

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

Evaluation is sometimes described as a total experience because ideally it is part of our human rights education (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 a Human Rights Education 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.

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. Equitas operates a model in designing and implementing an effective evaluation process for human rights training that encompasses five basic steps:

- Step 1: Understand the change that is needed – Training needs assessment
- Step 2: Describe the desired change – Define results and develop objectives
- Step 3: Increase effectiveness – Conduct formative evaluation
- Step 4: Determine the changes that have occurred in the short, medium and longer term – Conduct end-of-training summative evaluation and transfer and impact evaluations
- Step 5: Determine how to best communicate results to different stakeholders in order to highlight the changes that have occurred – Prepare evaluation report

This *Equitas Shares It* is the **fourth of a five-part series** that will explore each of the five steps of the process to designing an evaluation in human rights education. In this edition of *Equitas Shares It* we will cover *Determining the changes that have occurred in the short, medium and longer term*.

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. 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).

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.

Key notions in determining that change has occurred

Here are some of the key notions to determine whether change has occurred through summative evaluation.

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; analyze the data to make your recommendations
- Act on the information – this involves communicating results to stakeholder

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.

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 (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.

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?

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.