

We will also be very pleased to recognize your contribution in the acknowledgements of the publication.

I hope you will be willing to work with us to ensure that this publication becomes an effective resource for advancing women's ESC rights and ask that you confirm your availability by 30 November. Should you have any questions, please do not hesitate to contact me.

Yours sincerely,

*[Signature of director of requesting organization]*

## 3.2 Design review guidelines

### **Aim:**

To identify areas for improvement and to make adjustments to the training design and content before it is completed

### **Description:**

- A set of questions about the key components of the training design to guide a design review by an individual with expertise in human rights training design
- Usually carried out by a colleague or colleagues in the same organization with experience in training design
- Important to check colleagues' availability well in advance and secure commitment to review the training materials
- Areas of interest need to be explained to the reviewer
- Timeline for review must be adequate for the task
- Materials to be reviewed are provided to the reviewer(s) along with a copy of the design review guidelines. This is best done in a short face-to-face meeting to ensure that:
  - Questions or topics of interest are well understood
  - Timeline for the review is adequate for the task
- Strengths of a design expert are in determining the overall coherence and organization of human rights training

### **Materials:**

- A copy of the design review guidelines
- A copy of materials to be reviewed

### **Context information for this tool:**

- This tool is an example of guidelines used to focus the design review performed by a colleague with expertise in the design of human rights training
- The specific purpose of this tool was to identify any areas for improvement in the overall design of the training session



## Sample: design review guidelines

Please review the draft training materials addressing the questions below. Suggestions for changes in any of the areas are most welcome.

### 1. Goals and objectives

- Is there coherence between the goal of the training and the needs identified in the training needs assessment? Does the goal address the training needs identified? If not, please suggest changes.
- Do the objectives reflect the key contents that are required to meet the goal of the training? If not, please suggest changes.
- Does the formulation of the objectives (that is the way they are worded) reflect what can reasonably be achieved by the learner during the training? If not, please suggest changes.

### 2. Content and process

- Does the *content* match the stated learning objectives? If not, please suggest changes.
- Do the *topics, themes and issues* support the acquisition of knowledge, skills and attitudes? If not, please suggest changes.
- Do the *manuals, handouts, audio-visual aids* support the acquisition of knowledge, skills and attitudes? If not, please suggest changes.
- Are the *training materials* appropriate for the target learners? Language level? Types of activities? If not, please suggest changes.
- Is the *outside expertise* identified for this training session relevant and appropriate? (This includes things such as presentations by resource persons, videos, field visits, etc.) If not, please suggest changes.
- Is any content missing? Are there any gaps? Will any further content need to be developed? If so, please suggest changes.
- Is there any unnecessary or irrelevant information that can be eliminated?

### 3. Time frame

- Is the time frame realistic given the amount of material to be covered? If not, please suggest changes.

### 4. Evaluation

- Is there coherence between the evaluation plan and the learning objectives? If not, please suggest changes.
- Are the evaluation tools appropriate for the content of the training and for the target learners? If not, please suggest changes.

**4.**  
Evaluation tools for  
**END-OF-TRAINING SUMMATIVE  
EVALUATION**

## 4.1 What's hot? What's not?: using the talking stick

(Adapted from Equitas, *Play it Fair Toolkit*, 2007 and *Seeds of Change, Tools for Meetings and Workshops*, 2009)

### Aim:

To gather information on learners' reactions during a training session

### Description:

- An oral evaluation tool that can be used at the end of a training day, where learners are asked to share both positive and negative reactions about any aspect of the day
- As learners share their thoughts, they can also reflect on the feedback from other learners in the group
- An object is selected as the "talking stick", which gives the person who is holding it the right to speak
- Learners usually stand or sit in a circle and the talking stick is given to one person, who begins. He or she starts by stating "What was hot..." and then "What was not hot..." for him or her during the day. For example:

*"What was hot for me today was the activity on the universality of human rights. It gave me some good ideas on how to address resistance to universality in my own training. What was not hot for me today was that we missed the morning coffee break."*

- The facilitator records learners' comments on flip chart
- Data collected are used to complement evaluation data collected at the end of the training session

### Materials:

- Any distinct object can serve as the "talking stick" (e.g., a stick, a shell, a feather). If possible, try to use an object that is meaningful to the group
- Marker and flip chart paper

### Context information for this tool:

- The process for "What's hot? What's not?" presented here was designed to guide an oral evaluation with a group of learners at the end of the first day of a three-day training session
- The specific purpose of this tool was to determine what the learners thought and felt about the day of training

## Sample: What's hot? What's not?

### The process

1. Inform the learners that they will participate in an oral evaluation activity.
2. Ask the learners to form a circle.
3. Indicate a specific amount of time for each learner to speak, usually about a minute.
4. Ask learners to think about the activities of the day and to choose particular moments they would like to share with the group.
5. Ask the learners to share:
  - A positive moment of the day, beginning their comments with: "It was hot when..."
  - A less positive moment, beginning their comments with "It was **not** hot when..." For the "**not** hot" moments, encourage the learners to imagine positive change. Ask them to start their comments by saying "It will be even hotter, when..." so that they can propose solutions.
6. Provide an example for the learners before asking them to begin.
7. Remind learners of the amount of time they have to speak.
8. Place the *talking stick* in the centre of the circle.
9. Invite a learner to begin by taking the *talking stick* from the centre of the circle. She or he shares her or his response with the rest of the group and places the *talking stick* back in the centre of the circle for the next person.
10. The process is repeated until everyone has had a chance to use the *talking stick*.
11. Record the learners' responses on paper or flip chart. Use these data to complement evaluation data collected at the end of the training session.

## 4.2 Are we on target?

(Adapted from [http://homepages.ed.ac.uk/calarks/arks/Materials/particip/Bull%27s\\_Eye.pdf](http://homepages.ed.ac.uk/calarks/arks/Materials/particip/Bull%27s_Eye.pdf))

### Aim:

To gather information on learners' reactions during a training session

### Description:

- A visual evaluation tool that can be used at the end of a day of training where learners are asked to visually indicate their thoughts and feelings about the day's activities
- Particularly useful with groups that are less comfortable communicating orally or in writing
- Allows us to see if learners are having difficulties understanding the evaluation process
- The facilitator records learners' responses
- Data collected are used to complement evaluation data collected at the end of the training session

### Materials:

- Flip chart paper, markers, masking tape, four different coloured sticky notes or other coloured stickers

### Context information for this tool:

- The process for "Are we on target?" presented here was designed to guide a visual evaluation with a group of learners at the end of the second day of a four-day training session
- The specific purpose of this tool was to determine what the learners thought about certain aspects of the day of training

## Sample: Are we on target?

### The process

1. Draw a large target on four (4) flip chart sheets taped together. Develop four (4) statements regarding the training activities of the day about which you would like the learners' reactions. These should be prepared in advance. (See sample target and statements below.)
2. Inform the learners that they are going to participate in an evaluation activity where they will indicate their responses by placing coloured dots on the target you prepared.
3. Provide each learner with four (4) different coloured dots or sticky notes and explain that each colour corresponds to a different statement. As you read the statement the learners are to place the corresponding coloured dot in the appropriate section of the target.

**Statement 1** – BLUE: The examples provided by the resource person in her presentation on the Universal Declaration of Human Rights are very useful for my HRE work.

**Statement 2** – RED: Today's activities on the Convention on the Rights of the Child are very useful for my HRE work.

**Statement 3** – GREEN: The time allocated for each activity was sufficient.

**Statement 4** – YELLOW: The food today was good!

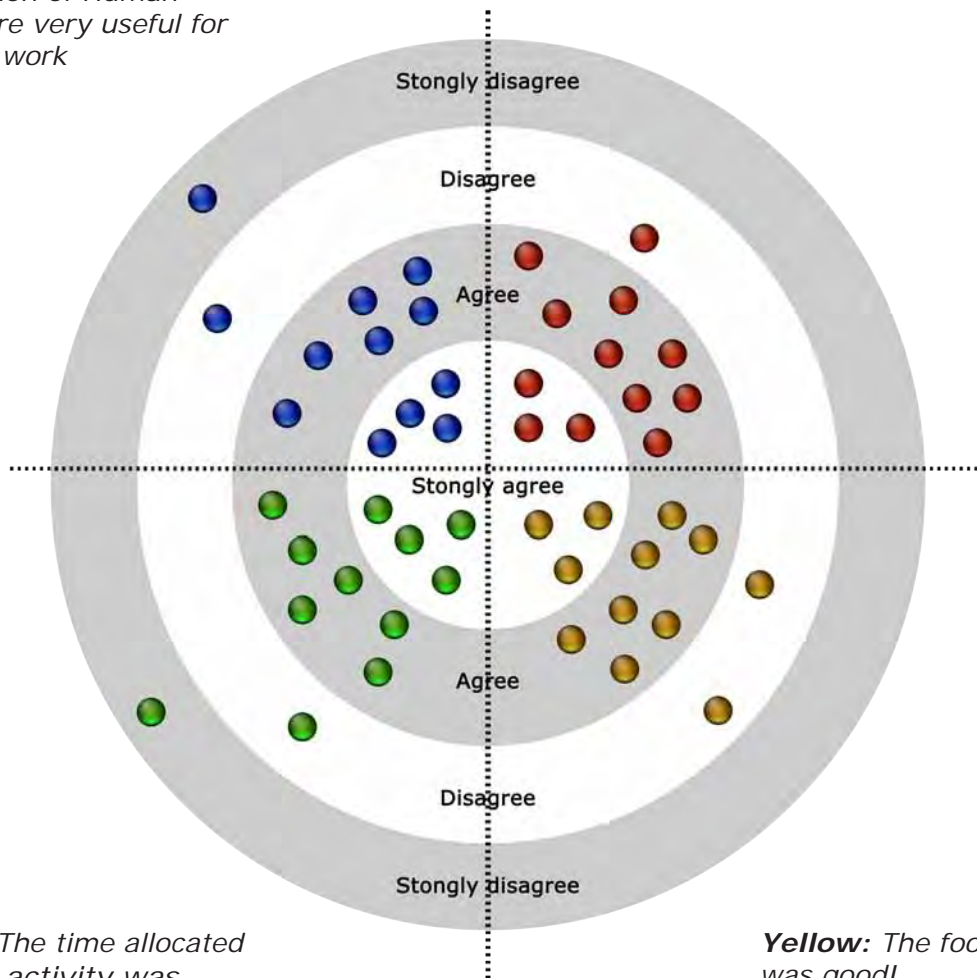
4. After you have gone through all the statements ask the learners to stand back and look at the target to see how the day was rated. The clusters of coloured dots should clearly indicate the group's rating of the day's work.
5. Then ask them if they would like to share their observations.
6. Tabulate the responses after the session to generate some quantitative data regarding the learners' evaluation of the day's training. Use these data to complement evaluation data collected at the end of the training session.

## The tool

### Are we on target? - Diagram

**Blue:** The examples provided by the resource person in her presentation on the Universal Declaration of Human Rights are very useful for my HRE work

**Red:** Today's activities on the Convention on the Rights of the Child are very useful for my work.



**Green:** The time allocated for each activity was sufficient.

**Yellow:** The food today was good!

### 4.3 Vote with your feet!

(Adapted from: [http://homepages.ed.ac.uk/calarks/arks/Materials/particip/Bull%27s\\_Eye.pdf](http://homepages.ed.ac.uk/calarks/arks/Materials/particip/Bull%27s_Eye.pdf))

**Aim:**

To gather information on learners' reactions during a training session

**Description:**

- A variation of tool 4.2 "Are we on target?"
- An evaluation tool that can be used at the end of a day of training where learners are asked to indicate their thoughts and feelings about the day's activities through physical expression
- The learner's position is clearly visible to the whole group, therefore learners assume greater ownership of their feedback
- Particularly useful with groups that are less comfortable communicating orally or in writing
- Learners can be asked about why they voted in a particular way
- Allows us to see if learners are having difficulties understanding the evaluation process
- The facilitator records learners' responses
- Data collected are used to complement evaluation data collected at the end of the training session

**Materials:**

- Flip chart paper, markers, masking tape

**Context information for this tool:**

- The process for "Vote with your feet" presented here was designed to guide a physical expression evaluation at the end of a training day
- The specific purpose of this tool was to determine what the learners thought and felt about the day of training



## Sample: Vote with your feet!

### The process

1. On flip chart paper, draw a very large target with four (4) rings so that the centre represents “excellent”, and moving out from the centre, “good”, “average”, “poor”. (Four sheets of flip chart paper taped together will do the trick!)
2. Lay the target on the floor in the middle of the room.
3. The centre ring of the target represents the most positive response, while the most outer ring is the least positive response. Moving out from the centre of the circle suggests some dissatisfaction, that the activity was “off target” in some way.
4. Develop a list of questions about the training activities of the day that you would like the learners to answer.
5. As you ask each question, learners are to stand in the target in a position that represents their views. (See sample target and questions below.)
6. Sample questions:
 

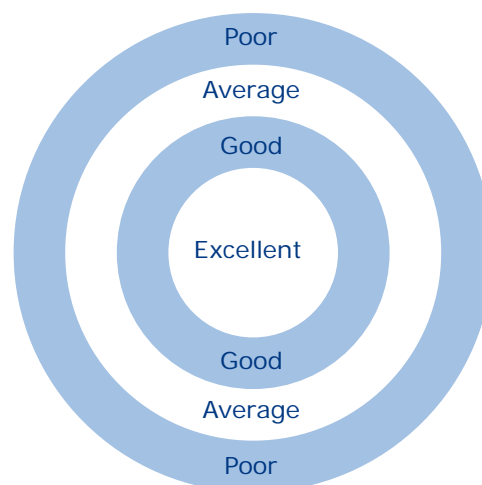
*Keeping in mind the relevance for your work, how would you rate:*

  1. *The presentation on the Universal Declaration of Human Rights?*
  2. *Today’s activities on the Convention on the Rights of the Child?*
  3. *The time allocated for each activity?*
  4. *The food today?*

### The tool

Tabulate the responses after each question to generate some quantitative data regarding the learners’ evaluation of the day’s training. Use these data to complement evaluation data collected at the end of the training session.

Four-ring target



## 4.4 Complete the statements

**Aim:**

To gather information on learners' reactions during a training session

**Description:**

- A written evaluation tool that can be used at the end of a day of training where learners are asked to complete three to five open-ended statements, which can elicit a wide range of responses about different aspects of the day
- Statements are prepared in advance and written up on a flip chart or printed and distributed to the learners
- Learners can work individually or in small groups
- The facilitator records learners' responses or learners can record their own responses
- Data collected are used to complement evaluation data collected at the end of the training session

**Materials:**

- Flip chart paper and markers, sheets of writing paper
- One copy of the statements for each learner (optional)

**Context information for this tool:**

- The process for "Complete the statement" presented here was designed to guide a written evaluation with a group of learners at the end of a training day
- The specific purpose of this tool was to determine what the learners' thought about the day's activities and to solicit their suggestions for changes

## Sample: complete the statements

### The process

1. On a flip chart paper, write open-ended statements about the elements of the training to be evaluated. Some sample statements are listed in the tool below.
2. Provide a sheet of writing paper to each learner.
3. Ask them to complete each of the statements listed on the flip chart. Ensure they indicate clearly which statement they are completing.
4. Alternatively, provide each learner with a printed copy of the open-ended statements and have them complete these on the copy.
5. Ask a few volunteers to read their responses OR, if time permits, go around and ask all learners to share their responses.
6. Record/collect all the learners' responses. Use the data to complement evaluation data collected at the end of the training.

### Alternative process

1. Divide learners into small groups (three to five learners in each group).
2. Ask each group to appoint one person to act as the reporter for the group. Explain that this person will record the group's feedback during the discussion. The reporters from each group will then meet the facilitator(s) to discuss the feedback from their respective small groups.
3. Record the feedback. Use the data to complement evaluation data collected at the end of the training.

### The tool

**Reflect on all aspects of today's training as you complete each statement.**

1. What I found really effective about today's training was...
2. The most useful activities were...
3. The facilitators were...
4. What we could have done better today...

Community/region:

Male

Female

Name (optional):

**Thank you!**

## 4.5 Send a postcard

**Aim:**

To gather information on learners' reactions during a training session

**Description:**

- A written evaluation tool that can be used at the end of a day of training where learners are asked to complete four open-ended statements related to the training day, on a postcard addressed to their facilitator
- Learners are also asked to draw a self-portrait on the front of the postcard encouraging them to assume greater ownership of their feedback
- Postcards are prepared in advance
- The facilitator collects the postcards from the learners
- Data collected are used to complement evaluation data collected at the end of the session

**Materials:**

- One postcard for each learner
- A mailbox to collect the postcards (optional)

**Context information for this tool:**

- The “postcard” tool presented here was designed to guide a written evaluation with a group of learners at the end of a training day
- The specific purpose of this tool was to determine what the learners thought about the day's activities by having them reflect on their learning and to solicit their suggestions for changes

Sample: postcard

Dear \_\_\_\_\_

I benefited most from \_\_\_\_\_ because:

\_\_\_\_\_

I did not really benefit from \_\_\_\_\_ because:

\_\_\_\_\_

I would like to know more about:

\_\_\_\_\_

I recommend:

\_\_\_\_\_

\_\_\_\_\_



[Name of Workshop or Training Event]

Self-portrait

## 4.6 Head, heart and hands

(Adapted from Equitas, *Play it Fair Toolkit*, 2007. Available at [www.equitas.org](http://www.equitas.org))

### Aim:

To gather information on learners' reactions during a training session

### Description:

- A written evaluation tool that is guided by graphic representations where learners are asked to express their feelings and thoughts about the content and process of the training day, as well as how they plan to use what they have learned
- This evaluation tool can be used at the end of a day of training
- Useful for gathering “live” feedback from learners, engaging the emotions as well as the intellect
- Uses a type of question format that can elicit a wide range of responses
- Response sheets are collected and data are recorded
- Response sheets can then be posted on the wall in the training room
- Data collected are used to complement evaluation data collected at the end of the training session

### Materials:

- One copy of a “head, heart and hands” response sheet for each learner

### Context information for this tool:

- The “head, heart and hands” tool presented here was designed to guide learners' reflections on the day's activities
- The specific purpose of this tool was to determine what the learners felt and thought about the day's activities and to share their reflections on how they plan to use what they have learned

## Sample: head, heart and hands

### The process

1. Hand out one response sheet to each learner. (See sample next page.)
2. Ask the learners to reflect on their learning from this day of the training session and to write their reflections on the response sheet according to the categories provided.
  - Next to the *thought bubble* they should indicate any new knowledge gained from any of the day's activities and new questions they would like answered.
  - Next to the *heart* they should indicate new understandings, feelings, and/or emotions they experienced.
  - Next to the *hands* they should indicate new skills they acquired and things they plan to use in their work.
3. Ask learners to try to be as specific and personal as possible.
4. Once the learners have completed their individual reflection, pair the learners for a reflection discussion. Ask them to discuss their responses with their partner, reflecting on commonalities and differences.
5. If time permits have the pairs share some of their reflections with the group.
6. Collect the response sheets from the learners. Use the data to complement evaluation data collected at the end of the training.

**The tool**

**Head, heart and hands response sheet**

**What have I learned?**

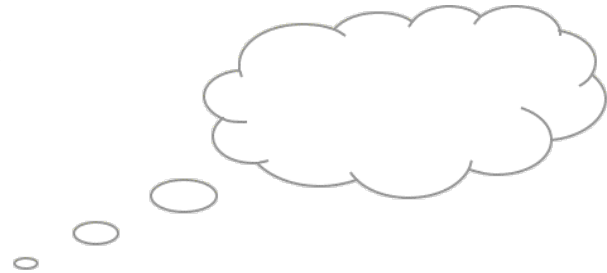
**Head:**

New ideas, concepts, facts, information, analysis

---

---

---



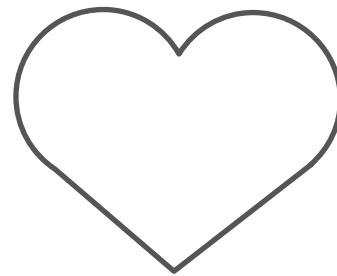
**Heart:**

Feelings, discoveries about self, changes in values or beliefs

---

---

---



**Hands:**

New skills, things I will do differently, actions I will take

---

---

---





## 4.7 Daily questionnaire/end-of-module questionnaire

**Aim:**

To gather information on learners' reactions during a training session

**Description:**

- A written evaluation tool that can be used at the end of a training day or at the end of a training module to gather information about learners' reactions to the content and educational approach, as well as their perceptions about the relevance of the day's activities to their work
- A variety of question formats can be used: open-ended and closed-ended questions
- The same type of questionnaire can be used each day or after each module with the necessary changes to reflect the work completed
- Data collected are used to complement evaluation data collected at the end of the training session

**Materials:**

- One copy of the questionnaire for each respondent

**Context information for this tool:**

- The evaluation questionnaire presented here was designed to gather written information from the learners at the end of a training day
- The specific purpose of this tool was to determine what the learners thought about the different activities carried out on the first day of a five-day training session

**Sample: daily questionnaire**

Day 1 - Evaluation questionnaire				
1. Objectives for day 1				
Please indicate your response by putting a check mark in the appropriate box.	Strongly agree	Agree	Disagree	Strongly disagree
Having completed <b>module 1</b> , I feel I can:				
(a) Develop ground rules for working effectively as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Explain the content and the educational approach of the training session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having completed <b>module 2</b> , I feel I can:				
(c) Compare my personal concepts of human rights to those of other members of my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Explain the basic human rights principles that inform the Universal Declaration of Human Rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Describe the relationship between the concepts of rights and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Write any <b>comments</b> you may have about the objectives of day 1.				
2. Activities				
(a) List the activities that were <b>most</b> relevant for your work and explain why.				
(b) List the activities that were <b>less</b> relevant for your work and explain why.				

cont'd ►►

**3. Presentation** “Human rights standards and the United Nations protection system” by  
(*Presenter’s name*)

Indicate your rating by putting a check mark in the appropriate box.	Very good	Good	Fair	Poor
(a) Your knowledge of the topic <b>before</b> the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Your knowledge of the topic <b>after</b> the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) The relevance of presentation to your needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) <b>Presenter’s</b> use of relevant examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) <b>Presenter’s</b> communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(f) Write any **comments** you may have about the presentation.

**4. Write any other **comments** you may have about the day.**

Community/region:

Male  Female

Name (optional):

**Thank you!**

## 4.8 Debriefing meeting with facilitators

**Aim:**

To gather information on facilitators' reactions during a training session

**Description:**

- Collaborative feedback process using a few targeted questions to guide the discussions
- Facilitators and others involved in the day's training (e.g., resource persons) are invited to share their thoughts about the content and process as well as suggestions for improvements to any aspect of the training
- Is a means of gathering *live* feedback from facilitators, engaging the emotions as well as the intellect
- Enables facilitators to share their feedback, and reflect on what their fellow facilitators and others are saying about the training day
- Provides insight into how successful facilitators have been at facilitating the activities as well as their underlying feelings about the learning process
- Effective debriefing creates a positive environment and communicates to facilitators that their experience and feedback are vital to the success of the training
- A variety of opened-ended questioning formats can be used: open-ended questions, scenarios, situational problems
- Facilitators should receive the questions before they begin the training day
- Data collected are used to complement evaluation data collected from learners on the same day and to complement data collected at the end of the training session

**Materials:**

- Room for the debriefing meeting
- A copy of the debriefing questions provided to each facilitator before the start of the day of training; include the location, start and end times of the meeting
- Flip chart paper and markers

**Context information for this tool:**

- The process for a "debriefing meeting" presented here was designed to guide an oral feedback session with a group of facilitators at the end of each day of a four-day training session
- The specific purpose of this tool was to determine what facilitators thought and felt about the day's activities as well as to gather their ideas on how to improve the training

## Sample: debriefing meeting questions

### The process

1. Post the debriefing questions or provide a written copy of the questions to each facilitator.
2. Begin by reviewing the questions.
3. Decide with the facilitators on how they would like to proceed, i.e., go around the table in order or individuals who want to speak can raise their hand and then have a discussion about the comments being shared.
4. Decide on how long each person can speak (e.g., two or three minutes per question).
5. Record the responses/comments on paper. Ensure you have another person to assist with the note taking. Use these data to complement evaluation data collected from learners on the same day and to complement data collected at the end of the training session.

### The tool

#### Day 1 - Facilitators' Debriefing Meeting

##### General impressions:

- How do you feel about the training day overall?

##### Specifics:

- Which activities worked well? Why?
- Which activities were less successful? Why?
- Do you have comments on any other aspect of the day?

##### Actions:

- What can we do differently next time?
- What can we do differently tomorrow?

## 4.9 Reflection journal

(Adapted from notes by David M. Donahue. Mr. Donahue is part of the Educator's Network of Amnesty International, USA.)

### Aim:

To gather information on learners' perceptions of their learning during a training session

### Description:

- A written evaluation tool that can be used at different points during a training session where learners are asked to:
  - Reflect on and record in a *reflection journal* their thoughts and feelings on a part of the training session (e.g., at the end of a day of training)
  - Share their reflections with another learner and comment on each other's reflections
- Promotes more thoughtful feedback because reflections are shared and discussed with other learners
- Provides a written record of learners' thoughts and feelings about their learning experience during a training day as well as their analysis of that experience
- Three simple questions can be used to guide learners' reflections:
  - What? (a description of the experience)
  - So what? (the analysis and interpretation as well as emotions and feelings about your experience)
  - Now what? (what actions the particular experience may lead to)
- Data collected are used to complement evaluation data collected at the end of the training session

### Materials:

- One copy of the reflection journal sheet for each respondent

### Context information for this tool:

- The "reflection journal" tool presented here is designed to gather information from learners about the day's training
- The specific purpose of this tool is to determine what the learners thought and felt about the training day through critical reflection

**Sample: reflection journal**

**The process**

1. Provide each learner with a reflection journal sheet.
2. Ensure learners understand what to do.
3. Collect the reflection journal sheets from the learners. Use the data to complement evaluation data collected at the end of the training.

**The tool**

<b>Reflection Journal Entry</b>	
<p>Record your experience of today’s training and more importantly, your thoughts, analysis and reactions to this experience. You may find these three (3) simple questions useful in guiding your reflection.</p> <ul style="list-style-type: none"> <li>• What? (the experience)</li> <li>• So what? (your thoughts, feelings, analysis of that experience)</li> <li>• Then what? (actions you may take as a result of the experience)</li> </ul> <p>Once you have completed your reflection, share it with your partner and write his or her comments in the space provided.</p>	
<b>Your reflections</b>	<b>Your partner’s comments</b>

## 4.10 End-of-training questionnaire

**Aim:**

To gather information on learners' reactions and perceptions of learning at the end of a training session

**Description:**

- A written evaluation tool that can be used at the end of a training session
- Questions focus on gathering relevant information about learners' reactions to the overall content and educational approach of the training session, their perceptions about their learning, and their feedback on the venue, the accommodations and other administrative aspects of the training session
- A variety of question formats can be used: closed-ended and open-ended questions
- Data collected are complemented by other evaluation data collected at different points throughout the training session

**Materials:**

- One copy of the questionnaire for each respondent

**Context information for this tool:**

- The evaluation questionnaire presented here was designed to gather written information from learners about the training session overall
- The specific purpose of this tool was to gather feedback from learners on a five-day training-of-trainers workshop



Sample: end-of-training questionnaire

Please share with us your feedback on the training-of-trainers workshop by completing this questionnaire.

PART A. CONTENT AND PROCESS					
<b>1. Workshop objectives</b>		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Please indicate your answer by checking the appropriate box.					
<i>Now that I have completed this training-of-trainers workshop, I feel I am better able to:</i>					
(a) Use a basic instructional design model to plan and develop human rights training for specific target groups of learners.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response:					
(b) Design an appropriate evaluation process for a human rights training session.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response:					
(c) Facilitate human rights training using a participatory approach.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response:					
cont'd ►►					

<b>2. Workshop activities</b>		<b>Yes</b>	<b>Partially</b>	<b>No</b>
Please indicate your answer by checking the appropriate box.				
(a) Were the activities effective in promoting the sharing of experience among the learners?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response:				
(b) Were the activities effective in integrating theory and practice?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response:				
(c) Was the amount of time allotted for activities adequate throughout the training session?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response:				
(d) Was the combination of presentations and large and small group work appropriate?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please explain your response:				

<b>3. Training manual</b>		<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Please rate the <b>training manual</b> on the following by checking the appropriate box.					
(a) General quality		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Usefulness during the workshop		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Potential usefulness in my work		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Clarity of instructions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Quality of information on the reference sheets		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Usefulness of the worksheets		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
cont'd ►►					

4. The facilitators				
Please rate the <b>facilitators</b> on the skills listed below by checking the appropriate box.	Excellent	Good	Average	Poor
(a) Ability to communicate information clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Ability to summarize discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Ability to show connections among different workshop activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Commitment to the creation and maintenance of positive interpersonal relations in the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Ability to balance needs of individuals and of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Ability to create a <i>safe and open</i> learning environment (e.g., for expressing opinions and sharing ideas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PART B. ADMINISTRATION				
5. Logistics				
Please rate the following by checking the appropriate box.	Very good	Good	Average	Poor
(a) Accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Meeting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Food quality and service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Correspondence with organizers prior to the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
cont'd ►►				

**PART C. GENERAL COMMENTS AND REFLECTIONS**

**6. Workshop overall**

Please answer the following questions.

Yes

Partially

No

(a) Was this workshop what you expected?

Please explain your response:

(b) What aspects of the training did you find **most** useful? Please explain.

(c) What aspects of the training did you find **less** useful? Please explain.

(d) Do you feel that your ideas/perceptions in any areas have changed as a result of your participation in this training session? Please explain and provide examples.

(e) What follow-up activities would you recommend to this training-of-trainers workshop?

(f) What suggestions do you have for improving the workshop?

(g) Please share any other comments you may have.

cont'd ►►

## PART D. DEMOGRAPHICS

7. Please provide us with some background information about yourself by marking the boxes below.

(a) Sex:  Female  Male

(b) Age:

20 or under  30 to 35  46 to 49

21 to 25  36 to 39  50 or over

26 to 29  40 to 45

(c) How many training sessions does your organization conduct each year?

1 to 5  6 to 10  More than 10

(d) What is the average duration of the training sessions?

1/2 day  1 day

2 to 3 days  Other (specify)

(e) How many times have you facilitated training sessions?

(f) Have you attended other training-of-trainers programmes?

No  Yes:

If Yes, please provide details.

Thank you!

## 4.11 Interview with learners

**Aim:**

To gather information on learners' reactions at the end of a training session

**Description:**

- Guided conversation where the same questions are asked to a random sample of learners
- Questions focus on gathering relevant information about learners' reactions to the overall content and educational approach of the training session, their perceptions about their learning, and the relevance for their work
- Allows for probing areas of interest and gathering more in-depth information
- A variety of question formats can be used: open-ended and closed-ended questions, scenarios, situational problems

**Materials:**

- One copy of the interview form for each interview
- Several pens/pencils to record the interview responses
- Recording devices (i.e., audio/video, computer)

**Context information for this tool:**

- The interview form presented here was designed to guide an interviewer in questioning learners at the end of a five-day training session
- The specific purpose of this tool was to gather more in-depth information about learners' reactions and perceptions of their learning to complement data gathered through an end-of-training questionnaire

Sample: interview with learners form

Interview identification information:	
Date of the interview:	Name of interviewer:
Name of interviewee:	
Organization/group/community:	Position:
Birth date: day/month/year	Sex: M <input type="checkbox"/> F <input type="checkbox"/>

Interview questions:
1. What is your overall impression of the training session?
2. What contents covered during the training session do you think are <b>most</b> useful to your work?
3. What contents are <b>less</b> useful?
4. How did the participatory approach of the training contribute to your learning?
5. What is the single most important learning you are taking away with you from the training session?

cont'd ►►

6. How do you plan to incorporate your learning from the training session into:

(a) Your own work?

(b) The work of your organization?

7. What are some challenges you think you might face in trying to incorporate your learning into:

(a) Your own work?

(b) The work of your organization?

8. What are some suggestions for improving the training session?

9. Would you like to share any other comments/suggestions/recommendations?

**Thank you!**



## 4.12 Template for learner action plan

**Aim:**

To gather information about learning and learners' plans for transfer

**Description:**

- A series of worksheets provided in a workbook format that takes learners through a guided reflection process enabling them to plan how to incorporate the learning from the training into their work
- Provides ongoing as well as a cumulative assessment of learning which can serve as baseline information about learners' capacity at a specific point in time
- Provides a reference point against which to assess progress in follow-up evaluations (e.g., six-month follow-up questionnaire)
- Serves as an effective means for providing feedback to learners
- Data collected are used to complement other data collected at the end of a training session

**Materials:**

- One copy of the learner action plan template for each learner

**Context information for this tool:**

- The learner action plan template presented here was designed to guide learners in the process of reflecting on their learning and planning for transfer during a two-week training session
- The specific purpose of this tool was to gather baseline data about learners' capacity in order to be able to follow-up on their progress after six months, and also to provide learners with feedback on their plans
- An assessment of learners' completed action plans is carried out at the end of the training using an assessment grid (see *tool 4.13*)

## Sample: template for learner action plan

### Introduction to learner action plan

Human rights education is an essential means for promoting and protecting human rights. The ultimate goal of this two-week training session is to strengthen the capacity of your organization to undertake human rights education.

One of the primary objectives of the training is to provide you with appropriate ways for putting your learning from the training session into practice in the work of your organization. The emphasis throughout the training is on critical analysis, reflection and practical application leading to the development of strategies for future action.

**The learner action plan component of the training as described in this workbook provides you with a framework for developing a concrete plan for putting your learning into practice with the aim of increasing your organization's capacity to conduct human rights education.** In the longer term, your action plan could also contribute to the strengthening of national and regional capacity-building initiatives in human rights education. This workbook will assist you in organizing your ideas by asking questions about the relevance of the content of each section to your plan.

At each stage of the development of your plan you are encouraged to reflect on whether the ideas you developed “fit with” the mandate and capacity of your organization. You will also be asked to identify potential internal challenges and external threats to the implementation of your ideas as well as strategies to address these.

Throughout the training, you will have the opportunity to share your work with others for feedback and revision. On the last day of the training, you will formally present your work to group members.

### Instructions for working on your action plan

- The facilitator will go over the introduction and the steps of the learner action plan and explain the goal of this component of the training.
- Look through the contents of this workbook and raise any questions or concerns you may have.
- Remember that you are resources for each other; therefore, do not hesitate to draw upon each other's experience and knowledge in developing your action plan.
- Specific times have been scheduled throughout the training for you to work on your action plan as well as receive input and feedback from other participants, resource persons and programme staff.

## Important considerations for designing your action plan

### 1. Does it fit the mission of my organization?

**First** and foremost, your plan must be coherent with the mission, goal and objectives of your organization.

### 2. Is it within the capacity of my organization?

**Secondly**, the plan must be within the scope of your organization's capacity; that is, your organization should have the necessary human, material and monetary resources to implement the plan.

### 3. What should the plan include?

**Thirdly**, your plan must have:

- A clear focus
- A realistic time frame for implementation
- Well-defined objectives and results
- Clearly defined ideas on how to evaluate the results
- Evidence of learning from the programme

#### A note on determining and evaluating results

Results = Changes

1. Possible results of your plan can be changes in:

- Knowledge
- Attitudes
- Professional practice or behaviour
- Level of commitment
- Level of networking and/or collaboration with other organizations involved in human rights education
- Policy and legislation

For example:

If the focus of your plan is to **increase knowledge/awareness** about the Universal Declaration of Human Rights, you should consider:

- What changes can you expect?
- How many people will realistically gain new knowledge?
- How do you expect they will use the knowledge acquired?
- What results can be expected when people become more aware of the Declaration?

2. When designing your plan, think about how the results will be evaluated or measured. Things you should consider:

- Can concrete results be achieved within a reasonable time frame?
- Is the plan technically feasible?
- Is it politically feasible?
- What instruments will you use to measure success?

## Examples of possible action plans

Example 1	
Focus	To better integrate a gender perspective in the work of my organization
Results	<ul style="list-style-type: none"> <li>• Increased ability to use the Convention on the Elimination of All Forms of Discrimination against Women in the work of my organization</li> <li>• Strategies for promoting gender equality are integrated into the work of my organization</li> </ul>
Possible activities	Workshop for staff on the Convention and strategies for integrating a gender perspective in their work
Evaluation	<ul style="list-style-type: none"> <li>• Summative: staff evaluation of the workshop</li> <li>• Transfer: meetings to discuss how staff are using the Convention and applying a gender perspective in their work</li> </ul>
Time frame	Three to six months
Example 2	
Focus	To improve collaboration with other organizations involved in human rights education
Results	<ul style="list-style-type: none"> <li>• Increased number and quality of partnerships with other organizations, e.g., NGOs, National Human Rights Commission, Ministry of Education</li> <li>• Increased number of training materials exchanged</li> </ul>
Possible activities	<ul style="list-style-type: none"> <li>• Meetings, information seminars, round tables with potential partners</li> <li>• Regular electronic exchange of information</li> <li>• Exchange of HRE materials</li> <li>• Joint HRE initiatives</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Summative: comparison between the number and quality of current working relationships with the various partners</li> <li>• Transfer: assessment of relations between organizations</li> </ul>
Time frame	Two to six months

## Procedure for developing your action plan

- Duration:** The development of your plan will take place over the course of the training
- Objective:** To develop a human rights education action plan for retransmission of your learning within your organization/your work
- Description:** The design process will take place in three phases

### Phase 1 – Determining a direction

You will begin by assessing your organization’s human rights education capacity (see *worksheet 1*). You will then identify a possible focus for your plan (see *worksheet 2*).

### Phase 2 – Developing your action plan

You will first explore the **concept of transfer of training**.

Throughout the two weeks of the training, at the end of each day, it is recommended that you take the time to reflect on the day’s activities and on their relevance to the development of your plan. A series of *worksheets* with questions are provided to help you record your thoughts and comments.

You will also be given some time during the training to refine the ideas and information that you have been collecting throughout the session and finalize your plan. *worksheets* are provided to record this information.

### Phase 3 – Presenting your action plan

You will present your action plan to the members of your working group for comments and feedback.

## Phase 1– Determining a direction

- You will begin by assessing your organization’s human rights education capacity (see *worksheet 1*).
- You will then identify a possible focus for your Plan (see *worksheet 2*).

### Sample WORKSHEET 1– Assessing your organization’s human rights education capacity

In order to identify a possible focus for your Plan, you must first have a clear idea of the mission, goal and objectives of your organization as well as an understanding of your organization’s capacity to carry out human rights education (HRE). Answer the questions below to help you assess your organization’s capacity.

1. What is the mission of your organization?

2. What are your organization’s main goal and objectives?

3. Use a **SWOT** analysis (**S**trengths, **W**eaknesses, **O**pportunities, **T**hreats) to determine your organization’s current capacity to carry out HRE. Answer the questions in the appropriate section of the chart on the next page.

**Question 1** – What are the internal strengths of your organization in HRE?

*E.g., staff members with training experience and/or content knowledge*

**Question 2** – What are the internal weaknesses of your organization in HRE?

*E.g., no experience in designing training, lack of knowledge of participatory methodology, lack of understanding of ESC rights or gender issues, lack of financial resources*

**Question 3** – What are the external opportunities for your organization to carry out HRE?

*E.g., activities related to the United Nations Plan of Action for the World Programme for Human Rights Education (2005-ongoing)*

**Question 4** – What are the external threats to your organization to carry out HRE?

*E.g., Government feels threatened by HRE*

SWOT analysis chart

Internal <b>STRENGTHS</b>	Internal <b>WEAKNESSES</b>
External <b>OPPORTUNITIES</b>	External <b>THREATS</b>

## Sample WORKSHEET 2 – Identifying a focus for your action plan

It is important to remember that whatever you decide, you should consider **how your plan will strengthen the HRE capacity of your organization**. Remember you are developing a plan for integrating your learning into the existing or planned HRE work of your organization using existing resources. The aim is not necessarily to develop a new project.

Based on the analysis of your organization that you have just completed, identify some possible directions your action plan can take. Refer back to the examples provided if necessary.

Also consider how easy it is to institute change in your organization given the time and resources available. For example, if your organization is open to new ideas, methods and strategies, you may consider developing a plan that is focused at the organizational level. If your colleagues or partners are less available, you may want to focus your plan on your own work.

1. What are some of your initial ideas for a possible focus for your plan? To help you, reflect on the benefits to your organization; your own learning needs; and the changes you expect to see as a result of the implementation of your plan.

### Results = Change

Possible results of your plan can be changes at the individual, organization/group or broader community/society level.

They can include changes in knowledge, skills, attitudes and behaviour, professional practice, level of networking, policy and legislation.

It is also important to think about how the results will be evaluated or measured.

2. Who will directly benefit from the implementation of your plan? List some of the potential beneficiaries of your plan (e.g., colleagues, partner organization, participants in your activity)



## Phase 2 – Developing your action plan

- You will reflect daily on your learning and again at the end of each week.
- You will also have the opportunity to refine and finalize your plan before presenting it to your working group for comments and feedback.

## Sample WORKSHEET 3 – Reflecting on today’s learning

<b>Content</b>
<i>Today we explored the following (list the material covered during the day of training):</i>
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
1. Reflect on your learning from today. What were the key elements and why? <i>Look back at the manual, flip charts and your notes.</i>
2. Keep in mind the focus of your action plan. How will the learning from today be used in your plan?
3. What are some of the challenges or potential conflicts that may arise as a result of including today’s learning in your plan? List some strategies you can use to address the potential conflicts that may arise from people’s values, attitudes, beliefs and/or practices being challenged.

## Sample WORKSHEET 4 – Reflecting on this week’s learning and updating my action plan

1. Reflect on your learning from this week. Review what you said about how you will use this learning in your action plan and about the potential challenges you might encounter. List your key reflections below. *Look back at the daily worksheets you completed to help.*

2. Now, review the **focus** of your plan. Do you feel you need to adjust or change the focus based on your reflection of this week’s learning?

3. Review the **target audience** of your plan. Do you feel you need to make any changes to the target group based on your learning from this week?

4. Now that you have validated the focus and the target audience of your plan, list the **specific contents** from this week’s learning that you will include in your plan.

Sample WORKSHEET 5 – Final version of your action plan

Learner's name:		Plan title:
Elements of the action plan		Information about your plan
<b>1. FOCUS</b>	What is the focus of your action plan?	
<b>2. WHY</b> is the plan needed?	State the rationale for your plan.  Identify the change(s) required in: <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Attitude/motivation</li> <li>• Professional practice/behaviour</li> <li>• Policy/legislation</li> <li>• Other</li> </ul>	
<b>3. WHO</b> will benefit from the implementation of your plan?	Describe the main target audience of your plan  Profile: <ul style="list-style-type: none"> <li>• Occupation</li> <li>• Average age</li> <li>• Sex</li> <li>• Educational level</li> <li>• Previous human rights knowledge/ experience</li> <li>• Motivation</li> <li>• Other</li> </ul>	Who is the target audience? <ul style="list-style-type: none"> <li><input type="checkbox"/> Individuals in my organization</li> <li><input type="checkbox"/> Beneficiaries of the work of my organization</li> <li><input type="checkbox"/> Others (specify) _____</li> </ul>

cont'd ►►

<p><b>4. WHAT</b> is the desired change?</p>	<p><b>Results</b></p> <p>Identify the intended results of your plan.</p> <p>Results are changes you expect to see at the individual, organization/group or broader community/society level.</p> <p><b>Goal &amp; objectives</b></p> <ul style="list-style-type: none"> <li>• Determine the overall goal that is likely to produce those results and specific objectives that outline what is needed to achieve the goal.</li> <li>• Objectives should be clear, concise, specific, measurable and derived directly from the needs identified.</li> </ul>	
<p><b>5. WHAT</b> is your activity and what will it include?</p>	<p><b>Type of activity</b></p> <p>Briefly explain your activity.</p> <p><b>Content</b></p> <p>Based on the needs identified and the goal and objectives set to meet these needs, determine the topics, themes, issues, information to be included.</p> <p><b>Resources required</b></p> <p>List human and material resources needed.</p>	
<p><b>6. HOW</b> will you incorporate a gender perspective in your plan?</p>	<p>Describe the actions you will take.</p>	<p style="text-align: right;">cont'd ►►</p>

<p><b>7. WHEN</b> what is the time frame for your plan?</p>	<p><b>Time frame</b> <i>(recommended between two and eight months)</i></p> <ul style="list-style-type: none"> <li>• Determine a time frame for the overall Plan and for the different activities.</li> <li>• Is the time frame realistic considering the type of activities in your plan?</li> </ul>	
<p><b>8. HOW</b> will success be measured?</p>	<p><b>Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Describe your process of evaluation. For example: <ul style="list-style-type: none"> <li>• Identify the purpose of your evaluation</li> <li>• Determine the appropriate data sources and methods/techniques</li> </ul> </li> <li>2. Describe how a gender perspective is integrated into the evaluation of your plan.</li> </ol>	
<p><b>9. WHAT</b> are the possible constraints and how do you plan to address them?</p>	<p><b>Constraints and strategies</b> Describe the possible constraints to your plan and the actions you could take to overcome them.</p>	

## “Reality check” for learner action plan

As you refine and finalize your action plan, use the reality checklist below to help you determine if your plan is clear and achievable within the time frame you have specified. Reflect critically on each statement in the checklist and make the necessary adjustments to your plan to ensure it is as realistic as possible.

### Reality checklist

---

#### I have...

- clearly identified the needs that my plan hopes to address
- clearly identified the target audience
- set objectives that are specific and achievable
- integrated relevant content from the training
- selected activities (content and process) that are appropriate for the achievement of the objectives
- taken into account the participatory approach in the development of my plan
- determined how to integrate a gender perspective
- outlined a process for evaluating the implementation of my plan
- developed a plan that is realistic, i.e., it can be implemented with the organization’s existing resources (human, financial, time)
- developed a plan that can realistically be completed in the next **two (2) to eight (8) months**
- developed a plan that is appropriate for addressing the needs identified

## 4.13 Grid for assessing learner action plan

**Aim:**

To gather information about learning at the end of a training session and about learners' plans for transfer

**Description:**

- An assessment grid, with spaces for comments, which outlines criteria for rating products produced by learners during a training session
- Provides a cumulative assessment of learning that can serve as baseline information about learners' capacity at a specific point in time
- Assesses the potential of learner plans for transfer of learning to their work contexts
- Provides a reference point against which to assess progress in follow-up evaluations (e.g., three to six-month follow-up questionnaire)
- Serves as an effective means for providing feedback to learners
- Data collected are used to complement other data collected at the end of a training session

**Materials:**

- One copy of the assessment grid for each learner action plan being assessed

**Context information for this tool:**

- The assessment grid presented here was designed to guide facilitators in reviewing and assessing learner action plans at the end of a three-week training session
- The specific purpose of this tool was to gather baseline data about learners' capacity in order to be able to follow up on their progress after six months, and also to provide learners with feedback on their plans

## Sample: grid for learner action plan

1. Name of learner: \_\_\_\_\_
2. Assessment completed by: \_\_\_\_\_

<b>For each statement, circle the answer that best reflects your impressions of each element of the learner's action plan listed below.</b>	<b>Rating scale</b>			<b>Comments</b>
1. The needs the plan hopes to address are clearly identified.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
2. The objectives of the plan are specific.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
3. The objectives of the plan are achievable.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
4. The target audience is clearly identified in the plan.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
5. The activities proposed in the plan are appropriate for achieving the objectives.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
6. The plan integrates appropriate content from the training session.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
7. The plan integrates a participatory approach.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
8. A gender perspective has been effectively addressed in the plan.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
9. The plan is appropriate for addressing the needs identified.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
10. The process for evaluating the results of the plan is clearly outlined.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
11. The plan is realistic, i.e., it can be implemented with the organization's existing resources (human, financial, time).	<b>Yes</b>	<b>Partially</b>	<b>No</b>	cont'd ►►



12. The plan could be realistically completed in the next two to eight months.	<b>Yes</b>	<b>Partially</b>	<b>No</b>	
13. Overall rating of the plan.	<b>Excellent</b> <i>Ready to go!</i>	<b>Good</b> <i>Needs a little more thinking.</i>	<b>Fair</b> <i>Needs quite a bit more thinking.</i>	
14. Additional feedback or suggestions:				

**5.**  
Evaluation tools for  
**TRANSFER AND IMPACT EVALUATIONS**

## 5.1 Focus group

### **Aim:**

To gather information about the medium-term results or changes that have occurred that can be reasonably connected to the training session

### **Description:**

- A guided discussion some time after a training session (e.g., 8 to 12 months) to collect feedback from learners about their experience applying what they learned and about longer-term impacts connected with their learning
- Gathers data about changes at the level of the individual, the group or organization and the immediate community
- Provides an opportunity to compare and clarify the experiences of learners
- Evidence of patterns can emerge and likely connections between the training session and changes that have occurred may be established
- Provides an opportunity to assess alternative explanations for changes observed; this can reduce uncertainty about the contribution of our training to those changes
- Can help to identify areas for improvement

### **Materials:**

- A room for the meeting
- Agenda for focus group
- Audio or visual recording would be especially important as so much will be based on group discussion. Recording devices (audio, video, computer)

### **Context information for this tool:**

- The process for a focus group presented here was designed to guide an oral feedback session with 10 to 12 learners, 12 months after the training session
- The specific purpose of this tool was to assess the relevance and effectiveness of a human rights training session and to gather information about medium-term results

## Sample: focus group agenda – assessing the relevance of the human rights training session

### AGENDA

**Total time:** (3 hours)

#### **Introductory remarks** (10 min)

- Goal of the focus group
- Review of the agenda: content and process

#### **Getting reacquainted activity** (45 min)

Participants share information about significant events or activities since the training session.

This should include:

- Changes in the human rights context in their respective societies
- Other training activities they have attended
- Changes on a personal level they would like to share with the group

#### **Overview of the human rights training session** (10 min)

The facilitator provides a brief overview of the training session attended by all the participants which they will be discussing more in depth during the focus group.

#### **Part 1: Impact of the training** (45 min)

The group will discuss the following:

*Reflect on the content and training approach of the training session you attended. What aspects of the training session have helped you to make your human rights work more effective?*

#### **Break** (10 min)

#### **Part 2: Recommendations for future training sessions** (30 min)

The group will discuss the following question:

*What changes do you recommend to the training session to make it more effective?*

#### **Part 3: Conclusion** (30 min)

The group will review and summarize the key ideas discussed during the meeting regarding impact and recommendations. The facilitator ensures that the information is recorded.

## 5.2 Group evaluation activity

### Aim:

To gather information about longer-term desired changes that have occurred some time after a training session that can be reasonably connected to the training session

### Description:

- A participatory evaluation activity where the learners reflect individually and in groups on changes in their work, the work of their organizations and in the broader community which they feel are associated with the training session
- Gathers data about the transfer of learning and about changes at the individual, the group or organization, and the broader community levels
- Establishes plausible connections between the training session and changes that have occurred, affirming the relevance and effectiveness of the training
- Provides an opportunity to assess alternative explanations for changes observed; this can reduce uncertainty about the contribution of our training to those changes
- Provides a visual representation of evaluation data
- Can help to identify areas for improvement

### Materials:

- A room for the activity
- One copy of the activity for each learner
- Three sets of different coloured index cards (three cards of each colour per learner)
- A flip chart version of the ripple model diagram prepared in advanced
- Flip chart paper, markers
- Recording devices (audio, video, computer, paper, etc.)

### Context information for this tool:

- This tool is an example of an evaluation activity conducted with a group of 12 human rights educators to determine the medium to longer-term results of a human rights training session
- The specific purpose of this tool was to identify changes at the individual and organizational levels that could be reasonably connected to the human rights training session delivered 12 months earlier

## Sample: group evaluation activity

### Process

Time: 2.5 hrs

This evaluation activity is divided into three parts.

In **part A**, you will reflect individually on the impact of the training session you participated in a year ago.

In **part B**, you will work in small groups to identify commonalities among your reflections.

In **part C**, you will present the results of your discussion from **part B** to the larger group and the facilitator will summarize the discussion.

### Part A: Identifying changes (60 min)

The facilitator will begin by explaining the activity and then reviewing the different levels of change outlined in the ripple model diagram in relation to the training session you attended a year ago.

You will work **individually** to identify changes at the individual, organization/group and broader community levels that you feel can be associated with the training session you attended a year ago.

The facilitator will give each participant three sets of different coloured cards (e.g., blue, yellow and orange) on which to write their reflections – one reflection per card. Some guiding questions are provided.

#### Individual-level changes

Guiding question: *What changes can you observe in the way you work, in your attitudes, your skills and your knowledge that can be associated with the training you attended last year?*

Write your reflections on the **blue** cards.

#### Organization/group-level changes

Guiding question: *What changes have been made to the work of your organization/group that may be associated with your participation in the training (e.g., improved evaluation methods, increased use of a participatory approach, improved capacity to train others, etc.)?*

Write your reflections on the **yellow** cards.

### Changes at the level of the broader community

Guiding question: *What changes can you observe in the broader community that you can reasonably connect to the work of your organization and your participation in the training (e.g., better socio-economic conditions, greater collaboration between civil society and Government)?*

Write your reflections on the **orange** cards.

### A visual representation of change

On a large flip chart version of the ripple model you will place your cards in the appropriate circles and share with the others some of the most important points of your reflection (5 min each).

The facilitator notes the commonalities and differences.

### Part B: Small group discussion (45 min)

You will work in **small groups** and discuss the following questions:

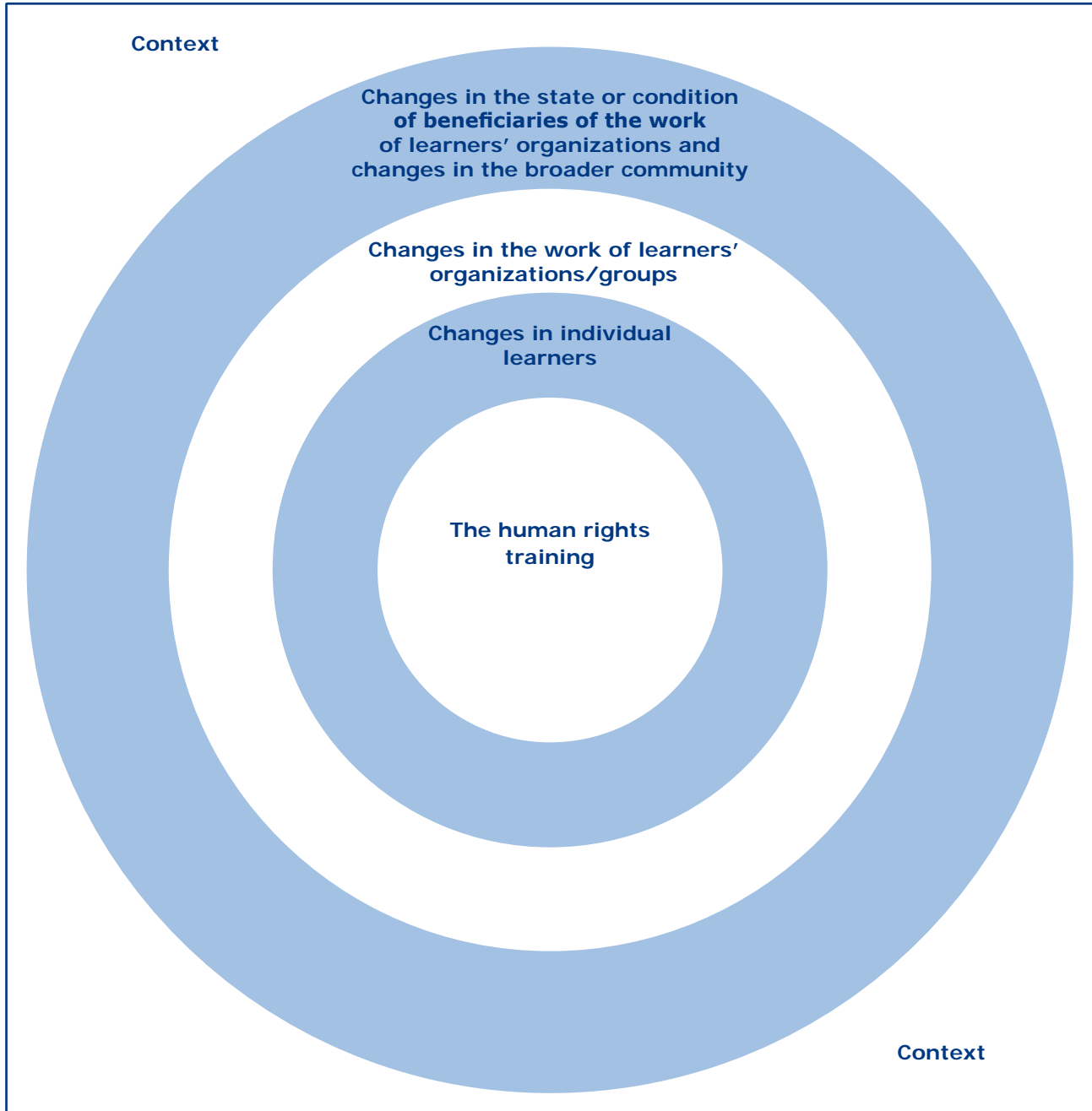
- What are the plausible connections between the changes you identified and the training session you attended last year?
- Are there other major factors that could have contributed to the changes you identified? What are they?
- What are some possible changes among the beneficiaries of the work of your organization that can be connected to the training session you attended?
- What are some possible changes in the broader community that can be connected to your work and the training session you attended?

Develop a common list of your findings.

### Part C: Presentations (45 min)

Each group presents their findings to the larger group. The facilitator records the information, which will be used to complement other data collected about longer-term results.

**Ripple model diagram**





## 5.3 Three to six-month follow-up questionnaire

### **Aim:**

To gather information from learners about medium and longer-term results or changes that can be reasonably connected to the training session

### **Description:**

- A written evaluation tool that can be used some time after a training session (e.g., between three to six months) to assess transfer of learning to the learner's work or life context and possible effects on the broader community
- Must contain some of the same questions from previous questionnaires (e.g., end-of-training questionnaire) to enable the tracking of changes over time
- Gathers information about changes at the level of the individual, the group or organization and the broader community
- Helps to establish plausible connections between the training session and the changes that have occurred
- Provides an opportunity to assess alternative explanations for changes observed; this can reduce uncertainty about the contribution of our training to those changes
- Provides information about the usefulness and relevance of the training over time
- Helps to identify areas for improvement
- Data collected are used to complement data collected from other sources about longer-term results
- A variety of question formats can be used: open-ended questions, closed-ended questions

### **Materials:**

- Up-to-date contact information for learners who attended the training
- One copy of the questionnaire for each respondent (may be electronic)

### **Context information for this tool:**

- The questionnaire presented here was designed to gather written information from learners **six months** after a training session
- Learners who participated in the training were from organizations that conducted HRE work
- The specific purpose of this tool was to determine changes in individual and organizational capacity as well as to gather success stories that could be reasonably connected to the training session

Sample: six-month follow-up questionnaire

**PART I. GENERAL INFORMATION**

1. Last (family) name (as it appears on your passport or identification document):

2. First name (as it appears on your passport or identification document):

3. Sex:  Male  Female

4. Work e-mail:\*

5. Personal e-mail:\*

*\* Note: It is important to provide active e-mail addresses. It is our main method of communication with you.*

6. Telephone:

7. Cell/Mobile phone:

8. Fax:

9. Address:

10. Country:

11. Year you attended the training session.

12. What is your current position in your organization?

**PART II. PROFILE OF ORGANIZATION**

Please complete **only if information has changed** since your participation in the training session.

13. Name of organization:

14. Name of Director:

15. Postal address of the organization:

(a) Number:

(b) Street:

(c) P.O. Box:

(d) City:

(e) Province/State:

(f) Postal code:

(g) Country:

cont'd ►►

16. Telephone:	17. Fax:
18. E-mail (organization):	19. E-mail (Director):
20. Website:	
21. Year in which organization was established:	
22. Number of staff: Full-time:                      Part-time:	23. Number of volunteers:
24. Please indicate the type of organization:	
<input type="checkbox"/> Local NGO or CBO	<input type="checkbox"/> Academic or research institution
<input type="checkbox"/> National NGO	<input type="checkbox"/> Government
<input type="checkbox"/> National institution	<input type="checkbox"/> Other (please specify):

### PART III. CHANGES IN INDIVIDUAL CAPACITY

*These are changes in your behaviour or practice as a result of your participation in the training session. They are usually medium-term but can also be short-term.*

25. Are you using the human rights and human rights education knowledge, skills and methods/techniques acquired during the training session in your day-to-day work?  
Yes  No

In each of the following categories, please describe what you are using from the training session.

26. Content knowledge:

27. Skills:

28. Methods/techniques:

29. Please describe some of the challenges you face in using the learning from the training session in your day-to-day work:

30. Have your ideas/perceptions and/or attitudes changed as a result of your participation in the training session?  
Yes  No

**If yes, please describe the changes.**

cont'd ►►

#### PART IV. CHANGES IN ORGANIZATIONAL CAPACITY

*These are changes in your organization's practice as a result of your participation in the training session. They are usually medium-term but can also be short-term.*

31. Has your learning from the training session been incorporated into the work of your organization?

Yes  No

If **yes**, please provide details. If **not**, please explain why.

32. Is your organization using any of the knowledge, skills and methods/techniques you acquired during the training session to promote **gender equality** in its HRE work?

Yes  No

If **yes**, please describe the strategies used. If **not**, please explain why.

33. Is your organization using any of the knowledge, skills and methods/techniques you acquired during the training session to **evaluate** its HRE work?

Yes  No

If **yes**, please describe the evaluation process used. If **not**, please explain why.

34. Please describe **any other changes** in your organization's HRE work as a result of your participation in the training session.

35. Describe the results you have observed connected to these changes in your organization's HRE work.

36. Has your organization integrated ideas/methods you acquired during the training session into activities **OTHER** than training (*e.g., advocacy/monitoring campaigns, policy change, legislative reform*)?

Yes  No

If **yes**, please describe how. If **not**, please explain why.

37. Please describe how your learning during the training session has contributed to significant results in **OTHER** activities undertaken by your organization.

cont'd ►►

### PART V. LEARNER'S ACTION PLAN (PLAN)

38. What is the current status of your plan's implementation?

- Not started (Go to question #42)  
 In progress  
 Completed

39. Please **describe the steps** that were taken in order to accomplish this.

40. Please **describe any challenges** you have faced in implementing your plan.

41. Please **describe some of the changes/results** that you have observed so far.

42. Please explain why you have not yet been able to implement your plan.

### PART VI. NETWORKING AND COLLABORATION

43. Is your organization involved in any networking or collaborative activities as a result of your participation in the training session?

Yes  No

If **yes**, please describe what. If **not**, please explain why.

### PART VII. MATERIALS AND TOOLS

44. Have you used/adapted any of the HRE materials provided to you during the training session for your HRE work?

Yes  No

If **yes**, describe the HRE materials used/adapted. If **not**, please explain why.

### PART VIII. SUCCESS STORIES

45. Please share with us any success stories connected to your learning from the training session you attended.

cont'd ►►

## PART IX. SHARING NEWS

46. Describe any significant changes in the human rights context in your community since you participated in the training session.

47. List any other training that you have attended since you participated in the training session.

48. Describe any changes on a personal level since you participated in the training session that you would like to share with us.

## PART X. GENERAL COMMENTS

49. Please share with us any other comments you have.

**Thank you!**

## 5.4 Twelve to 24-month follow-up questionnaire

### Aim:

To gather information from learners about longer-term results or changes that can be reasonably connected to the training session

### Description:

- A written evaluation tool that can be used some time after a training session (e.g., 12 to 24 months) to assess transfer of learning to the learner's work or life context and possible effects on the broader community
- Must contain some of the same questions from previous questionnaires (e.g., end-of-training questionnaire, 6-month follow-up questionnaire) to enable the tracking of changes over time
- Gathers information about changes at the level of the individual, the group or organization and the broader community
- Helps to establish plausible connections between the training session and the changes that have occurred
- Provides an opportunity to assess alternative explanations for changes observed; this can reduce uncertainty about the contribution of our training to those changes
- Provides information about the usefulness and relevance of the training over time
- Helps to identify areas for improvement
- Data collected are used to complement data collected from other sources about longer-term results
- A variety of question formats can be used: open-ended questions, closed-ended questions

### Materials:

- Up-to-date contact information for learners who attended the training
- One copy of the questionnaire for each respondent (may be electronic)

### Context information for this tool:

- The questionnaire presented here is designed to gather written information from learners **24 months** after a training session
- Learners who participated in the training were from organizations that conducted HRE work
- The specific purpose of this tool was to determine changes in individual and organizational capacity as well as to gather success stories that can be reasonably connected to the training session

Sample: 24-month follow-up questionnaire

**PART I. GENERAL INFORMATION**

1. Last (*family*) name (*as it appears on your passport or identification document*):

2. First name (*as it appears on your passport or identification document*):

3. Sex:  Male  Female

4. Work e-mail:\*

5. Personal e-mail:\*

*\*Note: It is important to provide active e-mail addresses. It is our main method of communication with you.*

6. Telephone:

7. Cell/Mobile phone:

8. Fax:

9. Address:

10. Country:

11. What is your current position in your organization?

**PART II. PROFILE OF ORGANIZATION**

*Please complete **only if information has changed** since your participation in the training session.*

12. Name of organization:

13. Name of Director:

14. Postal address of the organization:

(a) Number:

(b) Street:

(c) P.O. Box:

(d) City:

(e) Province/State:

(f) Postal Code:

(g) Country:

15. Telephone:

16. Fax:

17. E-mail (organization):

18. E-mail (Director):

19. Website:

cont'd ►►





31. What was your involvement in this activity?

(a) Design of the activity

(b) Design of the materials

(c) Facilitation of the activity

(d) Coordination of the activity

(e) Other  (please specify):

(f) Details of your involvement:

---

32. List any materials provided to you during the training session that you used for this activity (e.g., specific activities from the training manual, evaluation questionnaires).

---

33. Was this activity evaluated?  Yes  No

If yes, please describe the evaluation method(s) used:

---

34. List the main results of this activity:

---

**Activity 2** 35. Title:

36. When did this activity take place (month/year)?	37. Duration:
38. Goal:	39. Target audience:

---

40. Type of activity:

(a) Workshop  (b) Publication  (c) Advocacy campaign  (d) Public event

(e) Other (please specify):

---

41. Content of the activity (objectives, educational content, methodology, etc.)

(a) What were the objectives of this activity?

(b) What were the principal content elements of this activity?

(c) What were the methodology and/or techniques/tools used for this activity (e.g. participatory approach, lectures or conferences, educational games, pamphlets and flyers, videos, etc.)?

cont'd ►►

42. What was your involvement in this activity?

- (a) Design of the activity
- (b) Design of the materials
- (c) Facilitation of the activity
- (d) Coordination of the activity
- (e) Other  (please specify):
- (f) Details of your involvement:

43. List any materials provided to you during the training session that you used for this activity (e.g., specific activities from the training manual, evaluation questionnaires).

44. Was this activity evaluated?  Yes  No

If **yes**, please describe the evaluation method(s) used:

45. List the main results of this activity:

#### PART IV. CHANGES IN ORGANIZATIONAL CAPACITY

*These are changes in your organization's practice as a result of your participation in the training session. They are usually medium-term but can also be short-term.*

46. Has your learning from the training session been incorporated into the human rights work of your organization?

Yes  No

If **yes**, please provide details. If **not**, please explain why.

47. Is your organization using any of the knowledge, skills, and methods/techniques you acquired during the training session to promote **gender equality** in its HRE work?

Yes  No

If **yes**, please describe the strategies used. If **not**, please explain why.

cont'd ►►

48. Is your organization using any of the knowledge, skills and methods/techniques you acquired during the training session to **evaluate** its HRE work?

Yes  No

If **yes**, please describe the strategies used. If **not**, please explain why.

49. Please describe **any other changes** in your organization's HRE work as a result of your participation in the training session.

50. Describe the results you have observed connected to these changes in your organization's HRE work.

51. Has your organization integrated ideas/methods you acquired during the training session into activities **OTHER** than training (*e.g., advocacy/monitoring campaigns, policy change, legislative reform*)?

Yes  No

If **yes**, please describe how. If **not**, please explain why.

52. Please describe how your learning during the training session has contributed to significant results in **OTHER** activities undertaken by your organization.

#### **PART V. IMPACT RESULTING FROM YOUR EXPERIENCE DURING THE TRAINING SESSION ON YOUR ORGANIZATION'S HUMAN RIGHTS WORK**

*Impact is the highest-level change that can reasonably be connected to an initiative. Impact is sustained changes in the condition of your beneficiaries and their broader community/society that can be reasonably connected to your participation in the training session and the human rights work of your organization.*

53. Since your participation in the training session, has there been any **DIRECT** or **INDIRECT IMPACT** on the broader community/society that you can reasonably connect to your organization's human rights activities?

Yes  No

If **yes**, please describe this impact and how you collected information about it (your evaluation). If **not**, please explain why.

cont'd ►►

**PART VI. LEARNER'S ACTION PLAN**

54. What is the current status of your plan's implementation?

- Not started (Go to question 58)  
 In progress  
 Completed

55. Please **describe the steps** that were taken in order to accomplish this.

56. Please **describe any challenges** you have faced in implementing your plan.

57. Please **describe some of the changes/results** that you have observed so far.

58. Please explain why you have not yet been able to implement your plan.

**PART VII. NETWORKING AND COLLABORATION**

59. Is your organization involved in any networking or collaborative activities as a result of your participation in the training session?

Yes  No

If **yes**, please describe what. If **not**, please explain why.

**PART VIII. MATERIALS AND TOOLS**

60. Have you used/adapted any of the HRE materials provided to you during the training session for your HRE work?

Yes  No

If **yes**, describe the HRE materials used/adapted. Please be specific.

cont'd ►►

### **PART IX. SUCCESS STORIES**

61. Please share with us any success stories connected to your learning from the training session you attended.

### **PART X. SHARING NEWS**

62. Describe any significant changes in the human rights context in your society since you participated in the training session.

63. List any other training that you have attended since you participated in the training session.

64. Describe any changes on a personal level since you participated in the training session that you would like to share with us.

### **PART XI. GENERAL COMMENTS**

65. Please share with us any other comments you may have.

**Thank you!**

## 5.5 Impact stories – data collection tool

### Aim:

To gather information from learners about medium or longer-term results or changes that can be reasonably connected to the training session

### Description:

- A questionnaire-type tool containing primarily open-ended questions used to gather appropriate information from learners in order to develop concise and engaging stories that illustrate the impact of a human rights training session
- Focuses on gathering information about medium to longer-term changes at all levels (i.e., individual, organization/group and broader community/society)
- Helps to establish plausible connections between the training session and the changes that have occurred, both expected and unexpected changes
- Complements data collected from other sources (e.g., 3 to 6-month or 12 to 24-month follow-up questionnaires) about medium to longer-term results
- Uses mainly open-ended questions

### Materials:

- Up-to-date contact information for learners who attended the training
- One copy of the questionnaire for each respondent (may be electronic)

### Context information for this tool:

- The impact story data collection tool presented here was adapted from: United States of America, Department of Health and Human Services, Centers for Disease Control and Prevention, *Impact and Values: Telling Your Program's Story* (Atlanta, Georgia, 2007).

**Note:** Qualitative data such as impact stories will help to validate (a) individual and event-specific impact, and (b) plausible relationships between the training and results, but will **not** demonstrate the scope of the impact (how often such results have take place).

## Sample: impact story data collection tool

### Introduction

We at [*insert name of organization*] are collecting impact stories in order to document the impact of your work in the area of women’s human rights.

We have developed this tool to gather information from all those who took part in the training session. **The information you provide will be used to develop stories that will enable us to communicate results in a concrete way.**

The impact stories can be about how life is different in the community because of positive changes in, for example:

- Traditional practices
- The protection of women’s rights
- Policies and laws affecting women

The stories can describe efforts at the organizational, community, individual or interpersonal levels.

We want to showcase how much you have accomplished after the training session to illustrate to donors how work in the area of women’s human rights has contributed to the improvement of women’s lives in the community.

We will be glad to share the stories with you before publication.

Please be sure you include your contact information in the form below. If you have any questions please contact: [*Insert name and contact details*]

Thank you for taking the time to share your success with us!

GENERAL INFORMATION	
1. Last ( <i>family</i> ) name ( <i>as it appears on your passport or identification document</i> ):	
2. First name ( <i>as it appears on your passport or identification document</i> ):	
3. Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	
4. Work e-mail:*	5. Personal e-mail:*
<i>Note: It is important to provide active e-mail addresses. It is our main method of communication with you.</i>	
cont'd ►►	



6. Telephone:	7. Cell/Mobile phone:	8. Fax:
9. Address:	10. Country:	
11. What is your current position in your organization?		

### IMPACT STORY QUESTIONS

12. What is the focus of your story?
13. When and where did it take place?
14. Who was involved?
15. What was the context or background to the story?
16. What were some of the challenges you faced? How did you overcome them?
17. What actions did you perform to achieve success? How long did it take? What resources did it require?
18. What were your most important results?
19. What changes did you see, expected or unexpected?
20. How did the training session you attended contribute to your success?
21. Name your story! Remember you want to capture the attention of the reader!

**Thank you!**

## 6. TIPS AND TECHNIQUES

## 6.1 Tips on conducting interviews

Here are some guidelines for preparing and conducting interviews,<sup>60</sup> as well as some of the advantages and disadvantages of using this tool.<sup>61</sup>

### Preparing for the interview

- Identify the people you would like to interview
- Design appropriate interview questions tailored to the different groups of interviewees and prepare interview forms. For example, you may want to ask different questions to potential learners for a training session and to content experts
- Contact the interviewees, explain the purpose of the interviews, and arrange a date, time and place
- Choose a quiet place to conduct the interview where there will be few distractions
- Send or provide the interview questions ahead of time
- If you plan to record the interview (audio or video) request the interviewee's permission

### Conducting the interview

- Open the interview by explaining the purpose and provide some background information on the main topic of the interview
- Explain the format of the interview and how long it should take
- Ask the interviewee if she/he has any questions
- Begin with the standard background questions about the interviewee
- Ask the questions one at a time and provide a transition between major topics
- Keep the interview on track

### Right after the interview

- Review, clarify and make any additions to your written notes; make sure they are clear to you
- Write down any observations, ideas or conclusions you have
- If you recorded the interview, check the audio or video recording to ensure it worked

<sup>60</sup> Adapted from "Practical hints when interviewing: remembering what happened," in *Evaluation Cookbook*, Jen Harvey, ed. (Learning Technology Dissemination Initiative, 1998).

<sup>61</sup> Adapted from National Oceanic and Atmospheric Administration (NOAA), Office of Education and Sustainable Development, *Designing Evaluation for Education Projects* (n.d.).

Advantages of interviews	Disadvantages of interviews
<ul style="list-style-type: none"><li>• Provides more detailed information than what can be collected through a questionnaire</li><li>• Non-verbal behaviour can be noted</li><li>• Provides opportunity to obtain and to clarify questions and ask for clarification of responses (follow-up questions)</li><li>• Technology can be used to capture everything that takes place during the interviews. Tape recorders/video cameras can be helpful because they allow for recording conversations faithfully without distractions and interpretations</li></ul>	<ul style="list-style-type: none"><li>• Interviews are time-consuming (and expensive)</li><li>• Can be difficult for interviewers to remain objective and unbiased during the interview</li><li>• Note-taking for interviews is a skill that must be developed and practised over time, therefore it is not always time and resource-efficient</li><li>• The logistics of recording can be difficult and awkward, especially for telephone interviews</li><li>• People can be intimidated by recording devices during interviews</li></ul>

## 6.2 Tips on conducting a focus group

This is a process for planning and facilitating a focus group. A list of advantages and disadvantages of using this tool follows.<sup>62</sup>

Step 1: preparing for the group			
<p><b>Be clear about why you are gathering the people</b></p> <ul style="list-style-type: none"> <li>• Assess what you really need to know</li> <li>• Determine which questions the group will answer</li> <li>• Identify priority questions, should you run out of time</li> </ul> <p><b>Establish an agenda which will achieve your purpose</b></p> <ul style="list-style-type: none"> <li>• Determine the number of participants and their roles</li> <li>• Decide on the purposes of the focus group (include content and outcome)</li> <li>• Devise the process rules for the focus group</li> <li>• Fix time, place and duration of the focus group</li> </ul> <p><b>Select participants and allocate roles</b></p> <ul style="list-style-type: none"> <li>• Select who and how many</li> <li>• Arrange for leader-facilitator</li> <li>• Plan for an individual to record the focus group</li> </ul> <p><b>Arrange the setting and the tools</b></p> <ul style="list-style-type: none"> <li>• Determine the room set-up</li> <li>• Determine tools needed (flip chart, markers, name tags...)</li> <li>• Arrange for accommodation of participants if necessary</li> </ul>	Step 2: launch the group		Step 3: running the focus group
	<p><b>Introductions</b></p> <ul style="list-style-type: none"> <li>• Introduce facilitator</li> <li>• Introduce participants</li> </ul> <p><b>Explain the agenda</b></p> <ul style="list-style-type: none"> <li>• Explain the purpose of the focus group</li> <li>• Clarify roles of the participants</li> <li>• Establish process rules</li> <li>• Neutral role of facilitator</li> <li>• Recorder role as group memory</li> <li>• Nature of the meeting (brainstorming, decision-making)</li> <li>• Conflict resolution procedure</li> <li>• Administrative issues (breaks, messages, starting times...)</li> </ul>		<p><b>Progress towards purpose</b></p> <ul style="list-style-type: none"> <li>• Guide the focus group such that it is working towards the purpose initially identified</li> <li>• Ensure participation of all members</li> </ul> <p><b>Before the meeting ends think about the next steps</b></p> <ul style="list-style-type: none"> <li>• Will you need more information from these people?</li> <li>• Will you reassemble this group?</li> <li>• Was the process satisfactory?</li> </ul> <p><b>Close the meeting</b></p> <ul style="list-style-type: none"> <li>• Express appreciation to participants/recorders</li> </ul>
			Step 4: following-up the focus group
			<ul style="list-style-type: none"> <li>• Do what you agreed on</li> </ul>

<sup>62</sup> Adapted from Rossett, *Training Needs Assessment*.

Advantages of focus groups	Disadvantages of focus groups
<ul style="list-style-type: none"><li>• Enables the gathering of information from a group of people and as such provides multiple perspectives on issues raised</li><li>• Interactions among the participants and non-verbal behaviour can be observed</li><li>• Discussions allow members of the focus group to build on each other's comments and reactions</li><li>• Creates a synergy of discussion around topics or themes</li><li>• A skilled facilitator can elicit very good information and help to create a secure environment for discussion</li><li>• The facilitator can clarify questions and ask for clarification if answers/statements are unclear</li></ul>	<ul style="list-style-type: none"><li>• Can be difficult to coordinate the schedules of participants</li><li>• Some participants may dominate discussions and hinder everyone from having a chance to participate or may influence the attitudes and opinions of others</li><li>• More reserved participants may not feel comfortable contributing during the discussion</li><li>• Reaching consensus or a common vision can be difficult</li><li>• Time constraints may become an issue if discussions take longer than expected, and therefore not all the relevant topics may be covered</li><li>• Because of the presence of others, participants may not feel comfortable sharing more sensitive information or views</li><li>• Can easily get "off track" if the facilitator is not skilled enough</li></ul>

## 6.3 Tips on developing a questionnaire

In order to collect good data using a questionnaire – whether for training needs assessment, formative evaluation, end-of-training summative evaluation or transfer and impact – we need to ask good questions. Here are some guidelines for developing questions.<sup>63</sup>

- Ask questions only directly related to the purpose of your evaluation and not just for the sake of it. Focus on asking questions that gather information related to the results that you aim to achieve over time.
- Make sure that the respondent knows how you expect them to respond to a question, *e.g.*, they have to tick/cross/underline/write their own answer.
- Avoid double questions, as people might want to respond differently to each part, *e.g.*, *How did you feel about using tools A and B?*
- Try to keep the language simple and easy to understand.
- Try to keep the questions short, as long questions can sometimes be confusing.
- Include a balance of closed-ended questions (i.e., questions that ask respondents to select an answer) and open-ended questions (i.e., questions that ask respondents to share their thoughts and opinions).
- Make sure that your questions are not ambiguous and open to different personal interpretations, a question like, *e.g.*, *Do you prefer presentations or panel discussions?* is dependent on what a learner perceives as being a *presentation* and a *panel discussion*. Including a definition of each would make the question clearer.
- Avoid questions with obvious answers or ones which are likely to elicit the same answer from everyone or ones fishing for compliments, *e.g.*, *How do you rate this training? Great, fantastic or best ever.*
- Vary the question formats in order to encourage respondents to think about each of their responses and not just go through ticking *agree* boxes.
- Avoid yes/no questions unless you want a yes/no answer.
- Assign a number to each question. This will facilitate data analysis later on.
- Avoid asking questions that may be leading; try to phrase questions so that answers could be varied.
- Consider asking certain impact questions in two different ways in order to look for consistency of response.

<sup>63</sup> “Some guidelines for writing good questions,” in *Evaluation Cookbook*.

Advantages of questionnaires	Disadvantages of questionnaires
<ul style="list-style-type: none"><li>• Opportunity to gather information from many participants at one time</li><li>• Can include questions that gather both quantitative and qualitative information</li><li>• Can be anonymous or provide respondents with the opportunity to identify themselves</li><li>• Can be distributed directly or indirectly to respondents and returned in ways that ensure respondents' identities are secure if this is required (e.g., via fax, left on a desk, facilitated by a secondary source)</li><li>• Questionnaires are typically an economical way to collect data from a large number of people and can be administered from a distance</li></ul>	<ul style="list-style-type: none"><li>• Not as flexible as interviews or focus groups</li><li>• No room to explore unanticipated issues as questionnaires provide information directly related to the specific questions included in them</li><li>• Response rates for questionnaires are not reliable and may even decrease over time (e.g., the response rate of a questionnaire evaluating transfer and impact is approximately half that of an end-of-training summative evaluation questionnaire)</li><li>• Some people are less comfortable expressing themselves in writing than verbally in person</li></ul>



## 6.4 Tips on developing effective questions for questionnaires

At the heart of an effective questionnaire are good questions. Here are some guidelines for writing questions for end-of-training questionnaires.<sup>64</sup>

- **Keep the respondents in mind.** The literacy level of learners, their culture, age, etc. are characteristics that can determine the accessibility of an evaluation questionnaire. It is important to write questions that the respondents will be able to understand and answer without difficulty.
- **Make it as short and simple as possible.** By the time end-of-session questionnaires are distributed, learners are usually tired and only a clear and concise questionnaire is likely to be completed.
- **Ask the questions that really need to be answered.** There are many things that would be “nice to know,” but focus on getting data that you really need.
- **Give clear instructions.** Explain to the respondents how to respond to questions, *e.g., by ticking a box, by circling an answer, in two or three sentences.*
- **Evaluate the questionnaire.** Pre-test the questionnaire before formal administration, if possible. Taking time to evaluate the questionnaire can reveal where questions can be confusing or misunderstood. It can also reveal respondents’ attitudes towards evaluation, *e.g., they do not like to give negative feedback.*
- **Use different types of questions.** There are two main types of questions: open-ended questions and closed-ended questions. Within closed-ended questions there are several possibilities. See table below.

Types of questions	Example
Open-ended questions	<i>What did you find most useful about the training session?</i>
Closed-ended questions	<p><b>‘Best answer’ question:</b></p> <p><i>Of the following topics, which was the most useful to you?</i></p> <p>(a) ___ <i>rights-based approach</i></p> <p>(b) ___ <i>international human rights instruments</i></p> <p>(c) ___ <i>report writing</i></p> <p>(d) ___ <i>human rights defenders</i></p>

cont’d ►►

<sup>64</sup> Adapted from Ellen Taylor-Powell and Marcus Renner, “Collecting evaluation data: end of session questionnaires”, University of Wisconsin-Extension, September 2000.

Types of questions	Example
Closed-ended questions	<p><b>‘Check all that apply’ question:</b> Which of the following topics were useful to you? (a) ___ rights-based approach (b) ___ international human rights instruments (c) ___ report-writing (d) ___ human rights defenders</p> <p><b>Ranking question:</b> Consider the topics that were covered today. Please rank them according to their usefulness where 1=most useful and 4=least useful. (a) ___ rights-based approach (b) ___ international human rights instruments (c) ___ report writing (d) ___ human rights defenders</p> <p><b>Rating question:</b> To what extent did you find today’s session useful? ___ not useful ___ somewhat useful ___ very useful ___ extremely useful</p> <p><i>*For more information on using rating scales, see tip 6.5</i></p>

**Note:** Adding an open-ended question such as *please explain your answer* to closed-ended questions allows you to collect qualitative data as well. It can also help you to better understand the ratings selected by respondents

## 6.5 Tips on using rating scales/Likert scales

Here are some guidelines on the use of rating scales for evaluating learner responses.

- Rating scales present learners with a range of possible responses or markers and are commonly used to gauge learners' reactions to questions and statements in the context of a questionnaire.
- A rating scale or Likert scale may contain any number of responses, but it is best to keep the options limited to four or five to facilitate your analysis of the data. Research shows that people are not able to place their point of view on a scale greater than seven.<sup>65</sup>
- Different markers can be used to describe the range of responses that corresponds to the given statement or question.
- The range should be presented in the same order, i.e., from negative to positive or from positive to negative in all the questions in the evaluation tool.
- All markers in the range should refer to the same thing to avoid confusion.<sup>66</sup>

Here is an example of a range that includes different concepts (to be avoided):

*not relevant*                      *useful*                      *good quality*                      *very satisfied*

Here is an example of a range that includes similar concepts:

*not relevant*                      *somewhat relevant*                      *moderately relevant*                      *very relevant*

- Numbered scales are difficult for most people unless they are labelled with words. Labels increase the accuracy of results.
- Determine whether or not you need an odd or even number of options in the range. An odd number allows people to select a middle option. An even number of options forces respondents to take sides and is appropriate when you want to know which direction people are leaning.
- Avoid using *no opinion* or *uncertain* to designate a middle option in a range. These are not neutral statements and should not be grouped with any other elements in the range of options. If you use this type of marker, ensure that it is placed outside the range and counted separately. Terms like *neither agree nor disagree* are more appropriate to describe a neutral position.

<sup>65</sup> Glenn O'Neill, comment on "Likert scale & surveys – best practices" on Intelligent Measurement Blog, 20 November 2007.

<sup>66</sup> Taylor-Powell and Renner, "Collecting evaluation data: end of session questionnaires".

Here are some examples of statements and questions with corresponding ranges of responses.

- Women’s right issues were adequately addressed throughout the training.

*strongly disagree*                      *disagree*                      *agree*                      *strongly agree*

- I felt that the facilitator encouraged participation of all group members in discussions.

*never*                      *only sometimes*                      *most of the time*                      *always*

- How did you like the facilities?

*below my expectations*                      *met my expectations*                      *beyond my expectations*

- How would you rate the overall quality of the training manual?

*poor*                      *fair*                      *average*                      *good*                      *excellent*

- I will be able to apply what I learned in this training session to my work.

*1*                      *2*                      *3*                      *4*                      *5*  
*not at all*                      *very little*                      *some*                      *a lot*                      *everything*

## 6.6 Tips on using computer software for data analysis

Although there are many software packages that can help with data analysis, one of the most accessible tools is a spreadsheet application. Below are some general tips for simple data analysis using such software.<sup>67</sup>

- **Consider the data analysis from the beginning.** During the design of any evaluation tool, think about how you will want data to be organized for processing and analysis.
- **Number each question and give a code to each respondent.** This will ensure that you can easily enter and organize your data.
- **Enter the data into the spreadsheet.** For example, a typical spreadsheet could be organized in the following way, with:
  - (a) Participant codes/names noted in the vertical column to the far left
  - (b) Questions noted along the horizontal axis at the top of the worksheet
  - (c) Answers noted in the corresponding cells between
- **Organize data to suit your needs.** Data-sorting and filtering functions are easy-to-use and provide an effective way to analyse information.
- **Use additional codes as needed.** Coding information allows it to be grouped according to different variables or characteristics. For example, if you wanted to determine whether women and men perceived the usefulness of an human rights training differently, then you could separate the men's responses from the women's responses.
- **Search for patterns.** Another very important feature of data-processing programs is that they allow for searches. This can be particularly useful for analysing qualitative data where repeated phrases or words are key to identifying trends or patterns in the responses.
- **Recognize limitations.** Spreadsheets are relatively simple to use and widely available, but may have limitations in terms of statistical analysis. Consider learning about the advantages and disadvantages of database software and applications.
- **Access resources and training.** If you want to learn more about how to use programs like spreadsheet applications, resources are widely available on the Internet and as printed materials. Consider requesting training to build the capacity of your organization in this area as learning a few simple tasks can greatly enhance your ability to process and analyse the data collected about your human rights training sessions.

<sup>67</sup> Adapted from Daniel Z. Meyer and Leanne M. Avery, "Excel as a qualitative data analysis tool", *Field Methods*, vol. 21, No. 1 (February 2009).

## 6.7 Developing indicators for a log frame

An indicator seeks to **measure a result**, to provide evidence that a result has been achieved or to provide a signal that progress is being made towards the achievement of a result. An indicator is a means of measuring actual results against planned or expected results in terms of quality, quantity and timeliness.<sup>68</sup>

- Indicators should be directly related to the result they are measuring.
- In measuring results two types of indicators should be used: quantitative indicators that have a numerical value and qualitative indicators that reflect perceptions, judgements or attitudes.
- **Quantitative indicators** are measures of quantity such as the number of men and women in decision-making positions, percentage of boys and girls attending primary school or the level of income per year by sex as compared to a baseline level.
- **Qualitative indicators** reflect people's judgements, opinions, perceptions and attitudes towards a given situation or subject. They can include changes in sensitivity; satisfaction; influence; relevance; awareness; understanding; attitudes; quality; the perception of usefulness; perceptions of prospects (for example for stability, growth or exports); the application of information or knowledge; the degree of openness; the quality of participation; the nature of dialogue; or the sense of well-being.
- When it is not possible to find direct measures of an expected result, indirect or **proxy indicators** can be used.

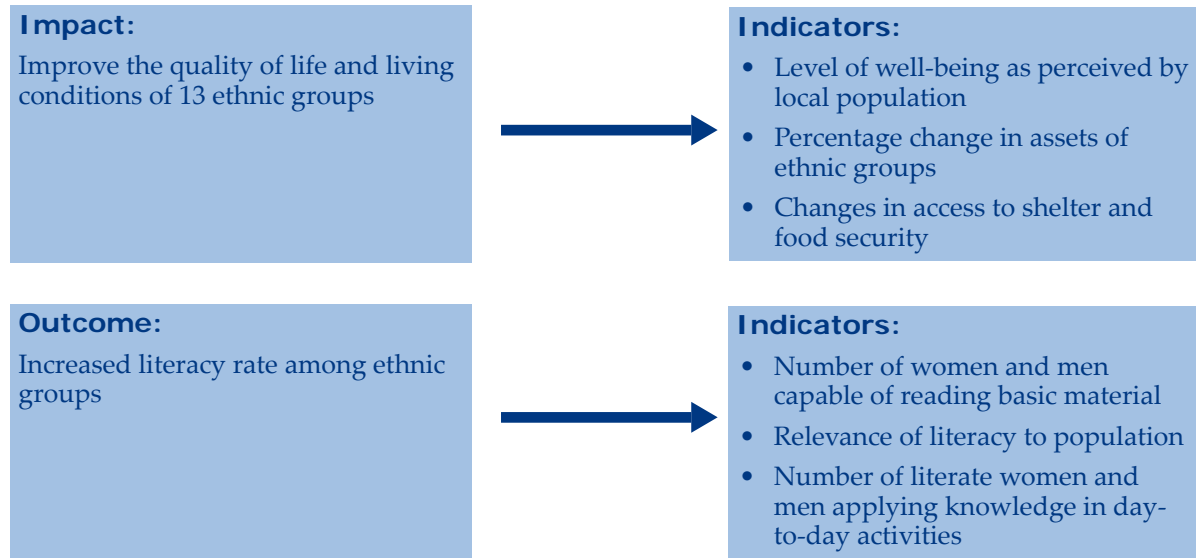
*For example, in measuring equality, an ideal indicator of the influence of women's organisations on legislation is the extent to which their proposed measures are actually incorporated into the law. However, pending the actual passage of law that could lend itself to such analysis, a proxy indicator of women's influence could be the number of parliamentarians reported by media as supporting the views of women's organisations on proposed legislation.<sup>69</sup>*

A **best practice** for establishing indicators, particularly when completing a log frame, is to include a maximum of three indicators per result: one quantitative indicator, one qualitative indicator and one other.

<sup>68</sup> "Results-based management tools at CIDA".

<sup>69</sup> Emilie Filmer-Wilson, "An introduction to the use of human rights indicators for development programming", *Netherlands Quarterly of Human Rights*, vol. 24, No. 1 (2006).

Indicators for an impact and an outcome are developed below. Note the mix of quantitative and qualitative indicators. The examples are related to development initiatives, but illustrate the type of connection between results and indicators that is also found in log frames for HRE projects or programmes.



## 6.8 Developing a log frame diagram

Results-based management (RBM) techniques play a role in the planning and evaluation of programmes. These techniques have been widely adopted because they shift the emphasis from evaluating the operational aspects of a project and immediate results to evaluating longer-term results where changes in the lives of people and communities can be identified.

- A log frame diagram helps to demonstrate logical relationships between *what we do* and *what we achieve*.
- The logical relationships are put into charts or *logical frameworks* which track and measure inputs, activities, outputs, immediate outcomes, intermediate outcomes and impacts.<sup>70</sup>
- By linking our human rights training session to different immediate outcomes, intermediate outcomes and impacts over time, the logical framework can help us to better understand what we have been able to accomplish.

### Excerpt from log frame: gender strategy

ACTIVITIES	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOMES	IMPACT(S)
<p><b>COMPONENT 5 – Gender strategy</b></p> <p>5.1 (c) Include content in all activities specific to women’s human rights issues</p>	<p>5.1.1 (a) Increased awareness of and sensitivity to gender issues among all participants, both women and men</p> <p>5.1.1 (b) Regional stakeholders are further able to analyse and address women’s human rights challenges using a framework based on international/regional human rights standards and principles</p>	<p>5.1.2 NGOs, NHRIs and Governments are further able to promote, design and implement policies, programmes and projects which reflect the rights and interests of women and men, and support gender equality</p>	<p>Women and men in targeted regions empowered to participate on an equal basis in decisions that affect their lives</p>

#### Performance indicators:

- Degree and nature of changes in values and attitudes pertaining to gender equality among participants (male/female) in all activities.
- Change in capacity of 1) participants (m/f) and 2) their organizations to analyse and address women’s human rights challenges using a framework based on international/regional human rights standards and principles.
- Change in capacity of 1) participants (m/f) and 2) their organizations to apply gender analysis in the design, development, implementation and evaluation of their projects and programmes.

<sup>70</sup> “Results-based management tools at CIDA”.





# Part 5

## Useful resources for human rights education evaluation

This part contains a variety of resources including print and electronic materials, and a list of relevant websites that were consulted in the development of this Handbook.

### 1. Human rights education

- Online libraries of human rights education resources
- United Nations human rights education documents and resources
- General human rights education resources

### 2. Evaluation and human rights education sources

- General evaluation
- Educational evaluation
- Evaluation specific to human rights education

### 3. Other sources

- Gender perspective
- Instructional design and educational methodology



## 1. Human rights education

This section includes online libraries of human rights education resources, as well as United Nations and other documents and resources on human rights education that were consulted in the development of this Handbook.

### 1.1 Online libraries of human rights education resources

Human Rights Education Associates (HREA) – Resource Centre

[www.hrea.org/erc/Library](http://www.hrea.org/erc/Library)

HURIDOCs. Human Rights Information and Documentation Systems, International

[www.huridocs.org/](http://www.huridocs.org/)

Inter-American Institute of Human Rights – Documentation Center (primarily in Spanish)

[www.iidh.ed.cr/default\\_eng.htm](http://www.iidh.ed.cr/default_eng.htm)

[www.iidh.ed.cr/CEDOC/](http://www.iidh.ed.cr/CEDOC/)

Office of the United Nations High Commissioner for Human Rights (OHCHR) – Library

[www.ohchr.org/EN/Library/Pages/Index.aspx](http://www.ohchr.org/EN/Library/Pages/Index.aspx)

Searchable catalogue of the OHCHR Library

<http://library-hchr.unog.ch/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First>

Treaty Body Database

[www.unhchr.ch/tbs/doc.nsf](http://www.unhchr.ch/tbs/doc.nsf)

United Nations Official Document System

<http://ods.un.org>

University of Minnesota Human Rights Library

[www1.umn.edu/humanrts/links/education2.html](http://www1.umn.edu/humanrts/links/education2.html)

University of Ottawa, Human Rights Research and Education Centre – Documentation Centre

[www.cdp-hrc.uottawa.ca/eng/doc/index.php](http://www.cdp-hrc.uottawa.ca/eng/doc/index.php)

### 1.2 United Nations human rights education documents and resources

Joint United Nations Programme on HIV/AIDS (UNAIDS). *National Composite Policy Index (NDPI) – Appendix 3 of Monitoring the Declaration of Commitment on HIV/AIDS – Guidelines on Construction of Core Indicators*. Geneva, 2005.

[http://data.unaids.org/publications/irc-pub06/jc1126-constrcoreindic-ungass\\_en.pdf](http://data.unaids.org/publications/irc-pub06/jc1126-constrcoreindic-ungass_en.pdf)

United Nations. *Human Rights Training: A Manual on Human Rights Training Methodology*, Professional Training Series No. 6. Sales No. E.00.XIV.1.

[www.ohchr.org](http://www.ohchr.org)

United Nations. *The Right to Human Rights Education: A compilation of provisions of international and regional instruments dealing with human rights education*. New York and

Geneva, 1999. HR/PUB/DECADE/1999/2.  
[www.ohchr.org](http://www.ohchr.org)

United Nations. *World Programme for Human Rights Education: Plan of Action – First Phase*. New York and Geneva, 2006.  
<http://unesdoc.unesco.org/images/0014/001478/147853e.pdf>  
[www.ohchr.org](http://www.ohchr.org)

United Nations, General Assembly. Report of the World Conference on Human Rights. 13 October 1993. A/CONF.157/24 (Part I).

United Nations, General Assembly. Draft plan of action for the second phase (2010-2014) of the World Programme for Human Rights Education. 27 July 2010. A/HRC/15/28.

United Nations Education, Scientific and Cultural Organization (UNESCO). Experts Meeting on “The practice of rights in education: a renewed commitment to human rights education”, Paris, 30–31 January 2003. Final Report. ED-2003/WS/38.  
<http://unesdoc.unesco.org/images/0013/001307/130703e.pdf>

UNESCO. *A Comprehensive Strategy for Textbooks and Learning Materials*. Paris, 2005.  
<http://unesdoc.unesco.org/images/0014/001437/143736eb.pdf>

UNESCO. “Human Rights Education.”  
[www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/](http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/)

UNESCO. *The Right to Education: Monitoring standard-setting instruments of UNESCO*. Paris, 2008.  
<http://unesdoc.unesco.org/images/0016/001611/161161e.pdf>

UNESCO. *UNESCO Associated Schools: First collection of good practices for quality education*. Paris, 2008.  
<http://unesdoc.unesco.org/images/0016/001627/162766e.pdf>

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). UNRWA in 2006. Gaza, 2006.  
[www.unrwa.org/userfiles/20100118151154.pdf](http://www.unrwa.org/userfiles/20100118151154.pdf)

### 1.3 General human rights education resources

Arnold, Rick, and others. *Educating for a Change*. Toronto, Canada: Between the Lines, 1991.

Claude, Richard Pierre. “Methodologies for human rights education. A project of the Independent Commission on Human Rights Education.”  
[www.pdhre.org/materials/methodologies.html#METH](http://www.pdhre.org/materials/methodologies.html#METH)

Council of Europe. *Tool on Teacher Training for Education for Democratic Citizenship and Human Rights Education*. Strasbourg, France, 2005.  
[www.coe.int/t/dg4/education/edc/Source/Pdf/Documents/2004\\_%20%2044rev5\\_17%20sept%202007\\_TT%20Tool%203%20Appendix%209\\_en.pdf](http://www.coe.int/t/dg4/education/edc/Source/Pdf/Documents/2004_%20%2044rev5_17%20sept%202007_TT%20Tool%203%20Appendix%209_en.pdf)

Council of Europe, OSCE/ODIHR, UNESCO, OHCHR. *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*. Warsaw: OSCE Office for Democratic Institutions and Human Rights (ODIHR), 2009.  
[www.ohchr.org](http://www.ohchr.org)

Donahue, David. "Why a participatory method for human rights education?". In *Training for Human Rights Trainers, Book 1*. Montreal: Canadian Human Rights Foundation (Equitas), 2001.

Flowers, Nancy. *The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change*. Minneapolis, Minnesota: Human Rights Resource Center, University of Minnesota, 2000.

Inter-American Institute of Human Rights. *Curricular and Methodological Proposal for Incorporating Human Rights Education into Formal Schooling for Children from 10 to 14 Years of Age*. San José, 2006.  
[www.educadem.oas.org/documentos/boletin4/IIDH-Propuesta+curricular+ingles.pdf](http://www.educadem.oas.org/documentos/boletin4/IIDH-Propuesta+curricular+ingles.pdf)

Martin, J. Paul. *Self-Help Human Rights Education Handbook*. New York: Center for the Study of Human Rights, Columbia University, 1996.

UNESCO. *Changing Teaching Practices: Using curriculum differentiation to respond to students' diversity*. Paris, 2004.  
<http://unesdoc.unesco.org/images/0013/001365/136583e.pdf>

## 2. Evaluation and human rights education sources

This section includes resources for: general evaluation, educational evaluation and evaluation specific to HRE that were consulted in the development of this Handbook.

### 2.1 General evaluation

Anderson, Mary B. *Experiences With Impact Assessment: Can we know what Good we do?* Berghof Research Center for Constructive Conflict Management, 2004  
[http://berghof-handbook.net/documents/publications/anderson\\_handbook.pdf](http://berghof-handbook.net/documents/publications/anderson_handbook.pdf)

Bond. *Logical Framework Analysis: Guidance Notes No.4*. London, 2003.  
[www.gdrc.org/ngo/logical-fa.pdf](http://www.gdrc.org/ngo/logical-fa.pdf)

Burgess, Thomas. "Guide to the design of questionnaires." Information Systems Services, University of Leeds.  
[http://iss.leeds.ac.uk/info/312/surveys/217/guide\\_to\\_the\\_design\\_of\\_questionnaires/8](http://iss.leeds.ac.uk/info/312/surveys/217/guide_to_the_design_of_questionnaires/8)

Canadian Foodgrains Bank. *Logical Framework Analysis: Infosheet102*. Winnipeg, Canada, 2003.  
[www.foodgrainsbank.ca/uploads/tips/tips102.pdf](http://www.foodgrainsbank.ca/uploads/tips/tips102.pdf)

Canadian International Development Agency (CIDA). "Results-based management tools at CIDA: how-to-guide". 2009.  
[www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-92213444-N2H](http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-92213444-N2H)

Caritas Internationalis. *Peacebuilding: A Caritas Training Manual*, 2002. See Section 2, Module 6: Skills for Peacebuilder – Programme Analysis, Design and Evaluation.  
[www.caritas.org/upload/pea/peacebil-ing\\_1.pdf](http://www.caritas.org/upload/pea/peacebil-ing_1.pdf)

Centers for Disease Control and Prevention, National Centre for Chronic Disease and Prevention and Health Promotion, Division of Oral Health. *Impact and Values: Telling your Program's Story*. Atlanta, Georgia: Centers for Disease Control and Prevention, 2007.  
[www.cdc.gov/oralHealth/publications/library/pdf/success\\_story\\_workbook.pdf](http://www.cdc.gov/oralHealth/publications/library/pdf/success_story_workbook.pdf)

Charities Evaluation Services. "Why Evaluate?"  
[www.ces-vol.org.uk/index.cfm?pg=545](http://www.ces-vol.org.uk/index.cfm?pg=545)

del Tufo, Sarah. "What is Evaluation?" The Evaluation Trust.  
[www.evaluationtrust.org/evaluation/evaluate](http://www.evaluationtrust.org/evaluation/evaluate)

Freeman, Ted. *Country Programme Evaluation in an Era of Change*. Evaluation working paper. New York: UNICEF, Evaluation Office, January 2005.  
[www.unicef.org/evaluation/files/CPE\\_in\\_an\\_Era\\_of\\_Change\\_2005.pdf](http://www.unicef.org/evaluation/files/CPE_in_an_Era_of_Change_2005.pdf)

Hailey, John, and Rick James. "NGO Capacity Building: The Challenge of Impact Assessment." Paper presented to the New Directions in Impact Assessment for Development Methods & Practice Conference, Manchester, University of Manchester, November, 2003.  
<http://portals.wi.wur.nl/files/docs/ppme/Hailey.pdf>

Harvey, Jen, ed. *Evaluation Cookbook*. Learning Technology Dissemination Initiative Edinburgh: Herriot-Watt University, 1988.  
[www.icbl.hw.ac.uk/ltdi/cookbook/contents](http://www.icbl.hw.ac.uk/ltdi/cookbook/contents)

International Development Research Centre. "Evaluation @ IDRC."  
[www.idrc.ca/evaluation/](http://www.idrc.ca/evaluation/)

Kotvojs, Fiona and Bradley Shrimpton. "Contribution analysis: A new approach to evaluation in international development." *Evaluation Journal of Australasia* 7 (2007): 27-35.  
[www.aes.asn.au/publications/Vol7No1/Contribution\\_Analysis.pdf](http://www.aes.asn.au/publications/Vol7No1/Contribution_Analysis.pdf)

Lee, Kien. *The Importance of Culture in Evaluation: A Practical Guide for Evaluators*. Denver, Colorado: The Colorado Trust, 2007.  
[www.communityscience.com/pubs/CrossCulturalGuide.r3.pdf](http://www.communityscience.com/pubs/CrossCulturalGuide.r3.pdf)

Mathie, Alison and Anne Camozzi. "Module 6: Qualitative Data Analysis". In *Qualitative Research for Tobacco Control: A How-To Introductory Manual For Researchers And Development Practitioners*. Ottawa: International Development Research Centre, 2005.  
[www.idrc.ca/en/ev-106563-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-106563-201-1-DO_TOPIC.html)

Mayne, John. "Addressing Attribution through Contribution Analysis: Using Performance Measures Sensibly." *Canadian Journal of Program Evaluation* 16(1) (2001): 1-24.

Mayne, John. *Contribution analysis: An approach to exploring cause and effect*. ILAC Brief No. 16. Rome: Institutional Learning and Change (ILAC) Initiative, 2008.  
[www.cgiar-ilac.org/files/publications/briefs/ILAC\\_Brief16\\_Contribution\\_Analysis.pdf](http://www.cgiar-ilac.org/files/publications/briefs/ILAC_Brief16_Contribution_Analysis.pdf)

McKenzie, J.F., and J.L. Smeltzer. *Planning, Implementing, and evaluating health promotion programs: A primer*. 3rd ed. Boston, Massachusetts: Allyn and Bacon, 2001.

McNamara, Carter. "Basic Guide to Program Evaluation." Free Management Library. [www.managementhelp.org/evaluatn/fnl\\_eval.htm](http://www.managementhelp.org/evaluatn/fnl_eval.htm)

Meyer, Daniel and Leanne M. Avery. "Excel as a Qualitative Data Analysis Tool." *Field Methods* 21 (2009): 91-112.

Northeast and the Islands Regional Technology in Education Consortium (NEIRTEC). *Preparing to Collect Data, Information Brief: Developing Interview Protocols*. 2001 [www.neirtec.org/evaluation/PDFs/PreparingtoCollect5.pdf](http://www.neirtec.org/evaluation/PDFs/PreparingtoCollect5.pdf)

Ohio State University, School of Public Health, Pennsylvania & Ohio Public Health Training Center (POPHTC). *Needs Assessment Protocol for New Partner Agencies*. Ohio State University, 2004.

Organisation for Economic Co-operation and Development (OECD). "Evaluating Country Programmes". OECD/DAC Evaluation and Effectiveness Series No. 2. Report from the Country Programme Evaluation Workshop, Vienna, 11-12 March 1999. [www.oecd.org/dataoecd/10/26/2667302.pdf](http://www.oecd.org/dataoecd/10/26/2667302.pdf)

OECD. *Glossary of Key Terms in Evaluation and Results Based Management*. Paris, 2002. Also available in French and Spanish. [www.oecd.org/dataoecd/29/21/2754804.pdf](http://www.oecd.org/dataoecd/29/21/2754804.pdf)

OECD. *Guidance for managing joint evaluations*. DAC Evaluation Series, 2006. [www.oecd.org/dataoecd/29/28/37512030.pdf](http://www.oecd.org/dataoecd/29/28/37512030.pdf)

Patton, Michael. *Qualitative evaluation and research methods*. 3rd ed. Thousand Oaks, California: Sage, 2002.

Patton, Michael. *The Utilization-Focused Evaluation*. Newbury Park, California: Sage, 1986.

Pfatteicher, Sarah K.A., Dianne Bowcock, and Jennifer Kushner. *Program assessment tool kit: a guide to conducting interviews and surveys*. Pilot Edition. Madison, Wisconsin: LEAD Center, University of Wisconsin-Madison 1998. [www.wcer.wisc.edu/Publications/LEADcenter/toolkit.pdf](http://www.wcer.wisc.edu/Publications/LEADcenter/toolkit.pdf)

PLAN:NET. *Splash and Ripple: Planning and Managing for Results*. Alberta, Canada, 2003. [www.unssc.org/web1/programmes/rcs/cca\\_undaf\\_training\\_material/teamrcs/file.asp?ID=339](http://www.unssc.org/web1/programmes/rcs/cca_undaf_training_material/teamrcs/file.asp?ID=339)

Taylor-Powell, Ellen, and Marcus Renner. *Collecting Evaluation Data: End of Session Questionnaires*. Madison: University of Wisconsin-Extension, 2000.

Taylor-Powell, Ellen, and Sara Steele. *Collecting Evaluation Data: An Overview of Sources and Methods*. Madison: University of Wisconsin-Extension, 1996.

Taylor-Powell, Ellen, Sara Steele, and Mohammad Douglah. *Planning a program evaluation*. Madison: University of Wisconsin-Extension, 1996.



United Nations Children’s Fund (UNICEF) Evaluation Office and Division of Policy and Planning. *Understanding Results Based Programme - Planning and Management: Tools to Reinforce Good Programming Practice*. UNICEF, 2003.

[www.unicef.org/evaluation/files/RBM\\_Guide\\_20September2003.pdf](http://www.unicef.org/evaluation/files/RBM_Guide_20September2003.pdf)

UNICEF. *Monitoring and Evaluation: Quick Reference. Extracts from the Programme Policy Manual*. Revised edition. 2005.

[www.unicef.org/evaluation/files/ME\\_PPP\\_Manual\\_2005\\_013006.pdf](http://www.unicef.org/evaluation/files/ME_PPP_Manual_2005_013006.pdf)

UNICEF and Geneva International Centre for International Demining. *IMAS Mine Risk Education Best Practice Guidebook 2: Data Collection and Needs Assessment*. UNICEF, 2005.

[www.mineaction.org/doc.asp?d=515](http://www.mineaction.org/doc.asp?d=515)

United Nations Development Programme (UNDP). *Evaluation Report*. 2007.

[www.undp.org/evaluation/methodologies.htm](http://www.undp.org/evaluation/methodologies.htm)

UNESCO. “UNESCO Guidelines for Developing Terms of Reference for Evaluations: A Results-Based Approach.”

[http://portal.unesco.org/es/ev.php-URL\\_ID=24293&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/es/ev.php-URL_ID=24293&URL_DO=DO_TOPIC&URL_SECTION=201.html)

United States, Department of Health and Human Services, Administration for Children and Families. “Why evaluate your program?” In *The Program Manager’s Guide to Evaluation*. 2nd ed. Washington, D.C, 2010.

[www.acf.hhs.gov/programs/opre/other\\_resrch/pm\\_guide\\_eval/reports/pmguide/program\\_managers\\_guide\\_to\\_eval2010.pdf](http://www.acf.hhs.gov/programs/opre/other_resrch/pm_guide_eval/reports/pmguide/program_managers_guide_to_eval2010.pdf)

United States, Department of Justice, Bureau of Justice Assistance, Center for Program Evaluation and Performance Measurement. “Glossary”.

[www.ojp.usdoj.gov/BJA/evaluation/glossary/](http://www.ojp.usdoj.gov/BJA/evaluation/glossary/)

World Bank. “Needs Assessment Knowledge Base: Interviews, Development Impact Evaluation Initiative.” The World Bank Group.

<http://siteresources.worldbank.org/WBI/Resources/213798-1194538727144/5Final-Interviews.pdf>

World Bank. “Monitoring and Evaluation: Some Tools, Methods and Approaches. Independent Evaluation Group.” The World Bank Group. Also available in French, Spanish, Portuguese, Arabic and Russian.

[www.worldbank.org/ieg/ecd/tools](http://www.worldbank.org/ieg/ecd/tools)

World Conservation Union (IUCN) Eastern African Regional Programme. “Logical framework approach” in *Managing Marine Protected Areas: A Toolkit for the Western Indian Ocean* (Nairobi, 2004).

[www.wiomsa.org/mpatoolkit/Themesheets/C4\\_Logical\\_framework\\_approach.pdf](http://www.wiomsa.org/mpatoolkit/Themesheets/C4_Logical_framework_approach.pdf)

World Health Organization (WHO). “School and Youth Health –Resources and Tools for Assessment and Monitoring.”

[www.who.int/school\\_youth\\_health/assessment/en/](http://www.who.int/school_youth_health/assessment/en/)

Zimmermann, Kris, Janise Hurtig, and Erin Small. “Stage 3: Writing an evaluation report”.

In *Tools of the Trade: A CWIT Guide to Participatory Evaluation*. Chicago, Illinois: UIC Center for Research on Women and Gender, University of Illinois at Chicago, 2008.  
[www.uic.edu/depts/crwg/cwitguide/05\\_EvalGuide\\_STAGE3.pdf](http://www.uic.edu/depts/crwg/cwitguide/05_EvalGuide_STAGE3.pdf)

## 2.2 Educational evaluation

Angelo, Thomas A. and Patricia K. Cross. *Classroom assessment techniques*. 2nd ed. San Francisco: Jossey-Bass Publishers, 1993.

Bourg, Tammy. "Research methods: school and program evaluation." In *Education Encyclopedia*. 2nd ed. Macmillan, 2002.

Braun, Henry, and others. *Improving Education Through Assessment, Innovation and Evaluation*. Cambridge, Massachusetts: American Academy of Arts and Sciences, 2006.  
[www.amacad.org/publications/braun.pdf](http://www.amacad.org/publications/braun.pdf)

Council of Europe. "Learning and Living Democracy: Evaluation Conference of the 2005 European Year of Citizenship through Education."  
[www.coe.int/t/dg4/education/edc/majour\\_events/eyce\\_sinaiaconference\\_EN.asp](http://www.coe.int/t/dg4/education/edc/majour_events/eyce_sinaiaconference_EN.asp)

Council of Europe and European Commission. "T-Kit 10 Educational Evaluation in Youth Work" April 2007.  
[www.youth-partnership.net/youth-partnership/publications/T-kits/10/Tkit\\_10\\_EN](http://www.youth-partnership.net/youth-partnership/publications/T-kits/10/Tkit_10_EN)

Donovan, Paul and John Townsend. *The Training Evaluation Pocketbook*. Alresford, Hants, United Kingdom: Management Pocketbooks, 2004.

Eseryel, Deniz. "Approaches to Evaluation of Training: Theory & Practice". *Educational Technology & Society* 5(2): (2002).

Flagg, Barbara N. *Formative Evaluation for Educational Technologies*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publisher, 1990.

Illinois State Board of Education. "Interpretation, use, and reporting of assessment results." In *Assessment Handbook: A Guide for Developing Assessment Programs in Illinois Schools*. Springfield, Illinois, 1995.  
[www.gower.k12.il.us/Staff/ASSESS/6\\_ch4.htm#Chapter%204](http://www.gower.k12.il.us/Staff/ASSESS/6_ch4.htm#Chapter%204)

Jason, Martin H. *Evaluating Programs to Increase Student Achievement*. 2nd ed. Thousand Oaks, California: Corwin Press, 2008.

Kirkpatrick, Donald, and James D. Kirkpatrick. *Evaluating Training Programs: The Four Levels*. 3rd ed. San Francisco: Berrett-Koehler Publishers, 2006.

National Oceanic and Atmospheric Administration (NOAA), Office of Education and Sustainable Development. (n.d.) *Designing Evaluation for Education Projects*.  
<http://wateroutreach.uwex.edu/use/documents/NOAAEvalmanualFINAL.pdf>

Newby, T., and others. "Evaluating the instructional process." In *Instructional Technology for Teaching and Learning*. New York: Prentice Hall, 1996.

Nickols, Fred. *Evaluating Training: There Is No “Cookbook” Approach*. Distance Consulting, 2003.

[www.nickols.us/evaluating\\_training.pdf](http://www.nickols.us/evaluating_training.pdf)

Rychen Dominique S., and Alejandro Tiana. *Developing Key Competencies in Education: Some Lessons from International and National Experience*. Paris and Geneva: UNESCO – International Bureau of Education, 2004.

Scriven, Michael. “An introduction to meta-evaluation.” *Educational Products Report 2* (1969): 36-38.

Scriven, Michael. “Beyond formative and summative evaluation.” In *Evaluation and Education: A Quarter Century*, National Society for the Study of Education Yearbook 90(2): (1991).

Teacher and Educational Development. *Effective Use of Performance Objectives for Learning and Assessment*. University of New Mexico School of Medicine, 2005.

Worthen, Blaine, R., James Sanders, and Jody Fitzpatrick. *Programme Evaluation: Alternative Approaches and Practical Guidelines*. 2nd ed. White Plains, New York: Longman, 1997.

Wright, Clayton R. and Felipe Camargo. *Evaluation of the Protection Learning Programme*. Geneva: UNHCR, Evaluation and Policy Analysis Unit, 2005.

[www.unhcr.org/research/RESEARCH/427b40ca2.pdf](http://www.unhcr.org/research/RESEARCH/427b40ca2.pdf)

## 2.3 Evaluation specific to human rights education

Amnesty International. *International Human Rights Standards and Education*. London, 1998.

[www.amnesty.org/en/library/asset/POL32/001/1998/en/06794391-db06-11dd-903e-e1f5d1f8bceb/pol320011998en.pdf](http://www.amnesty.org/en/library/asset/POL32/001/1998/en/06794391-db06-11dd-903e-e1f5d1f8bceb/pol320011998en.pdf)

Amnesty International. *Evaluation: A Beginners Guide*. London, 1999.

[www.amnesty.org/en/library/info/POL32/003/1999](http://www.amnesty.org/en/library/info/POL32/003/1999)

Andreassen, Bård Anders, and others. *Evaluation Human Rights Masters Programmes*. MEDE European Consultancy, 2003.

[http://ec.europa.eu/europeaid/what/human-rights/documents/evaluations-hr-masters\\_en.pdf](http://ec.europa.eu/europeaid/what/human-rights/documents/evaluations-hr-masters_en.pdf)

Chapman, Alan. “Kirkpatrick’s learning and training evaluation theory.” Businessballs.

[www.businessballs.com/kirkpatricklearningevaluationmodel.htm](http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm)

Carliner, Saul, and Adnan Qayyum. “Program Evaluation.” A presentation made at the International Human Rights Education Evaluation Symposium - HRE for Social Change: Evaluation Approaches and Methodologies, in Montreal, 3–5 May 2007.

Filmer-Wilson, Emilie. “An introduction to the use of human rights indicators for development programming”. *Netherlands Quarterly of Human Rights* 24(1): (2006).

Germany, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and Federal Ministry for Economic Cooperation and Development. *Learning to Live Together: Design*,

monitoring and evaluation of education for life skills, citizenship, peace and human rights. Eschborn, Germany, 2008.

Inter-American Institute of Human Rights. *Normative development of human rights education and student government. Second measurement.* San José, 2007.  
[www.iidh.ed.cr/BibliotecaWeb/Varios/Documentos/BD\\_887525628/Informe%20VI%20-%20ingles.pdf?url=%2FBibliotecaWeb%2FVarios%2FDocumentos%2FBD\\_887525628%2FInforme+VI+-+ingles.pdf](http://www.iidh.ed.cr/BibliotecaWeb/Varios/Documentos/BD_887525628/Informe%20VI%20-%20ingles.pdf?url=%2FBibliotecaWeb%2FVarios%2FDocumentos%2FBD_887525628%2FInforme+VI+-+ingles.pdf)

*International Human Rights Education Evaluation Symposium – HRE for Social Change: Evaluation Approaches and Methodologies.* Report of Proceedings. Montreal: Equitas, 2007.  
[www.equitas.org](http://www.equitas.org)

Iturralde, Diego and Ana María Rodino. (n.d.) *Measuring progresses in Human Rights Education: An Inter-American Experience.*  
[www.hrusa.org/](http://www.hrusa.org/)

Kardam, Nüket. *Women's Human Rights Training Programme: 1995-2003: Evaluation Report.* Istanbul, Turkey: Women For Women's Human Rights – New Ways.  
[www.wwhr.org/files/Evaluation%20Report.pdf](http://www.wwhr.org/files/Evaluation%20Report.pdf)

Kissane, Carolyn. "Pedagogical and evaluation concepts of human rights education." Paper presented at the annual meeting of the International Studies Association in Honolulu, Hawaii, 5 March 2005.

Lind, George. "Education for Moral-democratic Learning: The Assessment of Competencies." Paper presented at the IBE/GTZ seminar in Geneva, 17 December 2003.  
[www.uni-konstanz.de/ag-moral/pdf/Lind-2003\\_education-for-moral-learning\\_UNESCO.pdf](http://www.uni-konstanz.de/ag-moral/pdf/Lind-2003_education-for-moral-learning_UNESCO.pdf)

Osler, Audrey, and Hugh Starkey. *Study on the Advances in Civic Education in Education Systems: good practices in industrialized countries.* Centre for Citizenship and Human Rights Education, University of Leeds, and Institute of Education, University of London, 2004.  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.122.3218&rep=rep1&type=pdf>

Tibbitts, Felisa. "Evaluation in the Human Rights Education Field: Getting Started." Human Rights Education Associates and Netherlands Helsinki Committee.  
[www.hrea.org/pubs/EvaluationGuide/index.html](http://www.hrea.org/pubs/EvaluationGuide/index.html)

Tibbitts, Felisa, and Judith Torney-Purta. *Citizenship Education in Latin America: Preparing for the Future.* Monograph. Human Rights Education Associates, 1999.  
<http://hrea.org/pubs/IDB-monograph/civics.pdf>

University of Minnesota, Human Rights Library. "Global Human Rights Education Workshops on Emerging Practices, Evaluation, and Accountability." Working session summary held in New York, June 2005.  
[www.hrusa.org/workshops/HREWorkshops/index.html](http://www.hrusa.org/workshops/HREWorkshops/index.html)

University of Minnesota, Human Rights Library. "Summary report of the Minnesota Partners in Human Rights Education Evaluation Program."  
[www1.umn.edu/humanrts/edumat/HREEval.shtm](http://www1.umn.edu/humanrts/edumat/HREEval.shtm)

### 3. Other sources

This section includes resources on themes addressed in the Handbook that are connected to the evaluation of HRE as well as resources related to training designing.

#### 3.1 Gender perspective

Alvi, Hayat. "The human rights of women and social transformation in the Arab Middle East." *Middle East Review of International Affairs* 9(1): (June 2005).

[www.gloria-center.org/meria/2005/06/Alvi%20Hayat%20pdf.pdf](http://www.gloria-center.org/meria/2005/06/Alvi%20Hayat%20pdf.pdf)

Council of Europe. "Website dedicated to equality between women and men."

[www.coe.int/t/dghl/standardsetting/equality/default\\_en.asp](http://www.coe.int/t/dghl/standardsetting/equality/default_en.asp)

*The GMS Toolkit: An Integrated Resource for Implementing the Gender Management System.*

London: Commonwealth Secretariat and Commonwealth of Learning, 2004. See Trainers Guide Front Matter, Unit 3.

[www.thecommonwealth.org/Internal/33896/33903/36970/the\\_gms\\_toolkit/](http://www.thecommonwealth.org/Internal/33896/33903/36970/the_gms_toolkit/)

#### 3.2 Instructional design and educational methodology

Carliner, Saul. *Training Design Basics*. Alexandria, Virginia: ASTD Press, 2003.

Dick, Walter, and Lou Carey. *The Systematic Design of Instruction*. 4th ed. New York: Harper Collins Publishing, 1996.

Eitington, Julius E. *The Winning Trainer: Winning Ways to Involve People in Learning*. 3rd ed. Houston, Texas: Gulf Publishing Company, 1996, p. 412

Equitas. *Play it Fair Toolkit*. Montreal: 2007.

[www.equitas.org](http://www.equitas.org)

Nash, Andrea. "Participatory workplace education: resisting fear-driven models." In *Participatory Practices in Adult Education*, edited by Pat Campbell and Barbara Burnaby, 185-195. New Jersey: Lawrence Erlbaum Associates, 2001.

Pretty, Jules N., and others. *Participatory Learning and Action: A Trainers' Guide*. IIED Participatory Methodology Series 1. London: International Institute for Environment and Development (IIED), 1995.

Rosof Adrienne, B. 1992. "Starting objectives." In *Continuing Medical Education: A Primer*. 2nd ed. Edited by Adrienne B. Rosof and William Campbell Felch, 52-59. Westport, Connecticut: Praeger, 1992.

Seeds for Change. "Tools for Meetings and Workshops."

[www.seedsforchange.org.uk](http://www.seedsforchange.org.uk)

Smith, Patricia L., and Tillman J. Ragan. *Instructional Design*. 2nd ed. Upper Saddle River, New Jersey: Prentice Hall, 1999.

University Teaching Development Centre. *Improving Teaching and Learning: Informal Feedback*. Victoria, New Zealand: Victoria University of Wellington, 2004

[www.utdc.vuw.ac.nz/resources/guidelines/InformalFeedback.pdf](http://www.utdc.vuw.ac.nz/resources/guidelines/InformalFeedback.pdf)

## **Evaluating Human Rights Training Activities A Handbook for Human Rights Educators**

### **Equitas – International Centre for Human Rights Education**

666, Sherbrooke Street West, suite 1100  
Montreal, Québec, Canada H3A 1E7  
E-mail: [info@equitas.org](mailto:info@equitas.org)

### **Office of the United Nations High Commissioner for Human Rights (OHCHR)**

**United Nations Office at Geneva**  
CH-1211 Geneva 10, Switzerland  
E-mail: [publications@ohchr.org](mailto:publications@ohchr.org)

**HR/P/PT/18**



OFFICE OF THE HIGH COMMISSIONER FOR HUMAN RIGHTS

