

International Human Rights Education (HRE) Evaluation Symposium

Symposium Manual



HRE for Social Change: Evaluation Approaches and Methodologies

Montreal, Quebec, Canada
3-5 May 2007

40
years

equitas

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



Office of the United Nations High Commissioner for Human Rights



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

International Human Rights Education (HRE) Evaluation Symposium

**HRE for Social Change: Evaluation
Approaches and Methodologies**

May 3rd – 5th, 2007

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Table of Contents

Introduction	iii
Schedule	vii
SESSION 1: The Current State of HRE Evaluation	1
Activity 1: Four Corners Introductions.....	2
Activity 2: Overview of the Symposium	4
Activity 3: Goals and Impact of Human Rights Education	6
Activity 4: Preparing for Day 2	13
Activity 5: Education Evaluation and Professional Training: Current Theory and Methodology.....	16
Activity 6: Taking Stock of Day 1	18
SESSION 2: Sharing HRE Evaluation Experiences	19
Activity 1: Roundtable Discussion: “Current Practices in the Evaluation of HRE”	20
Activity 2: Sharing Additional Effective Practices	22
Activity 3: Challenges/Critical Unanswered Questions	25
Activity 4: Evaluation of Day 2	26
Activity 5: Preparing for Day 3	27
SESSION 3: Moving Forward	29
Activity 1: Determining What to Evaluate or Measure	30
Activity 2: Evaluation Techniques.....	33
Activity 3: Agreeing on Key Indicators of Longer Term Impact	35
Activity 4: Planning Follow-Up to the Symposium.....	41
Activity 5: Evaluation and Closing of the Symposium	42
Appendix 1: Glossary	43
Appendix 2: Human Rights Education Evaluation Resources.....	49

Introduction

Background

This symposium is jointly organized by the United Nations Office of the High Commissioner for Human Rights and Equitas - International Centre for Human Rights Education to examine the impact of human rights education. Evaluating the impact of HRE is a complex undertaking as this type of education, whose ultimate goal is greater respect for human rights leading to social change, is difficult to measure in isolation from political, economical and social factors. Strengthening evaluation will enable HRE practitioners to measure and demonstrate HRE's transformative effect and, ultimately, to strengthen its effectiveness.

Goal

The goal of this symposium is for human rights education practitioners to share new ideas, knowledge, skills and other practices to effectively evaluate human rights education, particularly over the longer term.

Objectives

The objectives of the symposium are to:

- 1) Discuss the various approaches to HRE evaluation within different contexts, nationally and internationally, and the current status of HRE evaluation.
- 2) To identify the successes and challenges of different HRE evaluation methodologies and the appropriate tools to effectively measure the results of the HRE in the development process over the long term.

Participants

The symposium will bring together a total of 25 to 30 international experts, researchers, practitioners and educators, including a number of alumni of Equitas' annual International Human Rights Training Program, to share their experience in the effective evaluation of education, professional training and human rights education (HRE). The criteria for the selection of participants include those individuals who are currently somehow involved in the evaluation of human rights education, provided either by their organization or by others.

Methodology

The methodology for this symposium is based on a participatory approach to learning. A basic assumption in this approach is that much of the content comes from the participants and that the consultations serve as the framework for drawing out this content. A gender approach is integrated throughout the symposium in order to identify and analyse how certain policies and practices to promote and protect human rights can affect men and women differently. This approach is necessary in order to develop gender-sensitive strategies that help achieve equality between women and men.

About the Organizers



Equitas – International Centre for Human Rights Education was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

Since then, Equitas has become a global leader in human rights education. Equitas' capacity-building programs in Canada and abroad have assisted civil society organizations 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 fulfillment.

Equitas' regional human rights education programs currently focus on developing knowledge, strengthening skills and promoting action around the following themes: the creation and strengthening of independent national human rights institutions; training for NGO trainers; human rights education in the school system; training in human rights advocacy and monitoring; the protection of particular groups in society, including women, migrant workers, children and minorities; and the promotion and protection of economic, social and cultural rights. Equitas' current plans call for the expansion of our programming in Canada, the Middle East and the Americas while continuing to work in Asia, CEE/CIS and Africa.

For more information consult:

www.equitas.org



We would also like to acknowledge and thank our partner in this symposium, the Office of the United Nations High Commissioner for Human Rights (OHCHR). The OHCHR is mandated to promote and protect the enjoyment and full realization, by all people, of all rights established in the Charter of the United Nations and in international human rights laws and treaties. The mandate includes preventing human rights violations, securing respect for all human rights, promoting international cooperation to protect human rights, coordinating related activities throughout the United Nations, and strengthening and streamlining the United Nations system in the field of human rights. In addition to its

mandated responsibilities, the Office leads efforts to integrate a human rights approach within all work carried out by United Nations agencies.

OHCHR is working to promote human rights education by:

- Supporting national and local capacities for human rights education in the context of its [Technical Cooperation Programme](#) and through the [ACT Project](#), which provides financial assistance to grass-roots initiatives;
- Developing selected [human rights education and training materials](#);
- Developing selected resource tools, such as a [Database on Human Rights Education and Training](#), a [Resource Collection on Human Rights Education and Training](#) and a [Web section on the Universal Declaration of Human Rights](#);
- Globally coordinating the [World Programme for Human Rights Education](#).

For more information, consult:

<http://www.ohchr.org/english/issues/education/training/index.htm>

Manual Cover Design

The picture on the cover was designed by the participants from the *Regional Training for Trainers Workshop 1* as part of the program *Human Rights Education: A Pathway to Building a Human Rights Culture in Iraq, the Middle East and North Africa*, which took place in Amman, Jordan from February 2nd – 7th, 2007.

About the Manual

This manual outlines the format of the symposium with objectives, descriptions of sessions, and suggested time frames for each session. There are Worksheets and Reference Sheets for several of the sessions.

The Curriculum Development Team who worked on this manual included: Vincenza Nazzari, Peter Wallet, Paul McAdams, Cecilia Thompson, Geneviève Côté and Elena Ippoliti.

We would also like to thank Dave Donahue and Felisa Tibbitts for their comments and suggestions on earlier drafts of the manual.

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Canadian International
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Schedule

SESSION 1: Thursday, May 3rd, 2007		
Time	Session	The Current State of HRE Evaluation
<p>Session 1: The first session of the symposium will focus on developing a shared understanding of what we want to achieve through our human rights education work and examining some effective evaluation practices from related disciplines. The main questions that will be addressed:</p> <ul style="list-style-type: none"> • What do we understand by impact of HRE? • Where are we in HRE evaluation? • What can HRE evaluation draw from the disciplines of Education Evaluation and Professional Training Evaluation? 		
8:30 – 9:00		Registration
9:00 – 9:15		Opening
9:15 – 10:00	Activity 1	Four Corners Introductions
10:00 – 10:45	Activity 2	Overview of the Consultation
10:45 – 11:00	Break	
11:00 – 12:30	Activity 3	Goals and Impact of Human Rights Education (HRE)
12:30 – 13:30	Lunch	
13:30 – 14:00	Activity 3	Cont'd
14:00 – 15:00	Activity 4	Preparing for Day 2
15:00 – 15:15	Break	
15:15 – 16:45	Activity 5	Education Evaluation and Professional Training: Current Theory and Methodology
16:45 – 17:15	Activity 6	Taking Stock of Day 1
17:30 – 19:30	Special Event	Special Event: EQUITAS 40th Anniversary Cocktail



SESSION 2: Friday, May 4th, 2007		
Time	Session	Sharing HRE Evaluation Experiences
Session 2: This session of the symposium will focus on having participants share information about work currently being carried out in the area of HRE evaluation. The main questions that will be addressed:		
<ul style="list-style-type: none">• What are some effective practices in the area of HRE evaluation?• What links/connections can we reasonably make between our HRE events and positive changes in the HR situation?		
8:30 – 9:00	Recap	Key Learning and Questions
9:00 – 10:30	Activity 1	Roundtable Discussion: “Current Practices in the Evaluation of HRE”
10:30 – 11:00	Break	
11:00 – 12:30	Activity 2	Sharing Additional Effective Practices
12:30 – 13:30	Lunch	
13:30 – 15:00	Activity 2	Sharing Additional Effective Practices
15:00 – 15:30	Break	
15:30 – 16:30	Activity 3	Challenges/ Critical Unanswered Questions
16:30 – 16:45	Activity 4	Evaluating Day 2
16:45 – 17:15	Activity 5	Preparing for Day 3



SESSION 3: Saturday, May 5th, 2007		
Time	Session	Moving Forward
Session 3: The main aims of this final day are: <ul style="list-style-type: none">• To synthesize the information from the previous two days into some practical methods and tools (i.e., best practices)• To determine gaps that exist and identify some strategies for addressing them• To plan the agenda Moving Forward (follow-up, role of this group)		
8:30 – 9:00	Recap	Key Learning and Questions
9:00 – 10:45	Activity 1	Determining What to Evaluate or Measure
10:45 – 11:00	Break	
11:00 – 12:30	Activity 2	Evaluation Techniques
12:30 – 13:30	Lunch	
13:30 – 14:30	Activity 3	Agreeing on Key Indicators of Longer Term Impact
14:30 – 15:30	Activity 4	Planning Follow-Up to the Symposium
15:30 – 15:45	Break	
15:45 – 16:15	Activity 5	Evaluation and Closing of the Symposium



Session 1

The Current State of HRE Evaluation

Activity		Time
Activity 1	Four Corners Introductions	45 min
Activity 2	Overview of the Symposium	45 min
Activity 3	Goals and Impact of Human Rights Education (HRE)	2 hrs
Activity 4	Preparing for Day 2	1 hr
Activity 5	Education Evaluation and Professional Training: Current Theory and Methodology	1 hr 30 min
Activity 6	Taking Stock of Day 1	30 min

Overview

The first session of the symposium will focus on developing a shared understanding of what we want to achieve through our human rights education work and examining some effective evaluation practices from related disciplines. The main questions that will be addressed include:

- What do we understand by impact of HRE?
- Where are we in terms of HRE evaluation?
- What can HRE evaluation draw from the disciplines of education evaluation and professional training evaluation?



Activity 1 Four Corners Introductions

Objectives

To have participants get to know each other and begin to examine some of the main issues regarding the evaluation of human rights education (HRE).

Time

45 min

Description

This activity is divided into two parts.

In **Part A**, the facilitator will invite participants to form groups to do a 'getting to know you' activity.

In **Part B**, participants introduce their groups members to the larger group and report their responses to the 'burning' questions.

25 min

Part A Four Corners

In each of the four corners of the room, the facilitator posts one "burning" question related to the evaluation of HRE (see **Worksheet 1**). After reflecting briefly on all the questions, go stand by the question to which you feel you can contribute the most.

1. Introduce yourself (name, country, organization) to the other participants gathered around the same question.
2. Take about 5 minutes to discuss among yourselves what specifically drew you to this particular question.
3. Then discuss the answer(s) to the "burning" question and represent your group's answers on flipchart (as key words and/or images).

20 min

Part B Group Presentation

The facilitator then has each group in turn introduce their group members and share their responses to the questions. The responses will be recorded on flipcharts and posted for review during the remainder of the symposium.

End of Activity ■



Worksheet 1: Burning Questions About HRE Evaluation

Questions	Responses
<ol style="list-style-type: none"><li data-bbox="300 409 690 472">1. What does impact of HRE look like?<li data-bbox="300 619 738 756">2. What exactly do we want to measure in terms of results of HRE? What is feasible to measure?<li data-bbox="300 903 738 1039">3. What are some effective approaches, methods and tools to evaluate the impact of HRE?<li data-bbox="300 1186 738 1354">4. What can we learn from the fields of education and professional training that will help us in our HRE evaluation work?	



Activity 2 Overview of the Symposium

Objectives

To provide an overview of the symposium and of the current state of human rights education evaluation.

Time

45 min

Description

This activity is divided into two parts.

In **Part A**, the Equitas team will provide an overview of the symposium.

In **Part B**, a resource person will speak about the current state of human rights education evaluation.

5 min

Part A Overview of the Symposium

The Equitas team provides an overview of the evaluation symposium. The basic framework for the symposium is presented in **Reference Sheet 1**.

40 min

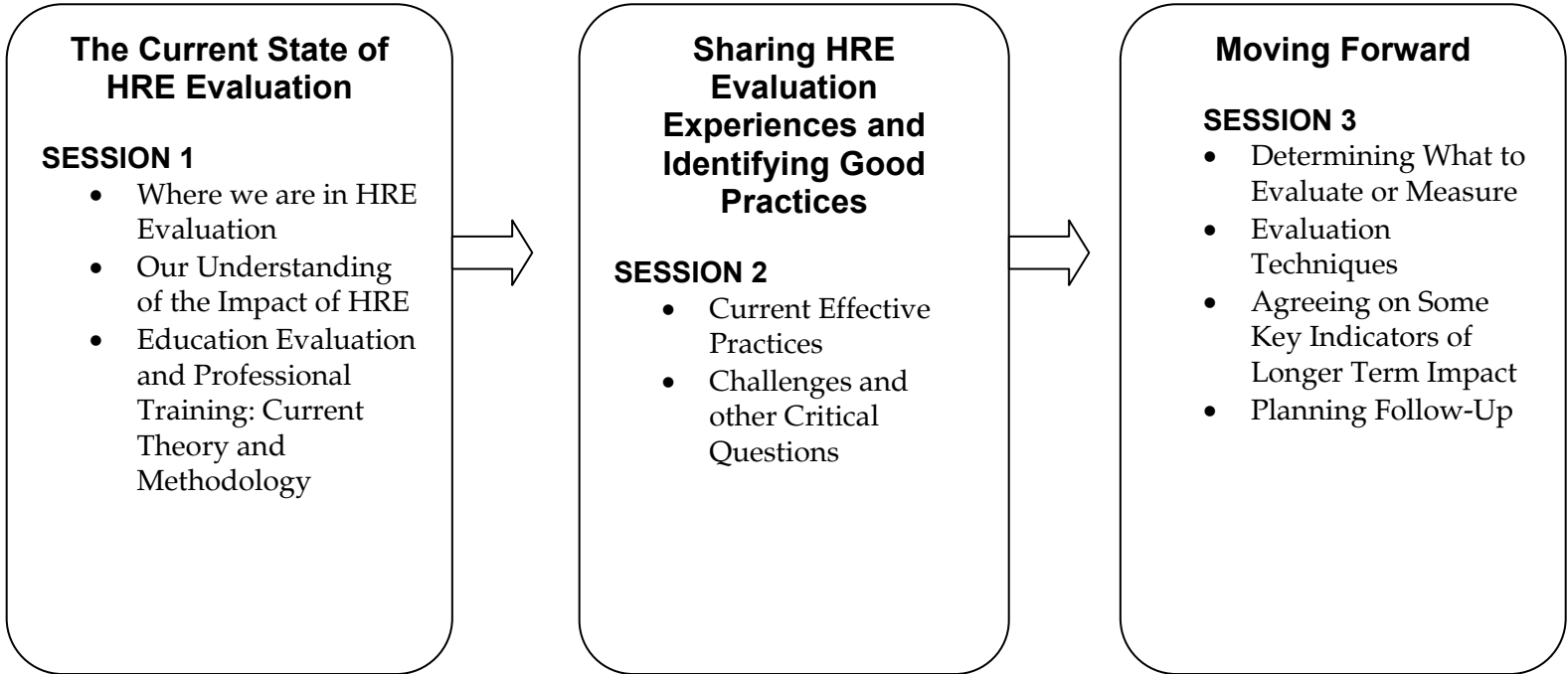
Part B Presentation: “The Current State of HRE Evaluation”

A resource person, Felisa Tibbitts, Executive Director of Human Rights Education Associates, will provide an overview of current work being carried out in HRE evaluation and research, highlighting key areas of challenges that confront the field as well as some strategies to address them. She will also make reference to issues stemming from responses provided by the participants to the questions in **Activity 1**.

End of Activity ■



Reference Sheet 1: Overview of the Symposium





Activity 3 Goals and Impact of Human Rights Education (HRE)

Objectives

To review key goals of HRE in relation to a number of specific target groups and explore potential impacts.

Time

2 hrs

Description

This activity is divided into two parts.

In **Part A**, participants will work in target groups to review HRE goals and determine desired impacts at various levels.

In **Part B** participants will present the results of their discussion and the facilitator will synthesize and comment on the discussion.

60 min

Part A Small Group Work

You will work in small groups according to one of the three HRE target audiences listed below:

- Schools (students and teachers in elementary and secondary sectors)
- Children (non-formal HRE)
- NGOs

Together with the members of your group, determine what you consider to be potential or desired impacts of HRE interventions for your specific target group.

Begin by reviewing the goals of HRE (**See Reference Sheet 2**), keeping in mind your specific target group. Then identify potential or desired impacts of HRE at three different levels:

- 1) Individual (e.g., child teacher, HR worker),
- 2) Community/ Group (e.g., the class/ school; the NGO and its network)
- 3) Society (e.g., broader communities).

Use **Worksheet 2** to record the results of your discussion.

60 min

Part B Presentation and Discussion

The large group reconvenes. Each small group reports on the results of their discussion. The facilitator synthesizes the common elements.

End of Activity ■

Reference Sheet 2: Goals of Human Rights Education

Goals of HRE (from EQUITAS)

Human rights education is a process of social transformation that begins with the individual and branches out to encompass society at large.

The goal of human rights education is **EMPOWERMENT**. The result is social change. Human rights education involves the exploration of human rights principles and instruments and the promotion of critical reflection and inquiry. Ultimately, human rights education inspires people to take control of their own lives and the decisions that affect their lives.

The role of human rights educators is to foster within each person an **AWARENESS** of human rights and a sense of the individual's capacity to effect change. It is the responsibility of human rights educators to provide a supportive environment where people are free to define which issues are at the heart of their own human rights struggles.

The practice of human rights education is founded on mutual respect, reciprocal learning and **ACTION**. Participatory methods that promote the sharing of personal knowledge and experience are fundamental. The modes of communication are numerous (from brain- storming and discussion to street theatre and festivals), but the challenge lies in discovering how to truly communicate across different cultures, values and perceptions.

The Goals of Human Rights Education (from the UN)

In accordance with human rights instruments (e.g., CEDAW, CRC, etc..) the goals of HRE include the following:

- a. The strengthening of respect for human rights and fundamental freedoms;
- b. The full development of the human personality and the sense of its dignity;
- c. The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- d. The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- e. The building and maintenance of peace; and
- f. The promotion of people-centred sustainable development and social justice.

Source: United Nations General Assembly. (2004). Draft Plan of Action for the First Phase (2005-2007) of the Proposed World Programme for Human Rights Education. Available online: http://www.unescobkk.org/fileadmin/user_upload/appeal/human_rights/plan_of_action.pdf.

Reference Sheet 2 (cont'd): Goals of Human Rights Education

Goals of HRE (from the Human Rights Education Handbook by Nancy Flowers)

...Effective human rights education has two essential objectives: learning **about** human rights and learning **for** human rights.

Learning *About* Human Rights

Learning about human rights is largely cognitive, including human rights history, documents, and implementation mechanisms. All segments of society need to understand the provisions of the UDHR and how these international standards affect governments and individuals. They also need to understand the interdependence of rights, both civil and political and social, economic, and cultural. Human rights should be the "4th R," a fundamental of everyone's essential education, along with reading, writing, and "arithmetic."

Some groups, especially in formal education, emphasize cognitive and attitudinal goals for human rights education. For example, the 1985 recommendations of the Council of Europe on the "Teaching and Learning of Human Rights in Schools" (Recommendation R(85)7) give primary importance to historical and legalistic learning and seem to add "action skills" as an afterthought:

1. Knowledge of the major "signposts" in the historical development of human rights.
2. Knowledge of the range of contemporary declarations, conventions, and covenants.
3. Knowledge of some major infringements of human rights.
4. Understanding of the basic conceptions of human rights (including also discrimination, equality, etc.).
5. Understanding of the relationship between individual, group, and national rights.
6. Appreciation of one's own prejudices and the development of tolerance.
7. Appreciation of the rights of others.
8. Sympathy for those who are denied rights.
9. Intellectual skills for collecting and analyzing information.
10. Action skills.

The action skills described are mainly interpersonal, such as "recognizing and accepting differences," "establishing positive and non-oppressive personal relationships," and "resolving conflict in a non-violent way." Recommended skills more relevant to social change are "taking responsibility" and "participating in decisions," which imply participation, planning, and decision making. The final recommendation for social skills is "understanding the use of the mechanisms for the protection of human rights at local, regional, European and world levels,"⁸ which epitomizes the priority human rights education in schools gives cognitive learning, especially of the legal bases of human rights.



Reference Sheet 2 (cont'd): Goals of Human Rights Education

Like the recommendation for European schools, the Expectations of Excellence: Curriculum Standards for Social Studies of the US National Council for the Social Studies stresses cognitive learning. These standards make many references to the ideals, principles, and practices of citizenship in a democratic republic and these specific recommendations for learning about human rights:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

A) analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources and human rights concerns;

B) analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights;

However, the development of action skills is limited to recommendations such as "participate in activities to strengthen the 'common good,' based upon careful evaluation of possible options for citizen action."

Schools in general are conservative...They, as well as parents, are wary of having the schools used for perceived "political purposes" and are unreceptive to programs that seem to manipulate students to take social action beyond the classroom. Further more, while educators have recognized methods for delivering, testing, and evaluating cognitive learning, few feel as comfortable with learning that aims at attitude change. For all these reasons, human rights education in most schools remains primarily limited to "learning about human rights."



Reference Sheet 2 (cont'd): Goals of Human Rights Education

Learning *for* Human Rights

Education for human rights means understanding and embracing the principles of human equality and dignity and the commitment to respect and protect the rights of all people. It has little to do with what we know; the "test" for this kind of learning is how we act.

This more personal objective includes values clarification, attitude change, development of solidarity, and the skills for advocacy and action, such as analyzing situations in human rights terms and strategizing appropriate responses to injustice. Only a few people may become full-time activists, but everyone needs to know that human rights can be promoted and defended on an individual, collective, and institutional level and be taught to practice human rights principles in his or her daily lives. And everyone needs to understand that human rights are linked with responsibilities: to observe human rights principles in one's own life and to defend and respect the rights of others.

For example, in contrast to the Council of Europe goals, the pedagogic principles of the Peruvian Institute for Education in Human Rights and Peace (IPEDEHP) emphasize the integration of cognitive and affective learning in its education for grassroots community leaders:

Principle 1: Start from Reality — All learning must be based on the needs, interests, experiences, and problems of the participants.

Principle 2: Activity — Learning must be active - through a combination of individual and group activity.

Principle 3: Horizontal Communication — Learning takes place through dialogue in which people share their thoughts, feelings, and emotions in an atmosphere of mutual respect.

Principle 4: Developing the Ability to be Critical — One must develop the capacity to be critical and to evaluate ideas, people, and acts in a serious fashion.

Principle 5: Promoting the Development and Expression of Feelings — It is only possible to learn values if the training methodologies take into account participants' feelings.

Principle 6: Promoting Participation — The best way to learn is by participating, being consulted, and taking part in making decisions.

Principle 7: Integration — Learning is most effective when the head, the body, and the heart are integrated in the learning process.



Reference Sheet 2 (cont'd): Key Goals of Human Rights Education

The ultimate goal of education for human rights is empowerment, giving people the knowledge and skills to take control of their own lives and the decisions that affect them. Some educators regard this goal as too political for schools and appropriate only to nonformal education. Others see it as essential for becoming a responsible and engaged citizen and building civil society.

One Practice, Many Goals

In this new field, the goals and the content needed to meet these goals are under continual and generally creative debate. Among the goals that motivate most human rights educators are —

- developing critical analysis of their life situation;
- changing attitudes;
- changing behaviours;
- clarifying values;
- developing solidarity;
- analyzing situations in human rights terms; and
- strategizing and implementing appropriate responses to injustice.

Source: Flowers, Nancy. (2000). *The Human Rights Education Handbook: Effective Practices for Learning, Action and Change*. Human Rights Resource Centre, University Centre of Minnesota. ISBN 0-9675334-3-0



Worksheet 2: Goals and Impacts of HRE Work: Required Knowledge and Attitudes

Target Group: _____	GOALS of HRE Required knowledge, skills and attitudes		
	Awareness	Empowerment	Action
IMPACTS of HRE at different levels			
Individual Level			
Community Level			
Societal Level			



Activity 4 Preparing for Day 2

Objectives

To have participants do some preparatory work for the activities of Day 2.

Time

60 min

Description

60 min

Preparing for the Roundtable on Effective HRE Evaluation Practices (Activity 1-Day 2)

Resource persons will give a 10-minute overview of the programs they will be speaking about the following day, expanding on the information they provided in the 2-page questionnaire completed by all participants prior to the consultation.

Copies of the resource persons' questionnaire will be provided to all participants. See **Reference Sheet 3** for a blank copy of the questionnaire.

Participants will have the opportunity to ask questions.

End of Activity ■



Reference Sheet 3: Description of Participants' HRE Evaluation

Part I: General Information	
Your Name	Your Work Email:
Name of your Organization:	Organisational Email:
City, Country:	
Part II: Description of the Product Being Evaluated	
a) General description of the training and/or product evaluated (<i>Include title of the training, length of the training and where it took place</i>):	
b) Goals and objectives of the training/ product:	
c) Content and methodology of the training/ product:	
d) Participant profiles (<i>Include gender breakdown, age, experience, number of participants</i>):	
e) Training materials (<i>Did you produce a training manual or use existing materials?</i>):	
f) Facilitators and resource persons (<i>Include gender breakdown, age, experience and qualifications, number of resources and facilitators</i>): Facilitators: Resource Persons:	
g) Training Facilities and Logistical Arrangements (<i>Where did you hold the training? Did participants stay on site?</i>):	



Part III: Description of the Evaluation Process

a) Purpose of the evaluation (*To share with stakeholders, to improve program in the future, also includes information on who conducted the evaluation*):

b) Focus of the evaluation (*e.g., what did you want to measure? were the learning objectives met? was the content useful?*):

c) Evaluation methods used including general methodology, techniques and tools (*Methodology refers to the following: quantitative versus qualitative, the amount of time passed between training and evaluation, and the number of follow-ups. Techniques and tools refer to the use of questionnaires, interviews, observation, focus groups, etc.*) :

d) Findings and outcomes of the evaluation:

e) Lessons learned from performing the evaluation (*i.e., successes and challenges in conducting the evaluation*):

Thank you for taking the time to complete this information sheet.
Your data is invaluable in allowing Equitas to prepare for and enhance the overall success of the symposium.



Activity 5 Education Evaluation and Professional Training: Current Theory and Methodology

Objectives

To explore current theories and methodologies in the fields of education evaluation and professional training evaluation which are particularly applicable in the context of HRE and measuring impact.

Time

1 hr 30 minutes

Description

This activity is divided into three parts.

In **Part A**, three (3) resource persons will speak about current evaluation theory and methodology in the areas of education and professional training.

In **Part B**, participants will work in their target groups to reflect on the presentation and generate questions for further discussion in the larger group.

In **Part C**, there will be a large group discussion.

40 min

Part A Presentation: “Education Evaluation and Evaluation of Professional Training – Theories, Methodologies and Practices”

Resource persons from the fields of formal education and professional training will discuss some current theories and practices for measuring impact of education and training interventions (i.e., methods for capturing changes that can be attributed to the intervention in both the formal and non-formal education sectors e.g., systems approach methodology, reasonable attribution approach, contribution analysis approach and appropriate/effective techniques). Resource persons will make reference to the information provided by the participants in **Activity 3** above.

Cont'd ▶ ▶ ▶



Resource Persons:

Formal Education: Saul Carliner and Johannes Strobel
(Educational Technology, Concordia University)

Professional Training: Sélim Kfoury

15 min

Part B Small Group Reflection

Before moving to the plenary discussion, participants will form buzz groups (5 to 6 participants in each group) to reflect on the question:

- What similarities and differences can we identify between HRE and other education and training interventions, both formal and non-formal, in terms of evaluation of results?

35 min

Part C Plenary Discussion

Participants will begin by sharing their buzz group reflections. The moderator will then lead a Question and Answer (Q&A) period.

End of Activity ■



Activity 6 Taking Stock of Day 1

Objectives

To reflect on the learnings of Day 1 and their applicability in HRE evaluation work.

Time

30 min

Description

This activity is divided into two parts.

In **Part A**, participants will reflect on key questions related to transfer of knowledge to their context and one on a general evaluation of the day.

In **Part B**, the facilitator will synthesize participants' answers.

15 min

Part A Individual Work

Participants will reflect on the following two questions:

- 1) How can the ideas, information and skills explored today help us in evaluating our HRE work?
- 2) What are some questions or gaps that remain in respect to the implementation of these ideas, information and skills?

The facilitator will take up participants' responses.

15 min

Part B Evaluation

All participants will stand in a circle. The facilitator will pass a "talking stick" to the first person on his/her side; only the person holding the "talking stick" may speak. As each participant is passed the stick, s/he should say something related to how they felt the day's content and proceedings met or did not meet their expectations? What could have been done to improve the session?

End of Session ■

Session 2

Sharing HRE Evaluation Experiences

Activity		Time
Recap		30 min
Activity 1	Roundtable Presentation: "Current Practices in the Evaluation of HRE"	1 hr 30 min
Activity 2	Sharing Additional Effective Practices	3 hrs
Activity 3	Challenges/ Critical Unanswered Questions	1 hr
Activity 4	Evaluating Day 2	30 min
Activity 5	Preparing for Day 3	30 min

Overview

Day 2 of the symposium will focus on having participants share information about work currently being carried out in the area of HRE evaluation. The main questions that will be addressed:

- What are some effective practices in the area of HRE evaluation?
- What links/connections can we reasonably make between our HRE events and positive changes in the HR situation?



Activity 1 Roundtable Presentation: “Current Practices in HRE Evaluation”

Objectives

To provide participants with information and ‘lessons learned’ on current HRE evaluation practices within the field for the different target sectors.

Time

1 hr 15 min

Description

This activity is divided into two parts.

In **Part A**, four (4) resource persons will engage in a roundtable discussion on their HRE evaluation work.

In **Part B**, the moderator will lead a large group discussion.

35 min

Part A Roundtable Presentation

Four (4) resource persons will discuss in a roundtable format four (4) main aspects of evaluation from the perspective of their own practice. A moderator will facilitate the process and will have each resource person in turn address each of the questions below. Resource persons will be referring to the HRE program examples they shared with the group the previous afternoon.

Target Sectors	Resource Persons
Schools	Dr. I. Devasahayam (People’s Watch Tamil Nadu) Ms. Ana Maria Rodino (Inter-American Institute for Human Rights (IIHR/IIDH) 's Pedagogical Unit)
Children (non-formal HRE)	Equitas
NGOs	Equitas

Cont’d ▶ ▶ ▶



Aspects of HRE evaluation to be addressed:

Purpose

- What did you want to learn about your HRE intervention in undertaking an evaluation?
- Why did you want to know this?
- How, if at all, was evaluation related to the goals/mission of your organization or program?

Methods

- What methods or tools did you use in the evaluation process?
- What, if anything, did you learn from qualitative methods, tools and analyses?
- What, if anything, did you learn from quantitative methods, tools and analyses?

Results/ Impacts

- What links can you reasonably make between your HRE program and changes at different levels (individual, community, societal)?
- Are these links correlational or causal?
- What did you learn about the potential impact of your HRE work? What about its limitations?

Challenges and Unanswered Questions

- What are some challenges of evaluation you can identify?
- What are some critical unanswered questions of evaluation?

40 min

Part B Large Group Discussion

The facilitator will lead a discussion and question and answer period between participants and the HRE practitioners on the material covered as well as on how these practices may be applied and transferred to participants' own contexts.

End of Activity ■



Activity 2 Sharing Additional Effective Practices

Objectives

To have participants share their own HRE evaluation experience with respect to the same target groups discussed by the resource persons in Activity 1.

Time

3 hrs

Description

This activity is divided into three parts.

In **Part A**, participants will work by main target audiences to address the questions from **Activity 1**.

In **Part B**, participants will form new groups to create a synthesis of the discussion in Part A.

In **Part C**, participants will present the results of their discussions to the larger group.

90 min

Part A Small Group Work

You will work in small groups organized according to the three (3) target audiences (i.e., schools, children -non-formal HRE, and NGOs) to address the same questions as in Activity 1 above. The resource persons will work with the relevant target groups. Previous information provided by IHRTP alumni through the Equitas Community will be incorporated as appropriate.

Record the results of your discussion on **Worksheet 3**. It's essential that each participant in your group records the information in their own manuals. You will need the information in **Part B**.

30 min

Part B Small Group Work

Participants will form five (5) new groups. Each new group will have at least one member from each of the three (3) target audiences. Each group will be assigned one of the four (4) aspects of evaluation in **Worksheet 3**.

Together with the members of your group discuss your respective responses to the question assigned to your group and prepare a synthesis of the information on a flip chart.

Cont'd ▶ ▶ ▶



60 min

Part C Group Presentations

Each group will have about 5 minutes to present the results of their small group discussions. The resource persons will be invited to comment on the information provided by the groups.

Note: The information gathered in this activity will form the basis for determining exactly what can be measured or evaluated and determining effective techniques for gathering this information.

End of Activity ■



Worksheet 3 Effective Practices in HRE Evaluation-Examples from Our Practice

Purpose	Methods	Results/ Impacts	Challenges and Unanswered Questions
<p>What did you want to learn about your HRE intervention in undertaking an evaluation?</p> <p>Why did you want to know this?</p> <p>How, if at all, was evaluation related to the goals/mission of your organization or program?</p>	<p>What methods or tools did you use in the evaluation process?</p> <p>What, if anything, did you learn from qualitative methods, tools and analyses?</p> <p>What, if anything, did you learn from quantitative methods, tools and analyses?</p>	<p>What links can you reasonably make between your HRE program and changes at different levels (individual, community, societal)?</p> <p>Are these links correlational or causal?</p> <p>What did you learn about the potential impact of your HRE work? What about its limitations?</p>	<p>What are some challenges of evaluation you can identify?</p> <p>What are some critical unanswered questions of evaluation?</p>



Activity 3 Challenges/ Critical Unanswered Questions

Objectives

To have participants discuss the challenges and unanswered questions about the evaluation of HRE generated in Activity 1.

Time

60 min

Description

This activity is divided into two parts.

In **Part A**, participants will work in small groups to discuss challenges and unanswered questions regarding HRE evaluation

In **Part B**, participants will share their results of their discussion with the larger group.

20 min

Part A Small Group Discussion

You will work in the same mixed groups as in **Activity 2**. The facilitator will assign to each group a number of challenges/ unanswered questions generated by the larger group in Activity 1. Together with the members of your group, discuss the questions and prepare to share the results of your discussions with the larger group in **Part B**.

40 min

Part B Large Group Discussion

The facilitator will take the responses to the questions and lead a large group discussion.

End of Activity ■



Activity 4 Evaluation of Day 2

Objectives

To reflect on the learnings of Day 2 and their applicability in participants' HRE evaluation work.

Time

30 min

Description

Participants will complete a short evaluation questionnaire on the day's activities.

End of Activity ■



Activity 5 Preparing for Day 3

Objectives

To present an overview of the activities and events planned for the third and final day of the symposium.

Time

15 min

Description

The facilitator will review the agenda for Day 3 with the participants and make any necessary adjustment to what is planned.

End of Session ■



Session 3

Moving Forward

Activity		Time
Recap		30 min
Activity 1	Determining What to Evaluate or Measure	1 hr 30 min
Activity 2	Evaluation Techniques	1 hr 30 min
Activity 3	Agreeing on Key Indicators of Longer Term Impact	1 hr
Activity 4	Planning Follow-Up to the Symposium	1 hr
Activity 5	Evaluation and Closing of the Symposium	30 min

Overview

The main goals of the final day are:

- To determine some good practices in HRE evaluation drawing on the discussions from the previous two (2) days.
- To determine gaps that exist and identify some strategies for addressing them.
- To plan the agenda of moving forward in terms of developing and sharing practical and effective HRE evaluation models.

The first three (3) activities of this Session will focus on developing innovative and effective evaluation models for the three (3) main target audiences addressed throughout this symposium as well as determining what models could be used across target audiences.

Given that this symposium is considered to be a first step in the development of new ways of looking at HRE evaluation, the final activities will focus on how this work can be carried forward.

Activity 1 Determining What to Evaluate or Measure

Objectives

To have participants determine what is important to evaluate and what can reasonably be evaluated with respect to HRE work with particular target audiences.

Time

1 hr 45 min

Description

This activity is divided into three parts.
In **Part A**, participants will work in small groups to discuss different elements of evaluation for specific target audiences and at different levels of impact.
In **Part B**, participants will present the results of their group discussion to the larger group.
In **Part C**, the facilitator will lead a large group discussion to address the same elements at the societal level and have participants draw some general conclusions about what they have learned

30 min

Part A Small Group Work
You will again work in small groups according to the same three (3) we are focussing on in this symposium.

In Session 2, Activity 2, Sharing Additional Effective Practices, you determined the **purpose**, as well as the **methods** and **impacts** for your specific target audience.

In this Activity, you will develop this thinking further and more concretely by specifying the elements below for your particular target audience.

- What to evaluate/measure
- Baseline data required
- Challenges and limitations
- Strategies to address the challenges

You will determine these elements at two levels, 1) at the level of the individual and 2) at the level of the community. Record the results of your discussions on **Worksheet 4**.

Cont'd ► ► ►



30 min

Part B Group Presentations

Each group will have about 5 minutes to present the results of their small group discussions. Other groups are invited to comment and provide input.

45 min

Part C Large Group Discussion

As a large group, participants will determine the above items for the societal level.

The facilitator will then lead a large group discussion to draw some overall conclusions about what we have learned. Some questions to consider:

- Are there elements that are applicable across target audiences?
- Are there elements that are target audience specific?
- How will what we have learned enhance our HRE evaluation work?

End of Activity ■



Worksheet 4 What to Evaluate or Measure

Target Group: _____	1. WHAT to measure Target group specific/ more general	2. Baseline Data required	3. Challenges/Limitations	4. Strategies to address challenges
IMPACTS of HRE at different levels				
Individual Level				
Community Level				
Societal				



Activity 2 Evaluation Techniques

Objectives

To explore effective evaluation techniques for evaluating HRE

Time

1 hr 30 min

Description

This activity is divided into two parts.

In **Part A**, participants will work in small groups to discuss evaluation techniques.

In **Part B**, participants will report the results of their small group discussions to the larger group.

40 min

Part A Small Group Work

You will work in 3 or 4 mixed groups.

Keeping in mind the elements discussed in **Activity 2**, identify innovative and effective evaluation techniques at different levels and for different target audiences. Also consider which techniques can work effectively across target audiences. Draw on the learning from the previous days and refer to some of the reference materials to help you with this process

You should try to be as specific as possible in your identification of techniques. You must also indicate at which point in the evaluation cycle (e.g., collecting baseline data; needs assessment; formative evaluation; longer term impact evaluation...) the techniques are most appropriate.

Worksheet 5 is provided to record the information from your discussions.

50 min

Part B Group Presentations and Discussion

Each group will report back to the large group for general discussion.

End of Activity ■



Worksheet 5 Evaluation Techniques

	Effective Techniques Target group specific/general	Challenges/Limitations	Strategies to address challenges
Levels			
Individual			
Community			
Societal			



Activity 3 Agreeing on Key Indicators of Longer Term Impact

Objectives

To identify some key indicators that can be effectively used to measure longer term impact of HRE activities.

Time

1 hr

Description

This activity is divided into two parts.

In **Part A**, participants will work by main target audiences to develop indicators.

In **Part B**, participants will present the results of their discussions to the larger group.

40 min

Part A Small Group Work

You will work in small groups organized according to the three (3) target audiences (i.e., schools, children -non-formal HRE, and NGOs) to develop some indicators of longer-term impact.

Begin by reviewing the results of the 2002 *Workshop on HRE Issues in Human Rights NGOs* held in Marrakech, Morocco (See **Reference Sheet 4**) where guidelines, possible indicators and potential methods for evaluation for similar target audiences were identified. These were:

- Formal School Education System
- Training of NGOs
- Training of Trainers

Using the information from the Marrakech Workshop as a guide, determine possible indicators that could best demonstrate longer term impact for your target audience. Also identify challenges that might hinder measuring or monitoring certain indicators. See **Worksheet 6**.

25 min

Part B Group Presentations

Each group will have about 5 minutes to present the results of their small group discussions. Other participants, facilitators and resource persons are invited to comment and contribute ideas.

End of Activity ■

Reference Sheet 4 Indicators

HRE IN THE FORMAL SCHOOL EDUCATION SYSTEM

Guidelines

- HRE is an integral component of the right to education.
- HRE should be based on democratic principles.
- HRE should be fully integrated into the framework and standards of the formal education system.
- HRE is much more effective when fully integrated into the curriculum rather than isolated as occasional lessons or separate subject matter.
- An all-school approach involving the whole school community (e.g., school administrators, staff, parents, etc.) is the most effective learning environment for HRE.
- The formal education sector should encourage inclusion of family, community institutions and civil society in HRE.
- The school community should reflect the HRs principles taught in the curriculum.
- Ministries of education officers, school officials, administrators and staff should receive HRE.
- Extracurricular activities offer important opportunities for HRE.
- Whenever possible, young people should be included in making policy decisions that directly affect them.
- The human rights framework should form the common basis for all "specialized" educations, i.e., peace education, development education, citizenship education, tolerance education, anti-racism education.
- HRE should encourage critical thinking.
- HRE is a significant tool to combat racism and discrimination.
- Teacher training should include human rights content and participatory methodology and should be supported by effective teaching materials. It should draw upon the resources of NGOs, IGOs, research and training centres and academic institutions.

Indicators

- Development of National Plan of Action for the Decade for HRE.
- Adoption of HRE into national curriculum standards at all levels.
- Establishment of a permanent position for HRE in the Ministry of Education.
- Human rights training requirement for professional certification or advancement.
- Inclusion of HRE in educational conferences, workshops and publications.
- Improved quantity and quality of HRE textbooks and materials.
- Building the curriculum on the HRE bases.
- Setting up a student committee to receive complaints.
- Including youth in the decision making.

Evaluation

- Pre- and post- test results of student's attitudes and behaviours.
- Evaluation based on cross-reference of evaluation among student, teachers and trainers.
- Assessment of the youth participation.

Reference Sheet 4 (cont'd) Indicators

TRAINING OF NGOs

Guidelines

- Set training objectives cooperatively with those being trained.
- Objectives should be measurable and feasible.
- Analyze the political, social and cultural context of the participant NGO(s).
- Analyze the internal structures and functions of the NGO(s), including capacities and weaknesses.
- Know who training participants are and identify their specific needs.
- Include advocacy techniques (e.g., awareness campaigns; strategies to develop or change local and national legislation)
- Include how to use of regional and international mechanisms to affect change.
- Include techniques for raising public awareness at all levels.
- Adapt methodology to the objectives and the NGO(s) being trained.
- Draw on participants' professional and personal experience.
- Use new information and communications technologies when possible.
- Use a variety of materials (e.g. images, theatre, cartoons, etc.) and methodologies.
- Maintain a balance between theory and practice, knowledge and skills.
- Be sure that participants can apply learning to daily life (e.g., advocacy, preparation of reports, campaigns, and trainings).
- Improve institutional capacities through individual capacities.
- Training of individuals in NGOs should be directly linked with actual work that they undertake.

Indicators

- Qualitatively improvement in the NGO work.
- Requests for advanced trainings.
- Relation with participants and their organisation(s) are regularly maintained (e.g. database, listserv).
- Database of training materials is established and maintained.
- Participants become effective trainers.
- Participants are successfully in fund-raising.
- Participants are actively engaged in the training sessions.
- Dissemination, adaptation and development of materials.
- Creation of networks with other NGOs at all levels.
- Impact of the campaigns on Media.
- Relief of violated persons.
- Viewing the states obligations upon HRs Implementation.

Evaluation

- Self-evaluation by the participant.
- On-site evaluation.
- Written and practical strategies to evaluate knowledge and skills.
- Effective follow-up mechanisms (e.g. meetings, exchanges, publications, internet).
- Comparison of NGO activity reports.

Reference Sheet 4 (cont.) Indicators

TRAINING OF TRAINERS

Guidelines

- TOT requires a long term commitment from both the institutions and individuals conducting the training and those trained.
- Provide every participant with practical materials for immediate use.
- Diversity of participants enriches the programme.
- Emphasize building friendship, trust and commitment among participants.
- Establish a climate of respect and equality between trainers and trainees.
- Trainees should be selected on the basis of interpersonal skills, cultural sensitivity and commitment to human rights values.
- The better the information about the participants, the better the planning for their needs and the better the results.
- Planning must anticipate emotional responses to HRs learning.
- Becoming a trainer is a life-long process: one session is not enough.
- Seek a gender balance among participants.
- Skills must include conflict resolution.
- Include a professional psychologist on the training team when possible.
- Don't suppress participants' emotional responses but deal with them directly.
- Acknowledge that challenging assumptions can create emotional responses. Emphasize that doubt and confusion can indicate learning.
- Trainers should avoid argumentation with participants and show respect to all opinions.
- Train young people to deliver peer education (e.g., university/law students teaching high school students).
- Provide regular, on-going training and evaluation.
- Maintain networks of participants. Keep them informed of each others HRE work.
- Include development of individual action plans as part of training to ensure application of learning.
- Improve institutional capacities through individual capacities.
- Create networks of trainers.
- Include skills in adapting materials and methods to different situations and needs.
- Training methodologies should model those to be used by trainees.
- Trainers need to learn to develop own materials and activities to specifically meet the needs of their participants.

Indicators

- Participants make a plan of action and implement it effectively following the training.
- Use of former trainees in future trainings.
- Training impacts the organization of the trainee.
- Requests for additional and more specialized trainings.

Evaluation

- Develop culturally appropriate evaluation tools (oral and written).
- Evaluate the training process as well as its outcomes.



Worksheet 6 Key Indicators of Longer-Term Impact

An indicator is “evidence” that helps you to measure progress towards achieving results. An indicator is a means of measuring actual results against planned or expected results in terms of quality, quantity, and timeliness. Indicators must be directed to the result they are measuring.

Levels	Target Audience Specific Indicators and Potential challenges	More General Indicators and Potential challenges
Individual		
Community		
Societal		



Activity 4 Planning Follow-Up to the Symposium

Objectives

To identify strategies and next steps for further advancing the work in the area of HRE evaluation and research as well as determining mechanisms for sharing the learning from this symposium.

Time

1 hr

Description

The facilitator will lead a large group discussion to:

- Identify concrete strategies and next steps for further advancing the work in HRE evaluation and research
- Determining mechanisms for broader participation in this process as well as mechanisms for sharing the learning from the symposium.

End of Activity ■



Activity 5 Evaluation and Closing of the Symposium

Objectives

To gather feedback on the content and process of the three-day symposium

Time

30 min

Description

The facilitator provides you with a general evaluation questionnaire. Please complete the questionnaire and give it back to the facilitator.

End of Session ■

Appendix 1: Glossary of Evaluation Terms

Accountability

An evaluation approach that is popular with stakeholders because it is intended to provide an accurate accounting of results that can improve the quality of products and services. However, this approach quickly can turn practitioners and consumers into adversaries when implemented in a heavy-handed fashion.

Action research

A (usually cyclic) process by which change and understanding can be pursued at the one time, with action and critical reflection taking place in turn. The reflection is used to review the previous action and plan the next one.

Baseline data

Initial information on a program or program components collected prior to receipt of services or participation activities. Baseline data are often gathered through intake interviews and observations and are used later for comparing measures that determine changes in a program.

Benchmarks

Standards by which the performance of an intervention can be assessed in a non-arbitrary fashion. An obvious way of deriving benchmarks would be to examine the intervention's objectives as expressed by expected outputs, results and outcomes. Ideally, benchmarks should allow us to compare the performance of an intervention with that of other policy instruments in the same field of action or in a related one.

Case studies

A data collection technique involving the examination of a limited number of specific cases or projects which the evaluator anticipates will be revealing about the program as a whole. Case studies tend to be appropriate where it is extremely difficult to choose a sample large enough to be statistically generalizable to the population as a whole; where generalization is not important; where in-depth, usually descriptive data is required; and where the cases or projects to be studied are likely to be quite complex. See also case study designs, data collection.

Causal

The philosophical concept of causality or causation refers to the set of all particular "causal" or "cause-and-effect" relations. A neutral definition is notoriously hard to provide since every aspect of causation has received substantial debate. Most generally, causation is a relationship that holds between events, objects, variables, or states of affairs. It is usually presumed that the cause chronologically precedes the effect. ...

Client-centred studies

An evaluation approach that addresses specific concerns and issues of practitioners and other clients of the study in a particular setting. These studies help people understand the activities and values involved from a variety of perspectives. However, this responsive approach can lead to low external credibility and a favourable bias toward those who participated in the study.

Control group

A group of subjects which have not been exposed to an intervention. The control group should resemble the program group (the subjects which have been exposed to the intervention), so that systematic differences between the two groups may be attributed to the effects of the intervention once other plausible alternative hypotheses have been eliminated or discounted.

Content analysis

Content analysis is a quasi-evaluation approach because content analysis judgments need not be based on value statements. Instead, they can be based on knowledge. Such content analyses are not evaluations. On the other hand, when content analysis judgments are based on values, such studies are evaluations.

Correlation

The covariation of two or more variables that indicate the likelihood of a common relationship or interaction between those variables.

Criterion-referenced evaluation

Criterion-referenced tests determine what test takers can do and what they know, not how they compare to others. Criterion-referenced tests report how well individuals are doing relative to a pre-determined performance level on a specified set of educational goals or outcomes included in the curriculum.

Decision-oriented studies

An evaluation approach designed to provide a knowledge base for making and defending decisions. This approach usually requires the close collaboration between an evaluator and decision-maker, allowing it to be susceptible to corruption and bias.

Education evaluation

A process to determine the value or worth of educational programs, interventions, etc... It can include appraising many things such as the outcome of a training program, the training program itself, the instructional materials used during the program delivery or the overall goals that the training intended to achieve.

Evaluation design

A model which is used to describe an intervention and provide evidence on the effects which may be attributable to it. Evaluation designs are either causal or descriptive in nature. A given design should lead to the choice of one or more data analyses and collection techniques.

Experimental research

The most effective approach for determining causal relationships between variables. The potential problem with using this approach is that its highly controlled and stylized methodology may not be sufficiently responsive to the dynamically changing needs of most human righted education programs.

Feedback

In systems and models, the flow of information about the present condition of variables to the originator or source for the purposes of monitoring the achievement of objectives.

Formative evaluation

As the program is taking shape, formative evaluation is done to make sure the program is on the right track. This evaluation informs decisions about the ways to design or redesign the program.



Hawthorne effect

The term "Hawthorne effect" is used to explain situations where an experiment cannot be trusted because the very fact that the experiment is taking place is influencing the results obtained. This reminds us that program staff and beneficiaries can behave quite differently from their normal patterns if they know that they are being observed.

Ideal experimental design

A theoretical way of deriving the counterfactual situation, and hence the net impact of an intervention. It involves comparing two groups which are identical in all respects except one: exposure to the intervention. Differences between the group which has been exposed (the program group) and the group which has not (the control group) are then attributable to the intervention. In the real world, this design does not exist since we can never be absolutely certain that the two groups are identical in all other respects. The potential non-equivalence of the two groups weakens the validity of any causal inference about the intervention.

Impact

An impact is the longer-term result that is the consequence of the achievement of outcomes.

Impact assessment

This type of evaluation is conducted at a latter stage and can help determine whether or not, in the longer term, the program had an impact on the participants work. We use this to see if transfer occurred. Note: This is the most challenging type of evaluation, particularly in education.

Indicator

A characteristic or attribute which can be measured to assess an intervention in terms of its outputs or impacts. Output indicators are normally straightforward. Impact indicators may be more difficult to derive, and it is often appropriate to rely on indirect indicators as proxies. Indicators can be either quantitative or qualitative. The term "performance indicators" is also used.

Inquiry

A systematic investigation of a matter of public interest

Meta-evaluation

Simply stated, meta-evaluation is the evaluation of an evaluation, evaluation system or evaluation device. Operationally, meta-evaluation is also defined as the process of delineating, obtaining, and applying descriptive information and judgmental information - about the utility, feasibility, propriety, and accuracy of an evaluation and its systematic nature, competent conduct, integrity/honesty, respectfulness, and social responsibility - to guide the evaluation and/or report its strengths and weaknesses.

Monitoring

The continuous process of examining the delivery of program outputs to intended beneficiaries, which is carried out during the execution of a program with the intention of immediately correcting any deviation from operational objectives. Evaluation, on the other hand, is carried out at a discrete point in time, and consists of an in-depth study. Monitoring often generates data which can be used in evaluations.

Naturalistic observation

A data collection technique in which the evaluator makes on-site visits to locations where the intervention is in operation and directly observes what is happening. Observational data can be used to describe the



setting of the intervention, the activities which take place in the setting, the individuals who participate in these activities (who may or may not be aware that they are being observed), and the meaning of these activities to the individuals. This form of data collection is particularly vulnerable to the Hawthorne effect.

Needs Assessment

This type of evaluation is conducted before developing a training program to ensure that the program meets the needs of participants.

Outcomes

Outcomes are the consequences of achieving a set of outputs. This is generally the level where the end-users take ownership of the program/ project.

Outputs

Outputs are the immediate, visible, concrete and tangible consequences of program/ project activities.

Pre-testing

The testing of subjects before a study begins. The pre-test provides data from which the effects of the treatment may be measured.

Post-testing

Testing of subjects after a study has been completed. The post-test allows the researcher to evaluate the effects of the treatment.

Program

A set of organized but often varied activities (a program may encompass several different projects, measures and processes) directed towards the achievement of specific objectives. Programs have a definite time schedule and budget.

Program group

A group of subjects which have been exposed to an intervention. The program group can be compared with the control group (the subjects which have not been exposed to the intervention), in order to determine whether systematic differences between the two groups may be attributed to the effects of the intervention.

Qualitative Research

Qualitative research gathers information, which is varied, in-depth and rich. The information sought is about how something is experienced and not specifically about facts and figures. Information from qualitative research is often more difficult to interpret, partly because it cannot be 'measured'. The emphasis is on the quality and depth of information.

Quantitative Research

Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology.

Questionnaire

A method used for collecting data; a set of written questions which calls for responses on the part of the client; may be self-administered or group-administered

Sample

A set of individuals or items selected from a given population so that properties and parameters of the population may be estimated, or so that hypotheses about that population may be estimated.

Selection bias

Could not the differences between the control group and the program group be due to initial differences in their characteristics rather than the effects of the intervention we are trying to evaluate?

Self evaluation

An evaluation which is performed by members of the organization responsible for the intervention itself.

Stakeholders

The various individuals and organizations who are directly and indirectly affected by the implementation and results of a given intervention, and who are likely to have an interest in its evaluation (e.g. program managers, policy-makers, the program's target population).

Structured interview

An interview in which questions to be asked, their sequence, and detailed information to be gathered are all predetermined; used where maximum consistency across interviews and interviewees is needed.

Summative evaluation

After a program has been completed, summative evaluations are carried out to see if the objectives were met and if the program was effective and if it should be used again. Note: The distinction between formative and summative evaluation is largely arbitrary. In practice, all evaluation is formative because it generally leads to changes to a program.

Surveys

A widely-used technique for collecting data from a sample drawn from a given population. Surveys are often based on probability sampling, and survey information is usually obtained through structured interviews or self-administered questionnaires. Cross-sectional surveys involve measurements made at a single point in time. Panel surveys involve measurements acquired at two or more points in time.

Systems Theory

A theory designed to study unified whole and self-organizing systems. Systems theory is based upon the idea that the whole is different from the sum of the individual parts. It stresses the interdependent and interactional nature of the relationships that exist among all components of a system. The family, for example, is viewed as consisting of subsystems (parents, siblings, grandparents) in which events affecting any one member will have an impact on all family members.



Target population

The intended beneficiaries (individuals, households, groups, firms) of an intervention. An intervention may have more than one target population. This term should be distinguished from "population" in the statistical sense.

Testing Programs

Are evaluation programs that are effective at comparing individuals or groups to selected norms in a number of areas or to a set standard of performance. However, testing programs only focus on testee performance and may not adequately sample what is taught or expected.

Triangulation

The combination of methodologies in the study of the same phenomenon or construct; a method of establishing the accuracy of information by comparing three or more types of independent points of view on data sources (for example, interviews, observation, and documentation; different times) bearing on the same findings. Akin to corroboration and an essential methodological feature of case studies.

Validity

The extent to which a measurement instrument or test accurately measures what it is supposed to measure.



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Evaluation Organizations and Institutes

The Evaluators' Institute

http://www.evaluatorsinstitute.com/current_program.php

Human Rights Impact Resource Centre (HRIRC)

<http://www.humanrightsimpact.org>

INEE website

Assessment, monitoring and evaluation

<http://www.ineesite.org/page.asp?pid=1041>

International HIV/AIDS Alliance (monitoring and evaluation + resources)

<http://www.ngosupport.net/sw4799.asp>

International Program for Development Evaluation Training

<http://www.ipdet.org>

The Joint Committee on Standards for Educational Evaluation

<http://www.wmich.edu/evalctr/jc>

Western Michigan University. Evaluation Center (Evaluation Checklists)

<http://www.wmich.edu/evalctr/checklists>