

A five-step process to designing an evaluation in human rights education

Step 2: Describe the desired change – Define results and develop objectives

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 step requires an exploration of results in the context of HRE leading to social change. It also involves using a results-based management (RBM) approach and a 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.

Key notions in *defining results and develop objectives*

Here are some of the key notions to define results and develop a goal and learning objectives for a human rights training session:

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.

Example of 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

Reference: Equitas and OHCHR, (2011) *Evaluating Human Rights Training Activities – A Handbook for Human Rights Educators*, OHCHR, Geneva, 55-67.

Note: The full version of *Evaluating Human Rights Training Activities – A Handbook for Human Rights Educators* can be downloaded from the Equitas website at:

<https://equitas.org/en/resources-2/human-rights-defenders-and-educators/evaluation/>.