

Evaluating the Impact of Human Rights Training

Guidance on developing indicators

Professional Training Series No. 18/Add. 1



equitas

© 2020 United Nations
HR/P/PT/18/Add. 1

United Nations publication, issued by the Office of the United Nations High Commissioner for Human Rights (OHCHR), in collaboration with Equitas – International Centre for Human Rights Education (Equitas).

This work is available open access by complying with the Creative Commons license created for inter-governmental organizations, available at: <https://creativecommons.org/licenses/by/3.0/igo/>.

Publishers must remove the OHCHR and Equitas logos from their edition and create a new cover design. Translations must bear the following disclaimer: "The present work is an unofficial translation for which the publisher accepts full responsibility." Publishers should email the file of their edition to publications@un.org. Photocopies and reproductions of excerpts are allowed with proper credits.

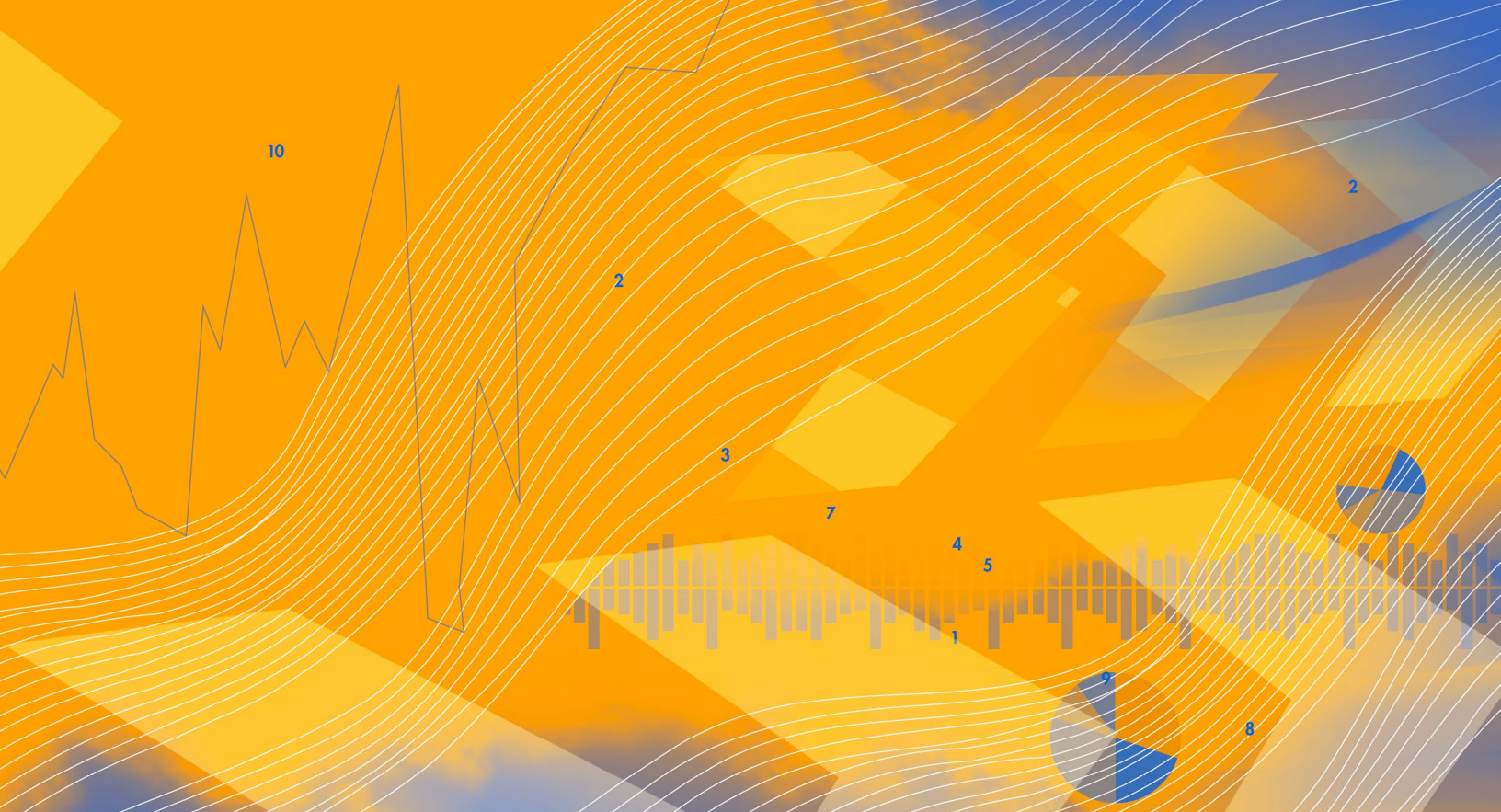
The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Symbols of United Nations documents are composed of capital letters combined with figures. Mention of such a figure indicates a reference to a United Nations document.

This publication has been edited in conformity with Equitas' editorial house style.

The publication was designed by Equitas, with the support of China Marsot-Wood.

Equitas gratefully acknowledges Global Affairs Canada for providing financial support for Equitas' contribution to this publication.



Evaluating the Impact of Human Rights Training

Guidance on developing indicators

Professional Training Series No. 18/Add. 1



equitas

Montréal and Geneva, 2020

Contents

| | |
|--|-----------|
| Who we are | 5 |
| Acknowledgements | 6 |
| | |
| Introduction | 7 |
| 1. About this tool | 7 |
| 2. Who is this tool for? | 8 |
| 3. Goal of this tool | 8 |
| 4. How this tool is organized | 8 |
| 5. Glossary | 9 |
| | |
| Part 1 – Human rights education | 13 |
| 1.1. Human rights education in the global context | 14 |
| 1.2. What human rights education involves | 15 |
| 1.3. The educational approach | 16 |
| | |
| Part 2 – Impact of human rights education work | 17 |
| 2.1. Empowerment | 18 |
| 2.2. Results-based management (RBM), theory of change, and a human rights-based approach (HRBA) | 19 |
| 2.3. Results of human rights education | 20 |
| 2.3.1. Human rights education results chain | 22 |
| 2.4. Developing result statements for human rights education programmes | 23 |
| 2.4.1. How to structure outcome/result statements | 24 |
| 2.4.2. Identifying the ultimate outcome | 25 |
| 2.4.3. Identifying intermediate outcomes | 26 |
| 2.4.4. Identifying immediate outcomes | 26 |
| 2.5. Putting it all together in a logic model | 27 |

| | |
|---|---------------|
| Part 3 – Indicators for human rights education | 29 |
| 3.1. Quantitative and qualitative indicators | 31 |
| 3.2. Proxy indicators | 33 |
| 3.3. Developing indicators for human rights education | 33 |
| 3.3.1. Unit of measure | 34 |
| 3.3.2. Unit of analysis (what you need to measure) | 34 |
| 3.3.3. Context | 36 |
| 3.4. Gender-sensitive indicators | 36 |
| 3.5. Disaggregating data for indicators | 37 |
| 3.6. Developing SMART indicators | 38 |
| 3.7. Baseline and targets | 40 |
| 3.7.1. Baseline | 40 |
| 3.7.2. Targets | 40 |
| Part 4 – Examples of human rights education indicators | 41 |
| 4.1. Immediate outcome indicators | 42 |
| 4.2. Intermediate outcome indicators | 45 |
| 4.3. Ultimate outcome indicators | 49 |
| 4.3.1. Defining key terms in the ultimate outcome — an example | 50 |
| Conclusions | 56 |
| References | 57 |

Who we are



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 50 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 focus in particular on building knowledge and strengthening skills of human rights educators to undertake actions that: use a human rights-based approach; integrate a gender equality perspective; encourage participation of children and youth; and are inclusive of marginalized groups. For more information, please consult: www.equitas.org.



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 people, of all rights established in international human rights law. OHCHR is guided in its work by the mandate provided by the UN General Assembly in resolution 48/141, the UN Charter, the Universal Declaration of Human Rights and subsequent human rights instruments, the Vienna Declaration and Programme of Action of the 1993 World Conference on Human Rights, and the 2005 World Summit Outcome Document. OHCHR's 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 United Nations human rights work.

In this context, through its headquarters in Geneva and its field presences, OHCHR designs and implements human rights education and training programmes and [assists](#) Governments, other institutions and civil society in this area. It coordinates the [World Programme for Human Rights Education](#) (2005-ongoing), including collecting and sharing good practice and undertaking activities mandated by the UN Human Rights Council. It develops and disseminates effective human rights education and training methodology through [human rights education and training materials](#). It promotes sharing of information and networking through resources such as the OHCHR Library's [Resource Collection of Human Rights Education and Training Materials](#). More information is available in the [human rights education and training section](#) of OHCHR's website.

Acknowledgements

Evaluating the impact of human rights training: Guidance on developing indicators was inspired by the human rights education work of Equitas, OHCHR and their many partners around the world.

OHCHR and Equitas wish to acknowledge the valuable contributions to the content of this publication of the resource persons and participants who attended the following activities co-organized by Equitas and OHCHR:

- "Global Evaluation Workshop – Evaluating Human Rights Education for Enhanced Community Participation in Decision Making", held in Tanzania, November 2011; and
- Two pilot workshops on training evaluation for human rights trainers, based on the OHCHR/Equitas publication *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*, held in Geneva in 2011 and 2012.

Members of the Equitas and OHCHR teams who produced this publication are: Director of Education Vincenza Nazzari and Education Specialists Sarah Lusthaus, Cristina Galofre, Panagiotis Dimitrakopoulos, and Heather DeLagran from Equitas; and staff of the Methodology, Education and Training Section from OHCHR.*

* In compliance with internal policy, the Office of the United Nations High Commissioner for Human Rights does not attribute authorship of its publications to individuals.

Introduction

1. About this tool

This publication is designed to complement [Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators](#), (Evaluation Handbook), jointly published in 2011 by the Office of the United Nations High Commissioner for Human Rights (OHCHR) and Equitas. The Handbook offers human rights educators a step-by-step process for designing, developing and implementing an internal evaluation process for their human rights education (HRE) activities while situating these activities within the broader context of HRE programmes and other human rights work.

As human rights educators, we need to be able to demonstrate the results of our human rights education activities and programmes in terms of their contribution to the improvement of the human rights situation in particular contexts. Key to undertaking an effective evaluation process is being able to first define the external effects or results that an HRE programme or project¹ is meant to achieve and then being able to identify appropriate indicators to capture those results.

Accordingly, this tool provides practical guidance on how to develop indicators in the context of evaluation of HRE programmes and includes a significant section on developing result statements for HRE programmes. Other stages of the evaluation process, particularly measurement strategies and tools for data collection, tabulation, and analysis, are covered in **Part 2, section 4** of the Evaluation Handbook.

The guidance tool draws on recommendations from the global evaluation workshop, [Evaluating Human Rights Education for Enhanced Community Participation in Decision-Making](#), convened by Equitas and OHCHR, that brought together 21 human rights educators from 16 countries, in Dar es Salaam, Tanzania, in November 2011. The workshop provided substantial insight into the potential impact of HRE and effective means for capturing this impact. Categories of indicators, developed during this global evaluation workshop, were validated with human rights practitioners who participated in a pilot workshop on training evaluation for human rights trainers, held in Geneva in 2012.

It also draws on the conceptual and methodological frameworks outlined in previous work undertaken by OHCHR on indicators, such as [Human Rights Indicators: A Guide to Measurement and Implementation](#) (2012) and [A Human Rights-Based Approach to Data](#) (2016).

Over the last few years, draft materials from this publication have been piloted through Equitas' human rights education activities.

¹ In this tool, *programme* and *project* are used interchangeably.

2. Who is this tool for?

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

This publication is meant to be a helpful resource for human rights educators, who may not have formal training in educational evaluation and more specifically in formulating results and related indicators for HRE. It can also be a useful resource for audiences beyond the strict realm of human rights education. For example, in the context of the 2030 Agenda for Sustainable Development, the tool can contribute to work related to the implementation of Target 7 of [Goal 4 on quality education](#).

3. Goal of this tool

The goal of this guidance tool is to enhance the competencies of human rights educators to develop appropriate indicators for measuring the results of their HRE programming and projects.

4. How this tool is organized

This guidance tool presents a process for developing effective indicators for assessing and measuring results of human rights training programmes.

It is divided into **four parts**:

Part 1, Human rights education, begins by exploring HRE in the global context. An effective approach to HRE and its contribution to social change in line with human rights is also addressed.

Part 2, Impact of human rights education work, examines empowerment through HRE and goes on to explore how to articulate “good” short, medium and longer-term results that capture what we can reasonably achieve through our HRE work. Defining good results is key to developing effective indicators.

Part 3, Indicators for human rights education, provides a step-by-step process for developing effective indicators for measuring the results of HRE.

Part 4, Examples of human rights education indicators, presents an array of illustrative examples of indicators for measuring results of HRE that can be adapted for different contexts of HRE work.

5. Glossary

Baseline data

Data that provides a specific value for an indicator at the beginning of a project or programme. It is then used as a point of reference against which progress on the achievement of the related outcome(s) will be measured or assessed.

Beneficiaries

Individuals, groups, or organizations that benefit, directly or indirectly, from a human rights education programme or project.²

F/m/x

F/m/x allows us to disaggregate sex and gender diverse participants by using f(female), m(male), and x(indeterminate/intersex/unspecified). Depending on the context of your HRE programme you may choose to disaggregate data for gender using f/m or f/m/x.

Gender equality

Gender equality means that all human beings, regardless of sex or gender identity (i.e., women and men, girls and boys or any person whose appearance or behaviour does not adhere to socially-constructed female or male gender norms), are free to develop their personal abilities, pursue their professional careers and make choices without the limitations set by stereotypes, rigid gender roles and prejudices.³

Gender-sensitive indicator

Indicators that help measure progress towards the achievement of gender-related outcomes over time. They can be quantitative or qualitative.

Human rights-based approach (HRBA)

A conceptual framework that sets the achievement of the full range of human rights as an objective of social actions. Key elements of HRBA are participation, accountability, non-discrimination, empowerment and link to human rights.

Human rights-based approach to data (HRBAD)

A human rights-based approach to data (HRBAD) offers a set of principles to ensure that human rights are respected in the process of data collection and disaggregation. In accordance with a guidance note produced by OHCHR,⁴ the six main principles of HRBAD include: Participation, Data Disaggregation, Self-identification, Transparency, Privacy and Accountability. HRBAD is particularly relevant in the implementation and measurement of the 2030 Agenda for Sustainable Development, which involves substantial collection and disaggregation of data to measure the achievement of Sustainable Development Goals targets, guided by the overarching goal of leaving no one behind.

² Organization for Economic Cooperation and Development. *Glossary of Key Terms in Evaluation and Results Based Management*. (2002).

³ Adapted from Office of the United Nations High Commissioner for Human Rights. *Gender Equality Policy*. (2011).

⁴ Office of the United Nations High Commissioner for Human Rights. *A Human Rights-Based Approach to Data: Leaving No One Behind in the 2030 Agenda for Sustainable Development*. (2016).

Human rights indicators (HRI)

Specific information on the state or condition of an object, event, activity or outcome that are related to human rights norms, standards and principles, and used to monitor and assess compliance by duty bearers with human rights obligations.

Impact

Impact implies changes in people's lives. In this guidance tool, impact describes changes at the level of the ultimate outcome or longer-term result.

Indicators for human rights education

Indicators that help us frame the evidence or proof required to be able to demonstrate progress towards the results we set out to achieve in a human rights education programme or project.

Logic model (LM)

A tool used in results-based management (RBM) that helps tell the story of a programme or project by describing the planned activities, the products of the activities, and the outcomes of the activities. The logic model illustrates the theory of change of the programme and includes several complementary pathways that, in combination, lead to one ultimate outcome or long-term result.

Output

Product and/or service delivered by project or programme implementer(s).

Outcome

Same as result (see *Result* below).

Participatory approach

Educational approach that encourages social analysis aimed at the empowerment of participants to develop concrete actions for social change that are in accordance with human rights values and standards. It enables educators to address human rights issues from the perspective of participants' lived experiences. It is based on the belief that the purpose of education is to expand the ability of people to become shapers of their world. The participatory approach is a way to implement HRBA in human rights education and other social actions.

Proxy indicators

These are indicators that provide indirect measures when it is not possible to find direct measures of an expected result. Proxy indicators rely on observations that can approximate or represent the intended changes.

Qualitative indicators

Indicators that reflect people's judgments, opinions, perceptions, feelings, and attitudes towards a given situation or subject.

Quantitative indicators

Indicators that are measures of quantities or amounts and are generally expressed as a number, percentage, index or ratio.

Ratio

The relationship in quantity, amount or size between two or more things. It is a proportion.

Result

The likely or achieved effects of an intervention's outputs.⁵ Results are also referred to as outcomes.

Results-based management (RBM)

A project management approach that integrates strategy, people, resources, processes and measurements to improve decision making, transparency and accountability. RBM emphasizes the development of results in planning, implementation, learning and reporting.

Results chain

A tool used in RBM that enables us to map out a programme or project as a logically linked chain of results illustrating the connections or logical relationships between activities and different levels of results.

Target

A specific value or a range of values, for an indicator to be reached by a specific date in the future. Targets are projections or estimates and should be disaggregated like the indicators.

Theory of change

Theory of change is a methodology for planning and evaluation which explains how a particular intervention leads to intended results and ultimately contributes to intended impacts. Within the evaluation context, a theory of change provides a framework for defining and measuring results.⁶

⁵ Organization for Economic Cooperation and Development. *Glossary of Key Terms in Evaluation and Results Based Management*. (2002).

⁶ United Nations Joint Inspection Unit. *Results-Based Management in the United Nations System*. (2017).

Your Feedback

We invite you to send us your feedback on this publication and to tell us about your experience in using it – this will help us to develop our methodology further. Please send your comments and suggestions to:

Equitas – International Centre for Human Rights Education

666, Sherbrooke Street West, Suite 1100
Montréal, Québec, Canada H3A 1E7
E-mail: info@equitas.org

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

Methodology, Education and Training Section
CH 1211 Geneva 10, Switzerland
E-mail: hredatabase@ohchr.org

Part 1

Human rights education

This part explores human rights education (HRE) in the global context. An effective approach to HRE and its contribution to social change in line with human rights is also addressed.

- 1.1. Human rights education in the global context
- 1.2. What human rights education involves
- 1.3. The educational approach

Part 1 – Human rights education

A common understanding of what human rights education (HRE) involves and of its place in the global human rights movement is essential to being able to assess HRE's contribution to the overall realization of human rights and to social change. This section briefly addresses these issues, which are dealt with in greater detail in the Evaluation Handbook (**Part 1, section 1**).

1.1. Human rights education in the global context

Increasingly gaining attention and significance since the early 1990s, particularly in the context of the 1993 Vienna World Conference on Human Rights, HRE is now an established field of educational theory and practice, and has become prominent on the international agenda.

The United Nations [Plan of Action](#) for the fourth phase (2020-2024) of the World Programme for Human Rights Education highlights that:

"The international community has increasingly expressed consensus on the fundamental contribution of human rights education to the realization of human rights and on developing a common understanding of every person's responsibility in this regard. It is recognized that human rights education contributes to the prevention of violence and conflicts, the promotion of equality and sustainable development and participation in decision-making processes within democratic systems."⁷

An important advancement in HRE at the international level has been the adoption by the United Nations of the [UN Declaration on Human Rights Education and Training](#) in 2011. The Declaration has placed human rights education and training at the centre of efforts of the international community to realize all human rights for all. The adoption of the Declaration was part of a standard-setting process that began with the Universal Declaration of Human Rights, which expressly tasked every individual and institution to promote respect for human rights through teaching and education. Since then, provisions on human rights education and training have been incorporated into many international instruments.

In addition, UN Member States have adopted international frameworks for action such as the UN Decade for Human Rights Education, which ended in 2004, and the ongoing World Programme for Human Rights Education. HRE is also included in the 2030 Agenda for Sustainable Development, within target 7 of Goal 4 on quality education; the UN Human Rights Council and General Assembly regularly include HRE items on their agendas.

In the last 20 years, a number of related programmes and initiatives have been launched and new organizations and networks focusing on human rights education and training have been established. For instance, within the context of the UN Human Rights Council, the governmental Platform on Human Rights Education and Training and the NGO Working Group on Human Rights Education and Learning have been created.

⁷ United Nations. *Plan of Action for the Fourth Phase (2020-2024) of the World Programme for Human Rights Education*. (2019), para. 1

1.2. What human rights education involves

In the United Nations context:

“... human rights education includes any learning, education, training or information efforts aimed at building a universal culture of human rights.

Human rights education is a lifelong process that fosters:

- a. Knowledge and skills: learning about human rights and acquiring skills to exercise them in daily life;
- b. Attitudes: developing or reinforcing attitudes, values and beliefs that uphold human rights;
- c. Behaviour: taking action to defend and promote human rights.”⁸

HRE is a process of empowerment that begins with the individual and branches out to encompass the community at large. It 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 enable the empowerment of individuals, i.e., women and men, girls and boys, or any person whose appearance or behaviour does not adhere to socially-constructed female and male gender norms, and their communities, to critically analyze 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.

⁸ United Nations. *Plan of Action for the Fourth Phase (2020-2024) of the World Programme for Human Rights Education*. (2019), paras. 4 and 5

The change envisioned would involve, among other things, changes in social structures, attitudes, beliefs, views, values, freedoms and rights, the quality of education, and good governance (see **Box 1**).

Box 1 – Good governance

Good governance can be defined as “the exercise of authority through political and institutional processes that are transparent and accountable, and encourage public participation.”

HRE contributes to good governance by building the capacity of duty bearers and rights holders to, for example:

- Engage in participatory decision-making processes
- Strengthen policies of public institutions to respond to the diverse needs and rights of people, especially women and marginalized groups
- Raise awareness on national and international human rights frameworks
- Ensure better enforcement of laws that promote and protect human rights

Source: OHCHR, *Good governance practices for the protection of human rights*, 2007

Equality between women and men or gender equality is also a critical component of social change that HRE must strive to achieve (see **Glossary** for definition of gender equality).

1.3. The educational approach

Fundamental to the effective practice of HRE is a participatory approach. This approach encourages social analysis aimed at the empowerment of learners to develop concrete actions for social change that are in accordance with human rights values and standards. 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.⁹ A participatory approach enables learners to address human rights issues from the perspective of their lived experiences.

⁹ The participatory approach can be seen as a way to implement a human rights-based approach (HRBA) in human rights education and other social actions. HRBA is a conceptual framework based on international human rights standards that sets the achievement of all human rights as the objective of social actions.

Part 2

Impact of human rights education work

This part examines empowerment through human rights education and goes on to explore how to articulate “good” short, medium and longer-term results that capture what we can reasonably achieve through HRE work. Defining good results is key to developing effective indicators.

- 2.1. Empowerment
- 2.2. Results-based management (RBM), theory of change, and a human rights-based approach (HRBA)
- 2.3. Results of human rights education
 - 2.3.1. Human rights education results chain
- 2.4. Developing result statements for human rights education programmes
 - 2.4.1. How to structure outcome/result statements
 - 2.4.2. Identifying the ultimate outcome
 - 2.4.3. Identifying intermediate outcomes
 - 2.4.4. Identifying immediate outcomes
- 2.5. Putting it all together in a logic model

Part 2 – Impact of human rights education work

In order to be able to identify and assess the contribution of our HRE work to positive social change that is in accordance with human rights, we need to first be able to describe as clearly as possible what that change will look like (by defining results) and then we can determine how we will measure the change (by developing indicators).

Being able to articulate concretely the kinds of results HRE can lead to, is essential in order to be able to develop effective indicators for measuring whether or not these results have been achieved. Therefore, to lay the groundwork for the treatment of indicators in Part 3, this section focuses on the results of HRE, expanding on the discussion about results in the OHCHR and Equitas' publication *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*.

As empowerment is both a means and a key result of HRE, we begin our discussion of the impact of HRE work by examining empowerment through HRE and then exploring how to articulate “good” results statements in the context of HRE.

2.1. Empowerment

Empowerment is a dynamic rather than a static process which evolves and develops over time. Personal empowerment requires an enabling environment conducive to:

- being heard;
- challenging power relations including with regard to gender roles in society;
- understanding relationships between different sectors of society, as well as with and among marginalized groups;
- engaging around strategies for transformation;
- mobilizing for action;¹⁰ and
- claiming rights.

HRE can strengthen empowerment by increasing capabilities and opportunities, enhancing solidarity and the respect of and responsibility towards others, improving participation in public life and decision-making processes, and furthering the inclusion of marginalized groups. Over the longer term, empowerment could result in structural changes within institutions, improved local and national governance, and thereby contribute to sustainable human development.

In essence, empowerment through HRE unleashes expectations in people and the confidence to act for social change leading to more just and equitable societies where everyone understands their common responsibility to make human rights a reality in each community and in society at large.

Empowerment is the enabler or catalyst and therefore a pre-requisite for achieving the changes or results we are aiming for through HRE. It is also a key result of HRE.¹¹

¹⁰ Mobilizing for action or mobilization indicate collective action while participation indicates individual action.

¹¹ On empowerment and HRE, see the workshop report [Evaluating HRE for Enhanced Community Participation in Decision-Making](#).

2.2. Results-based management (RBM), theory of change, and a human rights-based approach (HRBA)

Meaningful contribution to sustainable change in the well-being of people and communities through human rights education is a complex and long-term undertaking, influenced by an array of different factors. Measuring HRE's contribution to social change is therefore equally complex.

Many organizations working in the field of HRE are required by international donors and multilateral organizations that provide funding for their HRE initiatives or by their internal regulations/procedures to use an RBM approach and more recently theory of change, in articulating their programme plan.

Taken together, the operational tools offered by RBM (i.e., results chain, logic model, performance management framework) and the clear and testable hypothesis about how and why change will occur articulated by the theory of change will help us create a roadmap of where we are, where we want to be, how we are going to get there and how we will know that we have achieved our goal. They also help us create a comprehensive description of how and why a desired change is expected to happen in a particular context¹² (for more on RBM and theory of change, see **Box 2**).

Box 2 – More on RBM and theory of change

RBM approach

RBM is a project/programme management approach that integrates strategy, people, resources, processes and measurements to improve decision making, transparency and accountability. 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. Results at each level aggregate to produce the results at the next, higher level.

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

Theory of change

Theory of change is a methodology for planning and evaluation, which explains how a particular intervention leads to intended results and ultimately contributes to intended impacts. Within the evaluation context, a theory of change provides a framework for defining and measuring results. It is a fundamental part of managing for results.

Theory of change grew out of programme theory and evaluation in the mid 1990's. It offers a new way of analyzing the theories that influence programmes and initiatives that are working for social and political change which are by nature complex and dependent upon numerous different factors. Theory of change is an effective complement to RBM in that it focuses not only on determining whether or not a programme is effective but also on explaining how and why it is effective. Theory of change helps us understand the conditions that influence a project and the motivations and contributions of various actors.

Sources: Stein, Danielle and Craig Valters (2012). *Understanding theory of change in international development*. The Justice and Security Research Programme and The Asia Foundation; and OHCHR and Equitas. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Professional Training Series No. 18. Montreal: OHCHR and Equitas.

¹² United Nations Development Group. Results-Based Management Handbook. (2011); and United Nations Joint Inspection Unit. *Results-Based Management in the United Nations System*. (2017).

A human rights-based approach (HRBA) and gender mainstreaming are mutually reinforcing and offer added value to RBM and theory of change by helping us define the results and the process by which the results are achieved.¹³ Gender mainstreaming calls for the integration of a gender perspective in HRE activities, with the ultimate goal of achieving gender equality,¹⁴ a fundamental human right. A human rights-based approach integrates international human rights standards and principles in development activities, including women's human rights, the prohibition of discrimination and the participation and inclusion of rights-holders, particularly individuals/groups who are marginalized and/or discriminated against. This approach also seeks the accountability of duty bearers to fulfill human rights obligations.¹⁵

2.3. Results of human rights education

Results of HRE programmes, whether measured in the short, medium or longer term, are about *change*. Change connected to our HRE work, occurs at different social levels, that of individuals, of organizations/groups and of the broader community/society.¹⁶ Effective human rights education and training programmes will bring about changes in knowledge and skills related to human rights, as well as changes in attitudes and behaviour, ultimately enabling the empowerment of people to take action for the realization of human rights and bring about social change in their organizations, institutions and communities.

The longer-term results, impacts, or ultimate outcomes that we are aiming towards through HRE are in essence foundational elements of a culture of human rights. These include:

- Respect for human rights and fundamental freedom;
- Respect for diversity and acceptance of all people and peoples;
- Full development of the human personality and sense of dignity;
- Gender equality;
- Effective participation of all persons in a free and democratic society; and
- Peaceful societies.¹⁷

Box 3 – Results terminology

There are various ways to express results in RBM. Many international organizations and donors use the terms output, outcome or impact when referring to results at different levels.

In this tool, to be coherent with the Evaluation Handbook terminology, we use the terms **immediate outcome, intermediate outcome, and ultimate outcome** (impact).

- Immediate outcomes are changes related directly to the project activities.
- Intermediate outcomes are changes that are expected to logically occur once one or more immediate outcomes have been achieved.
- The ultimate outcome is the highest-level change to which an organization, policy, programme, or project contributes through the achievement of one or more intermediate outcomes.

¹³ United Nations Development Group. *Technical Briefs Aligned with Results-Based Management Handbook*. (2014), pp. 17-18

¹⁴ United Nations Children's Fund. *Human Rights-based Approach to Programming*. (2016).

¹⁵ United Nations Evaluation Group. *Integrating Human Rights and Gender Equality in Evaluations*. (2014), p. 30

¹⁶ Office of the United Nations High Commissioner for Human Rights and Equitas. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Professional Training Series No. 18. Montreal: OHCHR and Equitas, (2011), p. 10

¹⁷ United Nations. *Plan of Action for the fourth phase (2020-2024) of the World Programme for Human Rights Education*. (2019), para. 4

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.¹⁸ Recalling that empowerment is a key result of HRE, and that it is “*a process of empowerment that begins with the individual and branches out to encompass the community at large*”¹⁹ the “splash and ripple” image captures this idea of change over time very well:

- **Splash:** the immediate effects of the human rights programme on learners (reactions and learning in the short term, or immediate outcome);
- **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, or intermediate outcome);
- **Waves at shoreline:** the impact over time of the human rights training programme on the broader social environment; it is in the transformations observed on the shoreline that social change can be recognized (longer-term result or ultimate outcome). 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 programme), are contributing to the waves at the shoreline which represent social change.



Photo by Isiah Gibson on Unsplash. Text superimposed over original image.

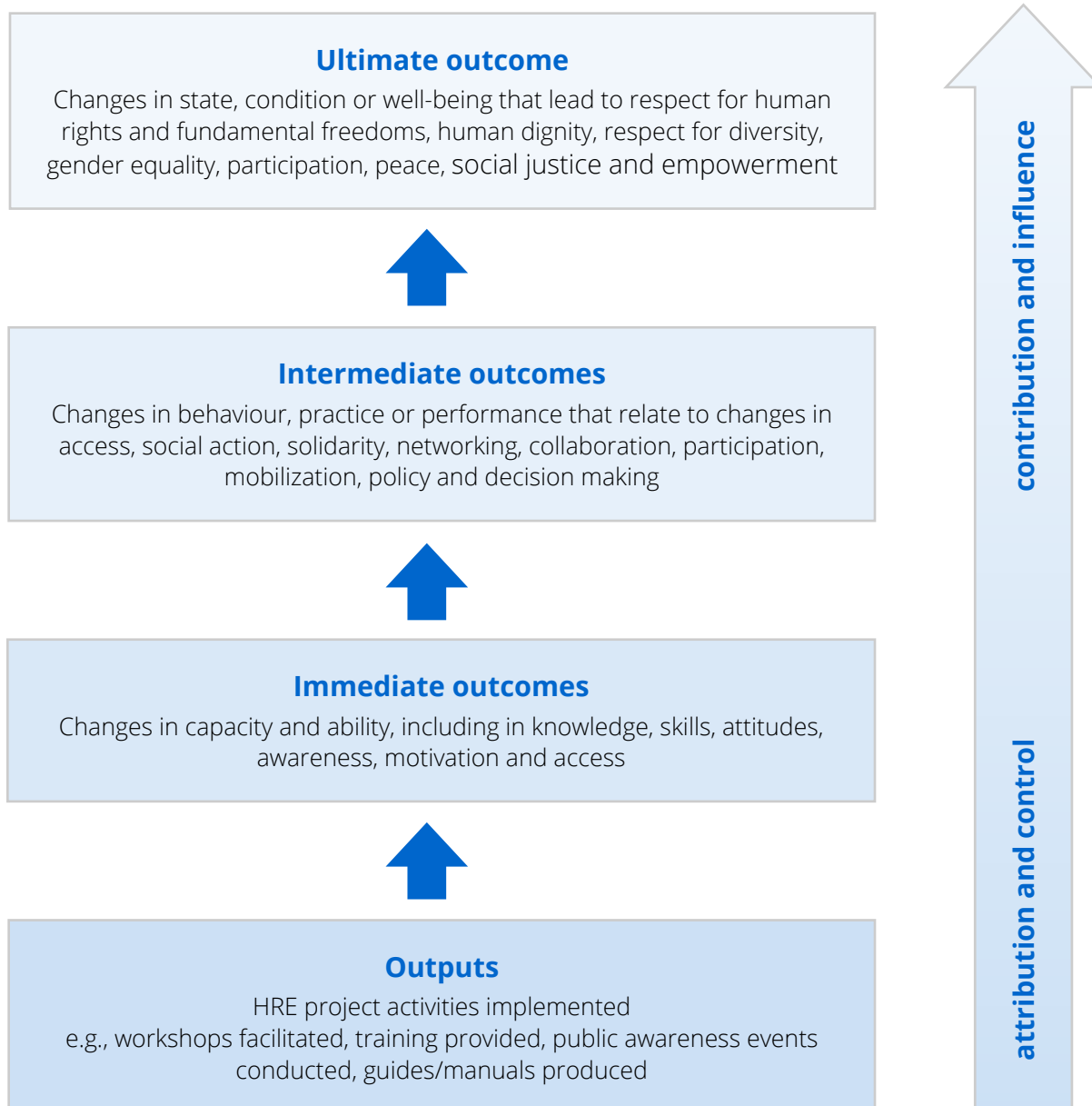
¹⁸ Please see the illustrative example of changes over time

¹⁹ Office of the United Nations High Commissioner for Human Rights and Equitas. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Professional Training Series No. 18. Montreal: OHCHR and Equitas, (2011), p. 55

2.3.1. Human rights education results chain

The *results chain* is a tool used in results-based management (RBM) that enables us to map out a programme or project as a logically linked chain of results illustrating the connections or logical relationships between activities and different levels of outcomes.²⁰ The diagram in **Box 4** illustrates a results chain outlining the types of outcomes/results HRE programmes should aim to achieve.

Box 4 – Human rights education results chain



Sources: United Nations Development Group, *Results-Based Management Handbook: Harmonizing RBM Concepts and Approaches for Improved Development Results at Country Level*, p 13 (2011); and Organization for Economic Cooperation and Development. *Measuring and Managing Results in Development Co-Operation: A Review of Challenges and Practices among DAC Members and Observers* (2014)

²⁰ Ibid., p.57.

As illustrated in **Box 4**, results, or outcomes can be *immediate*, *intermediate* or *ultimate*. The categories of changes outlined above were also identified during consultations conducted by Equitas and OHCHR with human rights educators globally. These are explained in greater detail below (**section 2.4**).

Ascribing certain types of changes to a particular level, does not mean that they cannot occur at a lower level or higher level. For example, depending on the context of the project and its theory of change, changes in access can occur at either the immediate or intermediate level.²¹ Changes in attitudes can also begin to develop at the immediate level, but are generally viewed as requiring more time as they are complex in nature and often bring into question personally-held values and beliefs as well as issues of identity. However, it can be generally expected that the changes listed in the diagram would occur at the levels indicated.

The level of control we have over the results is depicted by the scale on the side of the diagram, which illustrates that, as we move up the results chain, our control over the results decreases. Although the immediate outcomes contribute to intermediate outcomes and intermediate outcomes, together with immediate outcomes, contribute to an ultimate outcome, we must also acknowledge that we cannot solely attribute achievement of the results or outcomes to our initiative. As human rights educators, we contribute to the longer-term results of HRE along with other organizations, programmes, social groups, governments, donors and other actors.²²

2.4. Developing result statements for human rights education programmes

Clearly formulated results for HRE programmes will greatly facilitate the development of effective indicators to measure them. Equally important is to have a strong theory of change, which will provide us with a clear picture of why we are working towards the specific results and how we plan to get there.

To ensure empowerment and social change, it is important to work with programme stakeholders throughout the process of developing results and the theory of change. Stakeholders are people or organizations invested in the HRE programme, interested in the results of the programme, and/or who have a stake in the results.

Engaging stakeholders in developing result statements will encourage ownership of the HRE programme and will enable us to be more effective in capturing the key changes that reflect our desired results.

Results should be appropriate to the environment, resources, as well as existing and potential capacities. If not, there will be a need to adjust result statements. Additionally, they may raise expectations that cannot be met, which could undermine the overall programme.²³ Below we briefly describe a process for developing results for HRE.

²¹ Global Affairs Canada. *Results-Based Management*. (2016), p.12

²² John Mayne. *Contribution Analysis: Making Causal Claims in the Face of Complexity*. Toronto: The Evaluation Centre for Health Intervention, (2015).

²³ United Nations Development Group. *Results-Based Management Handbook: Harmonizing RBM Concepts and Approaches for Improved Development Results at Country Level*. (2011).

2.4.1. How to structure outcome/result statements

Result or outcome statements should be worded simply so that they can be understood by a general audience, not just specialists in the field. An outcome statement expresses only one expected change, is specific enough to be measured, and is realistic and achievable. The actual formulation of an outcome statement is phrased in the past tense and needs to indicate the following:

- The *direction* of the expected change (e.g., increased, strengthened, enhanced);
- *What* will change;
- *Who* will experience change; and
- *Where* the change is expected to happen (the location).²⁴

The order of the different elements can vary, however, it is important to include them all in the result statement and to focus on only one idea per result. We offer examples of two common formulations in **Box 5** below.

Box 5 – Examples of outcome/result statement formulations

| FORMULATION 1 | | | |
|---------------|---|--|--------------------------------------|
| DIRECTION | WHAT | WHO | WHERE |
| Increased | access to technology tools for networking and collaboration | by organizations working on the protection of the rights of minorities | in selected communities in country X |
| Enhanced | motivation to engage in networking and collaborative actions | of human rights educators | in community X |
| Greater | enforcement of existing laws and practices that protect and promote gender equality | by police officers | in city X |

| FORMULATION 2 | | | | |
|---------------|-----------------------|---|---|----------------------|
| DIRECTION | WHAT | WHO | WHAT | WHERE |
| Improved | access to information | by civil society | about government policies | in province X |
| Increased | ability | of community members, especially women and marginalized groups, | to participate in democratic decision making | in their communities |
| Strengthened | skills | of community members, especially women and marginalized groups, | to undertake actions to influence socio-economic programmes | in country X |

²⁴ Global Affairs Canada. *Results-Based Management*. (2016), p 37-38; and *Strengthening Nonprofits: A Capacity Builder's Resource Library, Measuring Outcomes*. (no date), p 14-15

2.4.2. Identifying the ultimate outcome

The first result to develop is the longer-term result, or ultimate outcome. This is the “*raison d’être*” of the HRE programme or project. It represents the sustainable change in the lives (i.e., state, condition, well-being) of women, men, girls and boys, or of persons who do not adhere to socially-constructed female or male gender norms, in the communities or broader society where the project or programme has been implemented. An ultimate outcome is expected to be achieved beyond the lifespan of the programme. However, it is expected that the programme will have significantly contributed to this outcome, alongside other concurrent, related interventions. In this sense, it is also important to be realistic when developing your ultimate outcome to ensure you can demonstrate ways in which your HRE programme has contributed to this outcome. There is always only one ultimate outcome for a programme or project.

The ultimate outcome captures the vision of success of the HRE programme or project. In order to develop an ultimate outcome statement, we should ask ourselves:

- **Why** are we doing the HRE programme?
- **What changes in state, condition or well-being** will those who will ultimately benefit from the programme experience?

The types of ultimate outcomes we should be aiming for through our HRE programmes, as illustrated in the results chain above (**section 2.3**), focus on respect for human rights and fundamental freedoms, human dignity, respect for diversity, gender equality, participation, peace, social justice, empowerment; all essential elements of a culture of human rights.

A few examples of **ultimate outcomes** could be:

- Increased empowerment of women and men, girls and boys, and marginalized groups in country Y, to enjoy and exercise their human rights;
- More inclusive democratic decision-making processes where women and marginalized groups have an equal voice in select countries;
- More inclusive social and political environment for people who self-identify as LGBTI in country X; or
- More equitable communities where key actors, including children and youth, are taking leadership in promoting greater respect for human rights.

2.4.3. Identifying intermediate outcomes

Once the ultimate outcome is clear, the next step is to develop intermediate outcomes, which are deemed to contribute significantly to the ultimate outcome. These are expected changes in behaviour, practice or performance not only among those directly involved in the HRE programme but expands to include organizations, neighbourhoods, families, surrounding them that are influenced by the programme. These changes are usually achieved by the end of the programme. They are the changes that are expected to logically occur once one or more immediate outcomes have been achieved. While there is only one ultimate outcome, there could be several intermediate outcomes, ideally between two to three. In order to develop the intermediate outcomes, we should ask ourselves:

*What **changes in behaviour, practice or performance** will HRE programme participants experience by the end of the programme (keeping in mind how these changes will also contribute to the programme's ultimate outcome)?*

In HRE, intermediate outcomes focus on things such as greater access, engagement in social action, solidarity, networking, collaboration, practice and participation, as well as contributions to changes in policy and decision-making processes. Some examples of possible intermediate outcomes statements are:

- More effective social actions by people, especially women and marginalized groups, to hold their governments to account in country X;
- Strengthened policies of public institutions to respond to the diverse needs and rights of people, especially women and marginalized groups in country X;
- Greater access to justice for women in country X; and
- Improved collaboration among women's organizations working on combatting domestic violence in rural community X.

2.4.4. Identifying immediate outcomes

Finally, the immediate outcome statements need to be defined. Immediate outcomes result directly from the delivery of an HRE activity (outputs). They often refer to expected changes among individuals directly participating in our HRE activities. It is at this level where we have the greatest degree of control and therefore can make reasonable connections between our HRE activities and the specific outcomes. There should be approximately one to three immediate outcomes for each of the intermediate outcomes. To develop these statements, we should ask ourselves:

*What **changes in capacity/ability** (i.e., knowledge, skills, attitudes, awareness, motivation and access) will HRE programme participants experience, (also keeping in mind how these will contribute to the intermediate outcomes)?*

Some examples are provided below.

- Increased capacity of human rights educators to accompany community members, especially women and marginalized groups, to carry out community actions for advancing participation in democratic decision making in their communities;

- Increased ability of community members, especially women and marginalized groups, to participate in democratic decision making in their communities;
- Strengthened skills of community members, especially women and marginalized groups, to undertake actions that contribute to changes in socio-economic policy and programmes in country X;
- Enhanced motivation of human rights educators and community members, especially women and marginalized groups, to engage in collaborative actions to influence socio-economic policy and programmes, in select countries; and
- Increased awareness among police officers in district X of their responsibility to protect human rights.

2.5. Putting it all together in a logic model

Organizing HRE activities, outputs and outcomes into a graphical illustrative figure, like a logic model, helps present the key components of a programme or project in a clear and logical way.

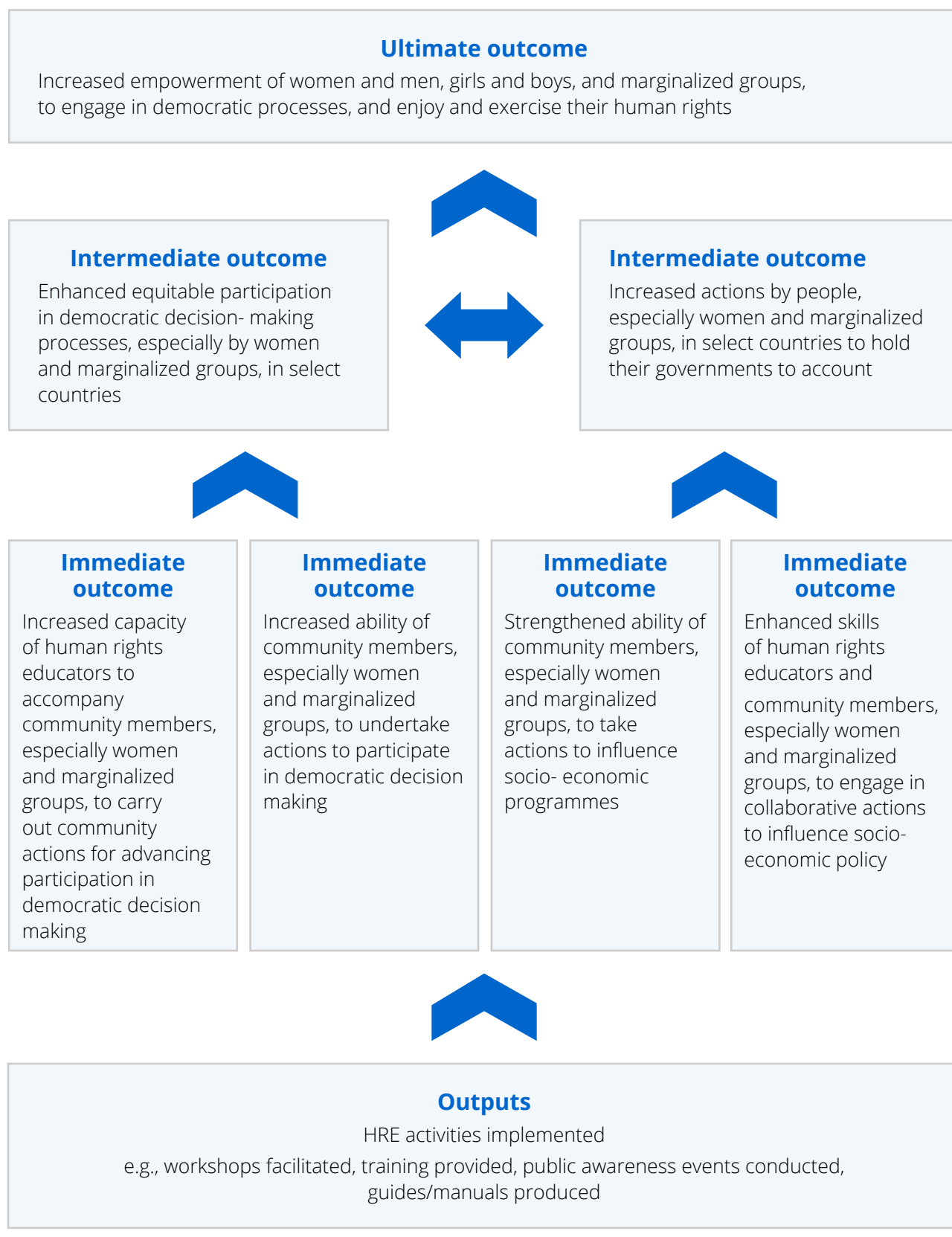
While the results chain provides a conceptual model for how an HRE programme breaks change down into building blocks (see **section 2.3**), the logic model is a more complete tool. It helps to tell the story of the HRE programme by describing the planned activities, the products of the activities, and the results of the activities. The logic model illustrates the theory of change of the programme and includes several complementary pathways that, in combination, lead to one ultimate outcome. While the pathways of change flow vertically, keep in mind that in reality there is also a dynamic, complementary, horizontal relationship between the different pathways within a logic model. Generally, a logic model is also accompanied by a theory of change narrative for the HRE programme, explaining the *why* and *how* of the change envisioned by the programme.

When developing a logic model, it is important to begin with the ultimate outcome first, before you decide which activities you need to undertake. Keep in mind that it may take several activities to reach an outcome, and that the logic model is a working document in which you can incorporate changes and improve over time as you implement the programme.²⁵

Box 6 illustrates an example of a logic model for an HRE programme or project.

²⁵ *Strengthening Nonprofits: A Capacity Builder's Resource Library, Measuring Outcomes.* (no date), p. 17

Box 6 – Example of a logic model for an HRE programme



Part 3

Indicators for human rights education

This part provides a step-by-step process for developing effective indicators for measuring the results of human rights education.

- 3.1. Quantitative and qualitative indicators
- 3.2. Proxy indicators
- 3.3. Developing indicators for human rights education
 - 3.3.1. Unit of measure
 - 3.3.2. Unit of analysis
(what you need to measure)
 - 3.3.3. Context
- 3.4. Gender-sensitive indicators
- 3.5. Disaggregating data for indicators
- 3.6. Developing SMART indicators
- 3.7. Baseline and targets
 - 3.7.1. Baseline
 - 3.7.2. Targets

Part 3 – Indicators for human rights education

Measuring results of social actions, like HRE, is a complex and challenging undertaking. This makes developing “good” indicators that can effectively capture evidence of progress towards key changes, or results, essential. Indicators for human rights education help us to frame the evidence or proof required to be able to demonstrate progress towards the results we set out to achieve in a human rights education programme or project. They “indicate” what we should observe, in terms of quality, quantity and timeliness, in order to verify whether, or to what extent, progress is being made towards what we set out to achieve through our HRE work. They enable us to measure actual results against planned or expected results and therefore must directly relate to the results they are measuring. In this sense they can be considered “performance indicators”, as their primary objective is to allow the verification of changes produced by an intervention, such as HRE, relative to what was planned.

Indicators answer questions such as: How will you know when changes have occurred? How will you know when you have achieved your planned outcomes? Thinking ahead to possible data collection methods will tell you if your indicators are specific enough. Before you set your indicators, ask questions like the following to determine if your indicators will work:

- How can I “see” the change? (*Through what kind of observation?*)
- How can I “hear” the change? (*Through interviews? Focus groups?*)
- How can I “read” the change? (*Through surveys? In reports?*)

For example, look at the following stated outcome of a national HRE programme:

Young women have increased their capacity to participate in their national youth council.

- When you think about increasing capacity what comes to mind? How will you know when the women have increased their capacity? What questions will you ask?
- Similarly, what will you include as a measure for increased participation? How do the young women participate? Is it by attendance? Is it the number or times young women speak or are heard? Is it their role in decision making within the council?
- Overall, what will you look at to see that your training helped young women participate in their national youth council?

This tool aims to guide human rights educators and other stakeholders to develop and use indicators effectively. In order for the indicators to provide the appropriate data, they must be able to measure the changes in the corresponding outcomes or results. Indicators must be measures that can be seen, heard, counted, reported, or enumerated using some type of data collection method.²⁶

²⁶ *Strengthening Nonprofits: A Capacity Builder's Resource Library, Measuring Outcomes.* (no date), p. 19

3.1. Quantitative and qualitative indicators

According to the result-based management framework, two types of indicators are used to measure a programme/project results: *quantitative indicators* that measure quantities or amounts and *qualitative indicators* that capture perceptions, judgements, or attitudes.²⁷ A mix of qualitative and quantitative indicators usually helps to reveal nuances and provide greater insight into what is happening.

For example, in order to measure progress towards gender equality, the *quantitative* indicator “# of women elected parliamentarians in the next election” is a valid indicator. However, adding another indicator, either qualitative or quantitative can help us better understand other dynamics at play, in this case the progress towards gender equality.²⁸

Some examples might be:

- % of women parliamentarians who believe that their voices are making a difference in decision-making (qualitative)
- Proportion of female to male parliamentarians (quantitative)

Given the complexity of HRE, both types of indicators are relevant. The choice of the type of indicator to use depends on what is required to support the validity of your findings. You must use the indicators that give you the best insight into the issues you are evaluating.

Quantitative and qualitative indicators are explained in more detail below.

Quantitative indicators measure quantities or amounts and are generally expressed as a number, percentage, index or ratio. They rely on information on objects, facts or events that are directly observable or verifiable. Some examples may be:

- *Proportion of men and women in decision-making positions;*
- *Percentage of boys and girls attending primary school;*
- *Number of youth (f/m/x)²⁹ engaged in a community action project;*
- *Frequency of activity of a minority in an online community of practice (e.g., posts, views); and*
- *Ratio of male to female participants who attended the gender equality training session.*

²⁷ Gremillet, Patrick. *Results-Based Management in UNDP*. UNDP Bratislava Regional Center, Management Practice, (2011); and DFID. *How to note: A DFID practice paper. Guidance on using the revised Logical Framework*. (2011), p. 27

²⁸ Cheyanne Church and Mark Rogers. *Designing for Results, Integrating, Monitoring and Evaluation in Conflict Transformation Programs*. (2006), pp. 50-51

²⁹ As indicated in the glossary, f/m/x allows us to disaggregate sex and gender of diverse participants by using f(female), m(male), and x(indeterminate/intersex/unspecified). Depending on the context of your HRE programme, you may choose to disaggregate data for gender using f/m or f/m/x.

Qualitative indicators capture people's judgements, opinions, perceptions, feelings, and attitudes towards a given situation or subject. For example:

- *Sensitivity towards an issue...* e.g., rights of women and girls;
- *Attitudes towards...* e.g., ethnic minorities;
- *Satisfaction with ...* e.g., training session;
- *Influence over...*e.g., decision making;
- *Relevance of...* e.g., training material;
- *Awareness about...* e.g., human rights standards;
- *Confidence to...*e.g., do something;
- *Perception of...* e.g., usefulness;
- *Perception of prospects...*e.g., for peace;
- *Openness towards...* e.g., newcomers; and
- *Sense of...* e.g., well-being.

Given the types of results we are aiming for in HRE, both quantitative and qualitative indicators are important. Data collected using qualitative indicators help us to understand the *how* and the *why* of a HRE programme or project. What makes the indicator qualitative is that we are measuring a qualitative element, (e.g., *a belief, perception, opinion*).

Take note that qualitative indicators can be quantified. Some of the ways to *quantify* qualitative data include:

- **Coding** the data (i.e., analyzing and categorizing qualitative data, then counting the occurrences of responses per category); and
- **Using percentages and numbers** to quantify qualitative data. For example, if we want to know about the quality of our training material, a qualitative indicator might be:
% or # of participants trained who feel the training material is useful
- **Providing a scale** that offers some measure of the magnitude of change. For example:
level of confidence (on a four-point scale) of youth (f/m/x) in their ability to influence political decisions in their community
degree of openness (on a four-point scale) of decision makers to include youth (f/m/x) in decision-making processes

These methods will enable us to draw conclusions about progress made towards the achievement of results. Remember that although we quantified a qualitative indicator, we need to look beyond numbers. If the indicator in question relates to some sort of judgement, opinion, perception, feeling, or attitude, then the indicator remains qualitative. In other words, although indicator data may be presented numerically, the data remain qualitative in nature.³⁰

³⁰ Gremillet, Patrick. *Results-Based Management in UNDP*. UNDP Bratislava Regional Center, Management Practice (2011); and DFID. *How to note: A DFID practice paper. Guidance on using the revised Logical Framework*. (2011), p. 27

3.2. Proxy indicators

When providing the most direct evidence of an expected result is not possible, indirect measures or proxy indicators are used. Proxy indicators rely on observations that can approximate or represent the intended changes.³¹ Some examples are provided below.

- In measuring gender equality, an ideal indicator of the influence of women's organizations on legislation is the extent to which their proposed measures are actually incorporated into the law. However, pending the actual passage of a 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 organizations on proposed legislation*.³²
- In measuring school readiness of children, there are not very many direct measures that can be used. Instead, a number of indirect measures are used to approximate child school readiness. These can include: *children's participation in preschools that provide age and developmentally appropriate programmes, parents' exposure to parenthood education services, and family literacy levels*.³³

3.3. Developing indicators for human rights education

In order to develop appropriate indicators for measuring progress towards achieving desired results in our HRE programmes, the results or outcomes of the HRE programmes need to be clear (see **Part 2** about developing results for HRE). For each outcome identified, there will be a range of possible indicators that will enable us to measure the outcome, with varying degrees of certainty.

Indicators must be contextually relevant and meaningful; they must provide accurate evidence; and the information needed for the indicators must be easy to gather. There is no indicator that is inherently better than another; choosing indicators will depend on how well they relate to the result they intend to describe. Keep in mind that it is essential to engage stakeholders throughout the process to ensure the development of appropriate results and indicators.

³¹ United Nations Development Group. *Technical Briefs Aligned with Results-Based Management Handbook*. (2014), p. 2

³² Office of the United Nations High Commissioner for Human Rights and Equitas. *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. Professional Training Series No. 18. Montreal: OHCHR and Equitas, (2011), p. 265

³³ Harvard Family Research Project. *Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource*. (2011).

Indicators are composed of three elements: *a unit of measure, a unit of analysis and a context*.³⁴ These are described in greater detail below.

Indicator = unit of measure + unit of analysis + context

3.3.1. Unit of measure

The unit of measure is the first element of the indicator. It is a *number, percentage, level, degree, frequency or ratio*. It is important to keep in mind the notion of proportionality related to the unit of measure. For example, if your unit of measure is *number of learners* who report a change in attitude vis-a-vis a particular marginalized group, you should, when possible, indicate the total number of learners that you are considering.

As discussed in the **section 3.1**, quantitative indicators are by nature units of measure as they represent quantities of amounts. Qualitative indicators can also provide measure, by coding, or by using scales.

3.3.2. Unit of analysis (what you need to measure)

The unit of analysis is *who* or *what* will be observed to determine the extent to which we are achieving our expected outcome. In other words, the units of analysis are the individuals or objects whose characteristics will be measured.

For instance, if the expected outcome is, improved access to *primary schools for girls in country Y*, different ways that this could be measured include:

- Number of **girls** enrolled in primary school;
- Number of **families** that encourage girls to go to school;
- Condition of **roads** going to and from the girls' homes and the school;
- Amount of school **fees**; and
- Change in **policies/laws** related to inclusion of girls in primary school education.

Any of these indicators or combinations thereof, could provide the necessary evidence of progress towards the expected outcome of: **improved access to primary schools for girls in country Y**. Defining the result and discussing the context with stakeholders will enable us to determine the appropriate unit of analysis.

³⁴ Global Affairs Canada. *Results-Based Management*. (2016).

There are several categories for units of analysis. Relevant examples for HRE are provided for each category below.

Individuals (female and male, including persons who do not adhere to socially- constructed female or male gender norms): Individuals are the most common unit of analysis in HRE. They include direct and indirect beneficiaries of our HRE activities and programmes. Some relevant examples for HRE include:

- Participants in our HRE activities
- Community members
- Citizens
- Government officials
- Community leaders
- Children
- Youth
- Educators
- Journalists
- Police officers
- Judges
- Government officials
- Religious leaders
- Military personnel
- Border guards

Social groups/organizations/institutions: These are groupings with shared defined characteristics. They could include informal groupings or more formal and well-organized groupings. Some relevant examples for HRE include:

- Families
- Ethnicities
- Nationalities
- Local religious associations
- Social movements
- Police departments
- Prisons/jails/detention centres
- Coalitions/networks
- Human rights commissions
- Government departments
- Community-based organizations
- NGOs
- International organizations
- Businesses

Social and cultural artifacts: These are all the things created by humans, including the built environment, objects, art and music, advertising, language, written documents, digital platforms. The list is endless. Some relevant examples for HRE include:

- Policies
- Reports
- Photos
- Murals
- Exhibits
- Publications (e.g., manuals, books, newsletters, newspapers, magazines)
- Laws
- Workshops
- Training sessions
- Forums
- Dialogues
- Social media products (e.g., podcasts, webinars, blogs, Facebook/Instagram/Twitter posts, webpages)

3.3.3. Context

The context is the final component of the indicator. This is the set of circumstances that specify the particular aspect of the outcome that the indicator is intended to measure.

For instance, if the expected outcome is increased *participation of young women in decision-making processes in community X* and it has been determined that one way to measure their participation is to see how many young women participate in the local youth council, then the context could be *participating in the local youth council*.

Box 7 illustrates the structure of indicators with some examples.

Box 7 – Examples of indicators

| UNIT OF MEASURE | UNIT OF ANALYSIS | CONTEXT |
|---|---|---|
| Quantitative indicators | | |
| Number of | young women trained (disaggregated by age) | who are participating in the local youth council |
| Percentage of | participants (f/m/x) trained | that implemented their learner transfer plans |
| Percentage of | community initiatives | using approaches that integrate gender equality |
| Qualitative indicators | | |
| Level of engagement (on a four-point scale) | of community members (disaggregated by sex and ethnicity) | in collaborative peacebuilding actions |
| Percentage of | women (disaggregated by age and region) | that are motivated to work in the field of human rights |

3.4. Gender-sensitive indicators

It is fundamental that HRE programmes have results and indicators as well as related baselines and targets that allow us to measure changes in gender equality (see **Glossary** for definition of gender equality). Indicators of gender equality should be considered for each stage of the HRE programme cycle, the planning, development, implementation and evaluation.

A gender-sensitive indicator enables us to:

- Measure the gender gaps and inequalities we are seeking to redress through our programmes;
- Determine the differences in the roles and responsibilities of different members of society as well as their access to resources;

- Discern the power structures that underlie the relationships among different members of society; and
- Demonstrate the impact of changes in power relations between women and men and boys and girls.³⁵

Box 8 – Examples of gender-sensitive indicators

Quantitative

- Ratio of women to men in decision-making positions in the government
- # of people (f/m/x) who suffer from gender-related violence

Qualitative

- # of women who feel they receive equal treatment in decision making
- Perceived confidence (on a four-point scale) of LGBTI persons in accessing gender-sensitive health services

3.5. Disaggregating data for indicators

Data disaggregation is sometimes referred to as “separating a whole into its component parts” and data aggregation as “summing the data”.³⁶

General statistical data give only the global picture and do not necessarily allow us to see what is happening at the level of specific groups. Disaggregation of data allows us to see hidden relations, gather details about those who are most often excluded or marginalized, and in essence capture the real situation in order to be able to effectively measure progress towards the results.³⁷

In keeping with the Sustainable Development Goals’ primary aim of *leaving no one behind*, as well as a human rights-based approach’s focus on the most disadvantaged and marginalized, it is imperative that the indicators we develop allow for the collection of disaggregated data that will enable us to demonstrate how different people or groups in society experience or are affected by our HRE programmes. Wherever possible, indicators should aim to gather disaggregated data related to principal grounds for discrimination, including sex, age, economic and social situation, race, colour, language, religion, political or other opinion, national or social origin, property, birth, disability, health status, nationality, marital and family status, sexual orientation and gender identity, place of residence and other status.³⁸

³⁵ Adapted from United Nations, Educational, Scientific and Cultural Organization. *Gender Sensitive Quantitative and Qualitative Indicators*. (2003); and Oxfam. *Quick Guide to Gender-Sensitive Indicators*. (2014).

³⁶ National Forum on Education Statistics. *Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups*. (NFES 2017-017). U.S. Department of Education. Washington, DC: National Center for Education Statistics, (2016).

³⁷ Najčevska, Mirjana. *Collection of disaggregated data as a tool in fighting structural discrimination of People of African descent*.

³⁸ Office of the United Nations High Commissioner for Human Rights. *Human Rights Indicators* (2012), pp. 69-70

Keep in mind that the disaggregation of data is not a value neutral exercise, and that there are risks associated with this operation when it comes to the protection of the rights of data subjects. A human rights-based approach to data has much to offer in this context. As OHCHR explains in its guidance note *A Human Rights-Based Approach to Data*, there are a number of considerations to keep in mind when collecting disaggregated data. Some of these are outlined below:

- Gathering data for an HRE programme, that can be disaggregated, will sometimes require that individuals self-identify as members of particular groups which they may be reluctant to do for a variety of reasons;³⁹
- It may not always be practical or feasible to collect the data. There may be cost implications to consider;
- It will be important to ensure that the disaggregated data is not used to further discriminatory practices;⁴⁰ and
- The methods we use to collect data on our indicators should be in keeping with a participatory approach.⁴¹

3.6. Developing SMART indicators

The choices we make in selecting our indicators are fundamental. If the wrong information is measured, or if it is measured in the wrong way, the data may be misleading and the quality of the decisions based on the information could be affected. Remember to choose indicators that are the best possible measurement of the outcome, and keep in mind that the most important criteria is that the data on the indicator can actually be collected, is collected and is then used for evaluation.

A good practice for selecting indicators is to include no more than two indicators (one quantitative indicator, one qualitative) per outcome. The indicators you select will need to be regarded as credible to outside stakeholders and you will be responsible for systematically collecting, storing and analyzing the data they generate. Therefore, selecting a realistic number of indicators is important.

The questions below may be helpful in selecting the most relevant and meaningful indicators for HRE programmes using the **SMART** criteria (**S**pecific, **M**easureable, **A**chievable, **R**elevant and reliable, **T**ime-bound).⁴²

³⁹ Office of the United Nations High Commissioner for Human Rights. *A Human Rights-Based Approach to Data: Leaving No One Behind in the 2030 Development Agenda*. (2016).

⁴⁰ Office of the United Nations High Commissioner for Human Rights. *Human Rights Indicators*. (2012), pp. 66-68

⁴¹ For more on collecting disaggregated data, see Office of the United Nations High Commissioner for Human Rights. *A Human Rights-Based Approach to Data: Leaving No One Behind in the 2030 Development Agenda*. (2016).

⁴² Office of the United Nations High Commissioner for Human Rights. *Human Rights Indicators*. (2012), p. 50; Ruby Sandhu-Rojon. *Selecting Indicators for impact evaluation*. UNDP (n.d.); United Nations Children's Fund. *Developing and Selecting Measures of Child Well-Being*. (2014).

Specific

- Does the indicator clearly and directly relate to the outcome being measured?
- Is it specific enough to measure progress toward the expected outcome?
- Does the indicator provide an appropriate level of disaggregation?
- Is the indicator neutral? (i.e., it does not indicate a direction of change, nor a target for change)

Measurable

- Are the changes you are measuring objectively verifiable?
- Will the indicator “indicate” or show desired change?
- Is the indicator a clear measure of the outcome?

Achievable

- Is the indicator a realistic measure of the result?
- Are the data sources known?
- Is it possible to collect the data on the indicator given the cost and resources available?

Relevant and reliable

- Is it relevant to the intended outcome? Is it plausibly associated with the types of activities of the programme?
- Is there a history of use? Have we used the indicator previously and did it help us measure our results?
- Is the indicator relevant to the local context?
- Is the indicator a consistent measure over time?

Time-bound

- Will it be possible to collect the data needed for the indicator within the time frame stipulated?

Box 9 – RIGHTS criteria

Quantitative

Other criteria for indicators are the RIGHTS criteria (i.e., Relevant and Reliable; Independent; Global and universally meaningful; Human rights standards; Transparent, Timely and Time-bound; and Simple and Specific). These criteria expand on the SMART criteria and take into account statistical and methodological properties of an indicator as well as human rights principles and concerns. See OHCHR, *Human Rights Indicators*, p. 50 (2012).

3.7. Baseline and targets

Indicators require a baseline and target to be useful in measuring results of HRE activities and programmes. Without baselines and targets, measurement of change over time is not possible. These provide a point of reference in terms of where we are at the beginning of the project (baseline) and where we want to get to by the end (target). In keeping with a human rights-based approach, baseline data, targets and timelines should be developed in a participatory manner with project stakeholders whenever possible.⁴³

3.7.1. Baseline

Baseline data provides a specific value for an indicator at the beginning of a project or programme. It is then used as a point of reference against which progress on the achievement of the related outcome(s) will be measured or assessed. Ideally, the baseline data should be gathered and agreed upon by stakeholders when a programme is being developed. If baseline data cannot be collected at the outset, it is necessary to establish a measure of where you currently are. This will at least enable you to assess change in the future from this point forward.

An example of baseline data for an HRE programme that is promoting the enrolment of girls in primary education could be: *75% of school-aged girls are enrolled in primary school* (at the beginning of the HRE programme).

Baseline data is very useful for establishing realistic and achievable targets.

3.7.2. Targets

Targets are what we are aiming to achieve within our HRE programme. A target is a specific value or a range of values that we set to determine the level of achievement of our desired outcome. Targets are important as they provide us with a point of reference to assess if our HRE programme is on track; and if it is not on track, we can make adjustments to ensure success.

When setting targets for indicators, it is important to keep the same units of measure and analysis as the indicators. Furthermore, if the indicators are disaggregated, targets should be disaggregated in the same way. Setting a timeline for a target is equally important.

Timelines can be set for the shorter term and the longer term (end of programme). Ensuring that targets are realistic and reviewing them regularly ensures that the targets can be achieved.⁴⁴

An example of a target for promoting school-aged girl enrolment in primary education, could be *90% of school-aged girls are enrolled in primary school* (by the end of the HRE programme).

⁴³ United Nations Development Group. *Technical Briefs Aligned with Results-Based Management Handbook*. (2014).

⁴⁴ Global Affairs Canada. *Results-Based Management*. (2016), p. 61

Part 4

Examples of human rights education indicators

This part presents an array of illustrative examples of indicators for measuring results of HRE that can be adapted for different contexts of HRE work.

- 4.1. Immediate outcome indicators
- 4.2. Intermediate outcome indicators
- 4.3. Ultimate outcome indicators
 - 4.3.1. Defining key terms in the ultimate outcome – an example

Part 4 – Examples of human rights education indicators

Selecting the most appropriate indicators for HRE will depend on the context of the HRE, programme and the results identified. In this section, illustrative examples of indicators for the types of HRE results presented in **Part 2** are provided. The indicators are organized according to their level of result: *immediate outcome indicators*, *intermediate outcome indicators*, and *ultimate outcome indicators*.

Keep in mind that having a clear understanding of the results and being able to articulate what they entail is crucial to being able to develop indicators that can effectively capture evidence of the results. Therefore, it is important to define key terms, both in results statements and indicators, and to engage stakeholders in this process. Those who are directly involved in the changes will be the best placed to help determine which indicators are the most appropriate measures of change.

While it is important to develop indicators for HRE programmes, it is also important to be realistic about the change we can attribute to our work. Indicators for immediate outcomes and intermediate outcomes are essential in demonstrating how our human rights education activities and programmes contribute to the improvement of the human rights situation in particular contexts. Although it is more challenging at the ultimate outcome level to demonstrate this, providing reasonable evidence of contribution is possible. The following sections provide examples of indicators that will enable you to adequately demonstrate contributions of your HRE programmes or projects to the desired changes for the different levels of outcomes.

The examples of outcomes and indicators in the tables below were developed based on research of human rights training programmes offered by a diverse group of organizations that provide HRE. These also draw extensively on consultations conducted by Equitas and OHCHR with human rights educators globally. Additional examples of qualitative and quantitative indicators are also provided after each table.

All indicators for all levels of results presented in this tool should be viewed as a guide. The indicators you develop to measure results of your HRE programmes or projects will need to take into account the specific context and ensure the engagement of relevant stakeholders.

4.1. Immediate outcome indicators

Immediate outcomes, as stated earlier, stem directly from the delivery of an HRE activity (outputs). In HRE programmes these results relate primarily to changes in capacity, including changes in *knowledge, skills, ability, attitudes, awareness, motivation*, and *access* among individuals or groups of people directly participating in our HRE activities.

- Immediate outcome indicators will seek to measure for example:
- specific areas of knowledge and skills;
- artifacts (e.g., learning transfer plans); perceptions; and
- level of confidence, commitment, willingness.

Box 10 – Examples of immediate outcome indicators

| Immediate outcomes | Quantitative indicators | Qualitative indicators |
|---|---|--|
| Increased ability of government officials from the Ministry of Social Affairs (MOSA) to integrate gender equality into their programming | % of MOSA officials (f/m) who commit to one action to integrate gender equality into their programming | Level of confidence (on a four-point scale) of MOSA officials (f/m) to be able to implement the action in their programming |
| Increased awareness among police officers in district X of their responsibility to protect human rights | # of police officers (f/m) trained who can describe their responsibility to protect human rights | % of police officers trained (f/m) who report feeling equipped to protect human rights of people in district X |
| Strengthened skills of human rights educators to accompany women to carry out actions for advancing women's participation in democratic decision making in their communities | # of human rights educators (f/m) trained that can explain how they will accompany women in their communities to carry out actions for advancing women's participation in democratic decision making in their communities | Level of perceived ability (on a four-point scale) of human rights educators (f/m) to accompany women in their communities to carry out actions for advancing women's participation in democratic decision making in their communities |
| Enhanced motivation of community members trained, in particular women and people from marginalized groups, to engage in collaborative actions on socio-economic issues in their community | # of collaborative action plans developed | Level of commitment (on a four-point scale) of community members trained (disaggregated by gender, ethnicity and religion) to undertake collaborative actions |
| Greater acceptance of LGBTI persons by community members in rural area X | % of workshop participants (f/m) that commit to taking action against discrimination of LGBTI persons in their communities | % of participants (f/m) trained who believe the training material is useful for their work |
| Increased knowledge and skills of civil society organizations about government human rights obligations in country X | % of members (f/m/x) of civil society organizations trained who can identify government human rights obligations | Level of perceived ability (on a four-point scale) of civil society organizations to address government human rights commitments in their work |

Box 11 – Examples of immediate outcome indicators

Indicator examples with* come from OHCHR, *Human Rights Indicators* (2012)

Quantitative immediate outcome indicators

- # of government officials (f/m) who started and completed the training session
- % of youth (f/m/x) trained that can describe how to access community services for youth
- # of community action plans produced by training participants (f/m/x) that include approaches that promote gender equality
- % of women from rural communities trained that can identify human rights violations
- # of human rights educators (f/m/x) who produce a plan for a human rights training activity that integrates a participatory approach
- % of teachers trained who create a lesson plan on children's rights and responsibilities
- # of action plans produced by training participants (f/m/x) that meet quality criteria
- # of teachers (f/m/x) requesting further training in human rights
- % of programme participants (f/m/x) who report that the training event was accessible for persons with disabilities

Qualitative immediate outcome indicators

- Level of perceived usefulness (on a four-point scale) of the training by participants (f/m/x)
- Level of satisfaction (on a four-point scale) of participants (f/m/x) trained with the training materials
- % of participants (f/m/x) who report feeling confident in applying a human rights-based approach in the work of their organizations
- Ratio of women to men who indicate they feel confident accessing government health services
- % of human rights educators (f/m/x) who feel they can use human rights education resources to engage with local communities
- # of government officials trained who feel capable to report to treaty bodies
- # of participants (f/m/x) from minority groups that indicate willingness to take action for human rights
- % of government officials (f/m) trained who report being motivated to engage in collaborative actions as a result of participation in a human rights training event
- # of border guards (f/m) who feel their perception of refugees has changed following the training
- # of participants (f/m/x) trained who feel motivated to promote the rights of community members through HRE initiatives
- Degree of willingness (on a four-point scale) expressed by training participants (f/m/x) to take action for human rights
- % of participants (f/m/x) who feel the training is inclusive of marginalized groups in the community
- Perception as to the degree (on a four-point scale) that different groups (e.g., women/men, class, urban/rural, ethnicity) are aware of their legal rights*

4.2. Intermediate outcome indicators

Intermediate outcomes, or changes in the medium term, are changes in behaviour, practice or performance. These outcomes occur for the most part during, or by the end of a programme. In HRE these changes generally relate to changes in *access, social action, solidarity, networking, collaboration, practice, participation, mobilization, policy and decision making*.

Box 12 – Examples of immediate outcome indicators

| Intermediate outcomes | Quantitative indicators | Qualitative indicators |
|--|--|---|
| Strengthened policies of the Ministry of Social Affairs (MOSA) to respond to the diverse needs of women in country X | # of measures (e.g., dialogues, consultations, legislation) taken by MOSA officials to strengthen policies regarding the rights of women | Ratio of women to men who indicate that the types of measures taken with respect to the rights of women by MOSA are adequate |
| Improved practice among police officers in district X to protect human rights | # of complaints of human rights abuses addressed by police | Level of willingness (on a four-point scale) of police officers to take action to protect human rights |
| Enhanced women's participation in democratic decision making in country X | # of women participating in the political process (e.g., consultations, decisions, representations, influence) | Level of participation (on a four-point scale) of women in the political process (e.g., consultations, decisions, representations, influence) |
| Improved collaboration among organizations, particularly women's organizations, working on socio-economic issues in community X | # of collaborative initiatives (e.g., campaigns, community actions) undertaken by organizations, particularly women's organizations, to address socio-economic issues in community X | Perception of the organizations involved regarding the level of effectiveness (on a four-point scale) of the collaborative initiatives |
| Greater solidarity among community members in support of the rights of LGBTI persons in rural community X | # of actions taken to protect the human rights of LGBTI persons | # of LGBTI persons who perceive they have a strong network of people supporting them |
| Increased access to information by civil society organizations about government programmes in country X | % of civil society organizations that can access information about government programmes | # of civil society organizations that report being confident in their ability to access information about government programmes |

Box 13 – More examples of immediate outcome indicators

Quantitative indicators for *decision making*

- # of decisions made that take into account recommendations of community members
- # of diverse interests (i.e., interests of men, women, youth, marginalized communities) represented in a decision-making process
- # of members of religious minorities (f/m) participating in the political process (e.g., consultations, decisions, representations, influence)
- # of persons with disabilities (f/m) contributing directly or indirectly to decision-making processes that have an impact on their rights
- # of beneficiaries (f/m) involved in consultative bodies
- # of consultative bodies established to represent beneficiaries
- # of decision-making bodies reinforced to represent beneficiaries
- # of measures (e.g., dialogues, consultations, legislation, enforcement, monitoring) taken by duty bearers towards implementation of policies to advance gender equality
- # of references to human rights principles and values by political figures in official communications
- # of community members (f/m) participating in the political process (e.g., consultations, decisions, representations, influence) or other decision-making processes

Qualitative indicators for *decision making*

- Quality (on a four-point scale) of input being provided by beneficiaries through decision-making processes to advance human rights
- Level of specificity (on a four-point scale) of recommendations regarding women's rights contained in reports submitted to decision-making bodies
- Perception of beneficiaries (disaggregated by sex, gender identity, age, ethnicity) about the inclusiveness (on a four-point scale) of the decision-making process
- Level of participation (on a four-point scale) of community members (f/m/x) in community decision-making processes

Quantitative indicators for *mobilization and social action*

- # of organizations integrating human rights education into their work
- % of people (f/m/x) trained who are using a human rights-based approach to engage community members in community actions
- % of beneficiaries participating in actions in support of human rights in their communities
- # of beneficiaries directly or indirectly impacted by human rights education initiatives

Quantitative indicators for *mobilization and social action*

- # of human rights actions (e.g., petitions, submissions to the UN, contributions to public interest issues) undertaken by training participants
- # of reports on human rights violations produced by civil society organizations trained
- # of measures taken by the community in support of beneficiaries' human rights
- # of actions taken by government officials trained toward ensuring delivery of services that fulfill State obligations to promote and protect human rights
- % of participants (f/m/x) trained who are integrating a gender equality perspective in their human rights and human rights education work
- % of women community members mobilized to support actions to protect their rights

Qualitative indicators for *mobilization and social action*

- Perception of beneficiaries (f/m) of the relevance (on a four-point scale) of human rights actions undertaken in their community
- Perception of beneficiaries (f/m) of their influence (on a four-point scale) over implementation of actions in their community
- Ratio of women to men willing to take the lead in community human rights actions
- % of community-based organizations that report being committed to contributing (e.g., resources, time, knowledge, know-how, and infrastructure) to the implementation of community human rights actions

Quantitative indicators for *participation*

- # of beneficiaries (f/m) participating in community initiatives aimed at ensuring respect for human rights in the community
- # of persons with disabilities participating in political processes (e.g., elections, community councils)
- Ratio of women to men beneficiaries involved in human rights education initiatives
- # of women from minority groups involved in human rights education initiatives
- # of opportunities (e.g., spaces, structures, processes) provided by people trained for the participation of members of their community
- # of public decisions made where beneficiaries were involved

Qualitative indicators for *participation*

- Perception of beneficiaries (f/m) of their level of participation (on a four-point scale) in human rights initiatives undertaken in their community
- Degree of beneficiary (f/m) involvement (on a four-point scale) in the evaluation of practices aimed at beneficiary participation

Quantitative indicators for *networking, collaboration and solidarity*

- # of human rights public advocacy meetings held that include a variety of stakeholders
- # of networks developed for the promotion and protection of human rights among programme participants
- # of actions for human rights (e.g., statements, campaigns) undertaken jointly by programme participants with other organizations or actors
- # of collaborative initiatives (e.g., campaigns, community actions) undertaken by programme participants (f/m) to promote the rights of beneficiaries
- % of partners, and other stakeholders sharing knowledge or good practices in human rights education
- # of online knowledge-sharing exchanges on human rights education (e.g., sharing of information, knowledge, lessons learned) between partners and other stakeholders
- % of partners and other stakeholders collaborating in national and international networks
- % of partners and other stakeholders participating in online networking as a result of their participation in the human rights education programme
- # of requests made to programme participants by the Ministry of Education for support to include human rights education in school curricula
- # of actions taken by programme participants (f/m) to benefit others in their community
- # of lessons learned and good practices shared on social media

Qualitative indicators for *networking, collaboration and solidarity*

- Network members' perception (on a four-point scale) of the complementarity of the skills of the network members
- # of network members (f/m) who are satisfied with the network's impact (e.g., in promoting gender equality)
- Beneficiaries' (f/m) perception (on a four-point scale) of the network's effectiveness (e.g., in promoting peaceful conflict resolution)
- Degree to which (on a four-point scale) network members (f/m) consider governance structures as participatory (e.g., representative, gender inclusive)
- Degree to which (on a four-point scale) network members (f/m) feel the decision-making process is collaborative (e.g., horizontal structure, respect for diverging opinions, willingness to compromise)

4.3. Ultimate outcome indicators

Ultimate outcomes, impacts, or changes in the longer term are expected to be achieved beyond the lifespan of a programme or project. It is expected, however, that the programme will have significantly contributed to the outcome alongside other concurrent, related interventions.

The ultimate outcome articulates the vision of success of the HRE programme and reporting on this outcome requires capturing the cumulative effect of the outcomes at lower levels to be able to demonstrate our contribution to this vision of success.

As we have seen from the examples provided above there are numerous indicators at each of the different levels to measure the contributions of our HRE projects and programmes to social change. The indicators outlined in OHCHR's publication *Human Rights Indicators* can provide guidance when selecting ultimate outcome indicators. Examples are provided on the following pages.⁴⁵

Although true for all levels of outcomes, it is particularly important for the ultimate outcome to specify our understanding of key terms in the outcome statement. This will enable us to be clear as to the change to which our programme is expected to contribute and to identify effective indicators to measure the change. An illustrative example is provided below (see **section 4.3.1**).

Therefore, even though the ultimate outcome is expected to occur beyond the lifespan of a programme, it is nonetheless important to demonstrate reasonable evidence that your HRE programme or project has contributed to the change. Again, it will be the cumulative effect of the results from the lower levels that contribute to the longer-term results. Once evidence of the indicators is assembled it will be necessary to demonstrate the links in your HRE programme's result chain and critically reflect on how strong the links are. A recommendation is to also reflect on other contributing factors outside of the scope of your HRE programme to fully assess the changes that occurred.⁴⁶

⁴⁵ Office of the United Nations High Commissioner for Human Rights. *Human Rights Indicators*. (2012).

⁴⁶ John Mayne. *Contribution Analysis: An approach to exploring cause and effect*. Toronto: The Evaluation Centre for Health Intervention, (2008).

4.3.1. Defining key terms in the ultimate outcome – an example

Let us assume that the ultimate outcome of a human rights education project is:

Safer and more equitable communities where key actors, including children and youth (aged 8-29), are taking leadership in promoting democracy and greater respect for human rights in country Y

This ultimate outcome implicitly links greater participation in **decision making** and **leadership** to **safer** and **more equitable** communities. One of the things we will have to demonstrate, in terms of contribution to the achievement of this ultimate outcome, is evidence of *safer and more equitable communities*, for project beneficiaries to which the project activities will have contributed. Beneficiaries envisioned for this project include women, children, youth, the elderly, persons with disabilities and other marginalized groups as identified by the communities where the project is being implemented.

This will require us to explain what we mean by some key terms in our ultimate outcome statement, for example, *safer*, and *more equitable*, in the context of the project. We provide some ideas below to illustrate this.

Safe communities can be defined as communities where:

- Everyone (i.e., project beneficiaries) feels safe from violence and abuse;
- Everyone has the capacity, motivation and opportunity to participate in a meaningful way;
- Everyone is valued and there is no discrimination;
- The human rights of everyone in the community are respected and promoted, including the rights of the most marginalized; and
- Local authorities and community members work collaboratively for greater respect and protection of human rights.

The concept of a *safer* community for this project might include:

- Greater participation in decision making;
- Decision makers more engaged in promoting and protecting human rights;
- Less violence and abuse; and
- Greater access to human rights.

The concept of a *more equitable* community for this project might include that women, youth and other marginalized groups (basically the beneficiaries of the project):

- Feel their opinions and ideas have the same value as those of adult men;
- Feel they are developing their full potential;
- Have capacity and opportunity to participate and take leadership in decision making and are doing so; and
- Feel their human rights are respected.

Having defined these concepts will enable us to formulate the definition of a safer, more equitable community within the context of this project, for example:

A safe and equitable community is one in which all of its members – regardless of their status or position, including their gender, ethnicity, age, income, sexual orientation, language or ability – can participate fully and freely in every aspect of community life. This requires that all members of the community both feel and are safe. It also requires that there be meaningful opportunities to develop their full potential and to participate in local decision-making processes.

Defining key terms within the scope of the project provides us with more clarity as to what we will measure. Drawing on the definition above, some possible indicators for the ultimate outcome are provided in **Box 14**.

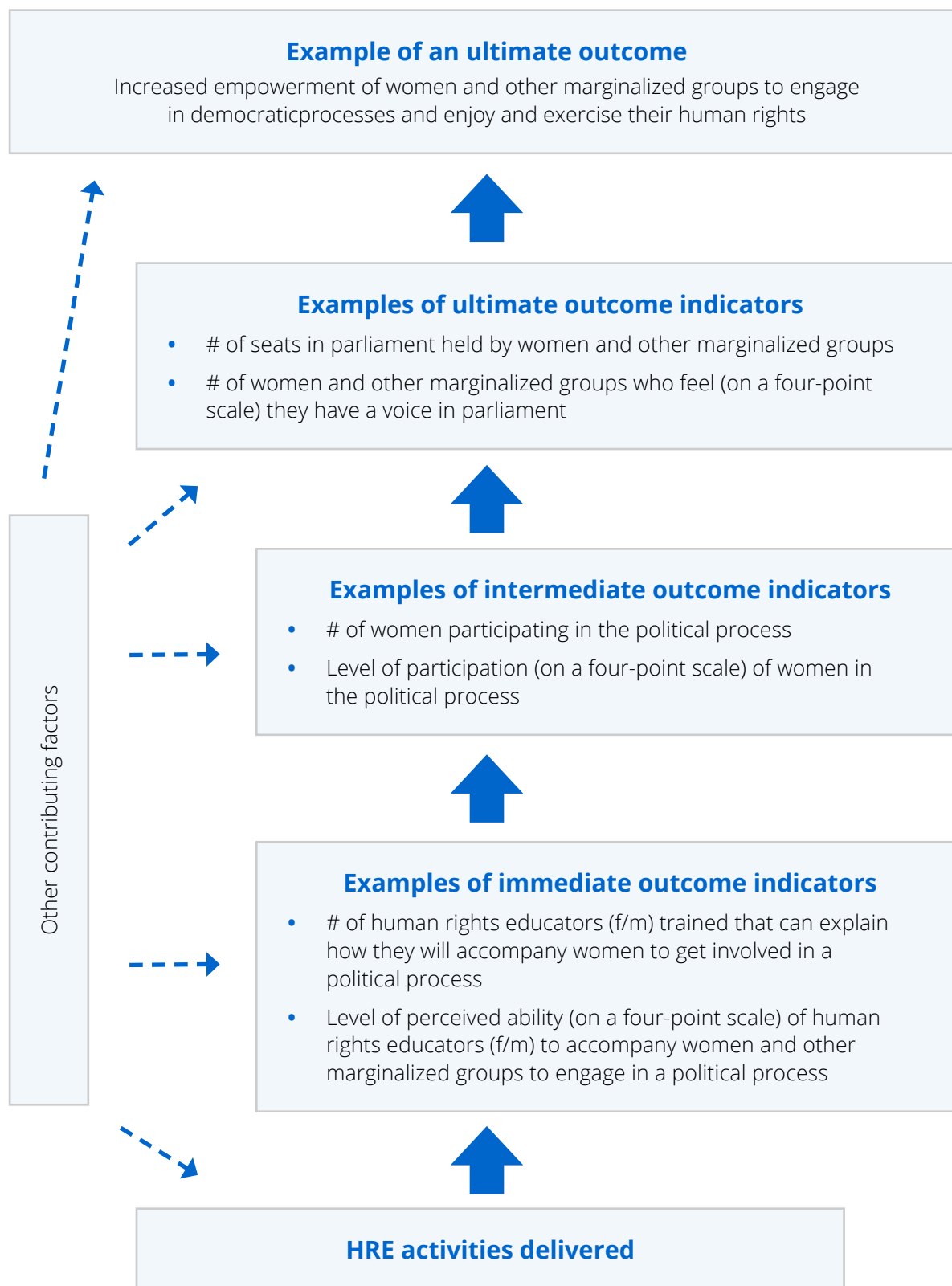
Box 14 – Examples of ultimate outcome indicators that will help us tell the story of how our project contributed to the ultimate outcome

| Ultimate outcome | Quantitative indicators | Qualitative indicators |
|--|---|---|
| Safer and more equitable communities where key actors, including children and youth (aged 18-29), are taking leadership in promoting democracy and greater respect for human rights in country Y | # of violent crimes committed against women/ children/ marginalized groups in country Y | # of women/children/ marginalized groups who feel unsafe (on a four-point scale) in their community |
| | # of seats in parliament held by women and other marginalized groups | # of women and other marginalized groups who feel (on a four-point scale) they have a voice in parliament |
| | # of decision makers who demonstrate being engaged in promoting and protecting human rights | # of citizens (f/m, age, ethnicity) who believe their human rights are protected |

As explained above, when demonstrating our contribution to change, especially at the ultimate outcome level, we need to demonstrate the cumulative effect of the outcomes at lower levels, which contribute to the higher-level results.

The following diagram in **Box 15** illustrates how the indicators from immediate and intermediate levels can help us begin to tell the story of how an HRE programme or project contributed to the ultimate outcome. The diagram is a simplified version to illustrate the idea. In reality, several outcomes are needed, with relevant indicators to measure progress towards the ultimate outcome. Also, remember that awareness of the contribution of outside elements will help to fully understand the process of change.

Box 15 – Illustration of indicators at various levels



Box 16 – Examples of ultimate outcome indicators

Indicator examples with* come from OHCHR, *Human Rights Indicators* (2012)

An attempt has been made to categorize ultimate outcome indicators according to the main types of ultimate outcomes that can be foreseen for human rights education programmes. This being said, the categories are interrelated and indicators in one category could easily be used in a different category, depending on the context of your HRE project or programme.

Quantitative indicators for respect for human rights and human dignity

- # of reports on human rights violations against target group (women/men, class, urban/rural, ethnicity, religion etc.)
- # of recommendations, made by an independent commission, concerning the human rights of Indigenous Peoples that are being implemented by the government
- % of target populations living below poverty line*
- Proportion of population in flood-affected areas living in permanent structures in compliance with building codes and by-laws rights*

Qualitative indicators for human rights and human dignity

- # of citizens (f/m/x) who feel their human rights are protected
- Level of confidence (on a four-point scale) of religious minorities that their right to freedom of religion will be respected
- Perceived level of improvement (on a four-point scale) by Indigenous Peoples (f/m/x) in the status of Indigenous Peoples' rights since 2010
- Perceptions of beneficiaries (f/m/x) as to the degree (on a four-point scale) that the human rights of different groups (e.g., women/men, class, urban/remote ethnicity) are respected
- Perceived levels of respect (on a four-point scale) of LGBTI persons in society

Quantitative indicators for participation

- % of seats in parliament held by women and other target groups*
- % of high-level positions (e.g., managerial) in the public and private sectors held by targeted population groups*
- % of seats in elected and appointed bodies at subnational and local levels held by targeted population groups*
- # of beneficiaries that participate in governance structures (e.g., residents' councils, consultative committees, associations for promotion of human rights) put in place for their involvement in decision making

*Indicator examples with * come from Office of the United Nations Commissioner for Human Rights, *Human Rights Indicators* (2012)

Qualitative indicators for *participation*

- # of target group members who feel they receive equal treatment in decision making
- Level of youth (f/m/x) involvement (on a four-point scale) in policy decisions related to a healthy and sustainable environment

Quantitative indicators for *gender equality*

- Ratio of women to men in decision-making positions in the national government
- # of laws enforced that grant equal rights to women and men
- # of women from minority groups that are represented in local government
- % of health institutions that provide gender-sensitive services
- Proportion of women and women-headed household living in durable housing
- # of people (f/m/x) who suffer from gender-based violence
- Proportion of land titles owned or co-owned by women
- # of members of municipal councils or other local area governing bodies (f/m)
- Female/male ratio in completion rates at secondary and tertiary school levels
- # of laws enforced related to the protection of human rights of women and LGBTI persons

Qualitative indicators for *gender equality*

- Perceived level of improvement (on a four-point scale) by women in the status of women's rights since 2015
- Perceived level of confidence (on a four-point scale) of LGBTI persons in accessing health services
- Perceived level of influence (on a four-point scale) of women in decision making in the community by members (f/m) of the community
- Perceived level of improvement (on a four-point scale) by community members (f/m) in non-discriminatory attitudes towards women and girls

Quantitative indicators for *peace*

- Percentage of displaced persons (f/m) who have returned home post-conflict
- # of reported cases of disappearances*
- % of women who report feeling unsafe in public places*
- % of people (f/m/x) who report they limit their activities because of safety or harassment concerns*
- Proportion of women in executive-level roles in government departments and agencies involved in peace operations and conflict-affected situations

Quantitative indicators for *respect for diversity/non-discrimination*

- % of employees (f/m/x) reporting discrimination at work*
- % of educational institutions teaching human rights and promoting understanding of population groups (e.g., ethnic groups) *
- # of policies that include special measures for persons with disabilities

Qualitative indicators for *respect for diversity/non-discrimination*

- # of employees disaggregated by (e.g. gender, sexual orientation, ethnicity) who perceive they are discriminated against at work
- % of women and other target groups who feel (on a four-point scale) they have visible influence in parliament
- Perceived level of improvement (on a four-point scale) in discriminatory attitudes towards persons with disabilities

Conclusions

This tool, which builds on the HRE evaluation experience of Equitas and OHCHR, provides practical guidance on developing effective indicators to measure the results of HRE work.

As you use this publication as guidance for your work, bear in mind that any indicator you develop in the context of an HRE project, to measure immediate, intermediate and ultimate outcomes, should be adapted to the specificity of your project and developed together with key project stakeholders. The many examples provided in this tool can serve as inspiration but cannot substitute a thorough project-specific reflection.

Moreover, indicators need to be practical measures – that is, the data for the indicators should not be difficult or demanding to collect. In other words, we must be able to easily find, record and capture relevant data. It is important that your HRE project outline how you plan to collect data for the indicators you identify, and include resources needed to do so, as appropriate.

In general, it is easier to collect data for indicators when they refer to direct beneficiaries of the project that the project manager has contact with and can reach in different ways (e.g., through surveys, focus group discussions, interviews and other methods described in the Evaluation Handbook).

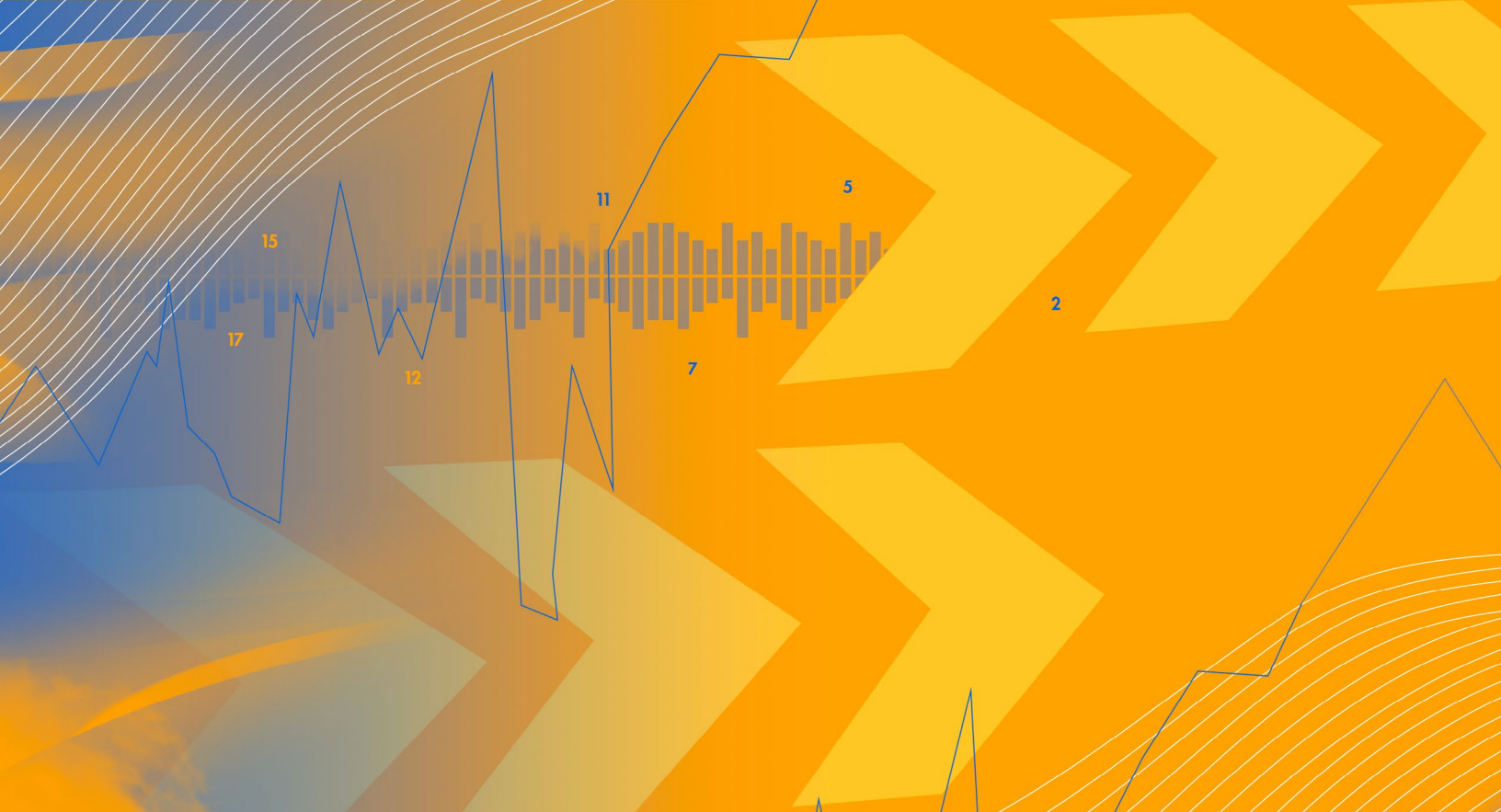
Information for indicators that concern large portions of a population may be available from national statistical offices or administrative records. Otherwise, the collection of data for these indicators may require specific sociological studies combining different information-gathering methods (e.g., sampling). The project manager should carefully assess whether to include indicators that are resource-intensive in terms of data collection and that therefore would require considerable investment. If the indicators are deemed essential to include, then the project manager has to provide the necessary resources in the project budget.

We encourage you to share your work on indicators with other human rights educators as well as with OHCHR and Equitas. Knowledge sharing about evaluation is important in continuing to improve our work as a community of human rights educators as well as our contribution to positive social change.

References

- Church, Cheyanne, and Mark Rogers. [*Designing for results: Integrating monitoring and evaluation in conflict transformation programs*](#). Washington, DC: Search for Common Ground, 2006.
- Department for International Development. [*How to Note: A DFID practice paper. Guidance on using the revised Logical Framework*](#). 2011.
- Equitas. [*Evaluating HRE for Enhanced Community Participation in Decision-Making*](#). Equitas, 2011.
- Fritzsche, K. Peter. [*Human rights education after September 11 – Empowerment through human rights education*](#), n.d.
- Global Affairs Canada. [*Results-Based Management for International Assistance Programming: A How-to Guide*](#). 2nd ed., 2016.
- Gremillet, Patrick. [*Results-Based Management in UNDP*](#). UNDP Bratislava Regional Center, Management Practice, 2011.
- Gujit, Irene. [*Participatory Approaches*](#). Methodological Briefs Impact Evaluation No. 5. United Nations Children's Fund, 2014.
- Harvard Family Research Project. [*Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource*](#). 2011.
- HRE 2020, Global Coalition for Human Rights Education. [*HRE Indicator Framework: Key indicators to monitor and assess implementation of HRE and training*](#). 2015.
- Jupp, Dee; Ali, Sohel Ibn; and Barahona, Carlos. [*Measuring Empowerment? Ask Them: Quantifying Qualitative Outcomes from People's Own Analysis*](#). Stockholm: Sida Studies in Evaluation, 2010.
- Mayne, John. [*Contribution Analysis: An Approach to Exploring Cause and Effect*](#). ILAC Brief No. 16. Rome: Institutional Learning and Change (ILAC) Initiative, 2008.
- Mayne, John. [*Contribution Analysis: Making Causal Claims in the Face of Complexity*](#). Toronto: The Evaluation Centre for Health Intervention, 2015.
- Najčevska, Mirjana. [*Collection of disaggregated data as a tool in fighting structural discrimination of People of African descent*](#). n.d.
- National Forum on Education Statistics. [*Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups*](#). (NFES 2017-017). U.S. Department of Education. Washington, DC: National Center for Education Statistics, 2016.
- Office of the United Nations High Commissioner for Human Rights and Equitas. [*Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*](#). Professional Training Series No. 18. Montréal: OHCHR and Equitas, 2011.
- Office of the United Nations High Commissioner for Human Rights. [*Gender Equality Policy*](#). 2011.
- Office of the United Nations High Commissioner for Human Rights. [*Good governance practices for the protection of human rights*](#). 2007.
- Office of the United Nations High Commissioner for Human Rights. [*Human Rights Indicators: A Guide to Measurement and Implementation*](#). 2012.

- Office of the United Nations High Commissioner for Human Rights. [*A Human Rights-Based Approach to Data. Leaving No One Behind in the 2030 Agenda for Sustainable Development*](#). 2016.
- Office of the United Nations High Commissioner for Human Rights. and United Nations, Educational, Scientific and Cultural Organization. [*Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments*](#). New York and Geneva, 2012.
- Organization for Economic Cooperation and Development, Development Assistance Committee. [*Glossary of Key Terms in Evaluation and Results Based Management*](#). Evaluation and Aid Effectiveness. Paris, 2002.
- Organization for Economic Cooperation and Development. [*Measuring and Managing Results in Development Co-Operation: A Review of Challenges and Practices Among DAC Members and Observers*](#). 2014.
- Oxfam. [*Quick Guide to Gender-Sensitive Indicators*](#). Oxfam GB, Save The Children UK, 2008.
- Sandhu-Rojon, Ruby. [*Selecting Indicators for Impact Evaluation*](#). United Nations Development Programme, n.d.
- Seager, J. [*Sex-disaggregated indicators for water assessment monitoring and reporting*](#). Technical Paper. Gender and Water Series. WWAP. Paris, UNESCO, 2015.
- Stein, Danielle and Craig Valters. [*Understanding theory of change in international development*](#). The Justice and Security Research Programme and The Asia Foundation, 2012.
- Strengthening Nonprofits. [*A Capacity Builder's Resource Library: Measuring Outcomes*](#). n.d.
- United Nations Children's Fund. [*Human Rights Based Approach to Programming*](#). 2016.
- United Nations. [*Plan of Action for the Fourth Phase \(2020-2024\) of the World Programme for Human Rights Education*](#). 2019.
- United Nations Development Group. [*Results-Based Management Handbook: Harmonizing RBM Concepts and Approaches for Improved Development Results at Country Level*](#). 2011.
- United Nations Development Group. [*Technical Briefs Aligned with Results-Based Management Handbook*](#). 2014.
- United Nations Development Programme. [*Indicators for Human Rights-Based Approaches to Development in UNDP Programming: A Users' Guide*](#). 2006.
- United Nations, Educational, Scientific and Cultural Organization. [*Gender Sensitive Quantitative and Qualitative Indicators*](#). 2003.
- United Nations Evaluation Group. [*Integrating Human Rights and Gender Equality in Evaluations*](#). New York, 2014.
- United Nations Joint Inspection Unit. [*Results-Based Management in the United Nations System*](#). 2017.
- White, H, and Shagun Sabarwal. [*Developing and Selecting Measures of Child Well-Being*](#). Methodological Briefs Impact Evaluation No. 11. Florence: UNICEF – Office of Research, 2014.



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

Palais des Nations
CH 1211 Geneva 10 – Switzerland
Telephone: +41 (0) 22 917 92 20
Email: InfoDesk@ohchr.org
Website: www.ohchr.org



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

666 Sherbrooke Ouest, Suite 1100
Montréal, Québec H3A 1E7
Canada
Email: info@equitas.org
Website: www.equitas.org



Professional Training Series No. 18/Add. 1