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

Step 1: Understand the change that is needed — 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.

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.

Here are some key notions of a training needs assessment.

Key notions of a training needs assessment

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.

Example of a 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.

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

(b) Learner profile

In addition to gathering demographics information, 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.

Reference: Equitas and OHCHR, (2011) *Evaluating Human Rights Training Activities – A Handbook for Human Rights Educators*, OHCHR, Geneva, 52-54.

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/.

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 d*efining 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.

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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 **third 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 *Defining results and develop objectives.*

Step 3: Increase effectiveness –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".[1] 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.[2]

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.

[1] Carliner, Training Design Basics.
[2] Walter Dick and Lou Carey, The Systematic Design of Instruction, 4th ed. (New York, Harper Collins, 1996).

Key notions in increasing effectiveness

Here are some of the key notions to increase effectiveness through formative evaluation.

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.

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 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.

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

(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.

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
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- 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.

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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.

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. 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. 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.

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. For tips on interpretation of data, see the box below.

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.

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

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 Douglah, "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 (accessed 7 December 2010); and United Nations Development Programme (UNDP), "Evaluation report". Available from www.undp.org/evaluation/methodologies.htm (accessed 7 December 2010).