

# **Evaluation Meeting**

Assessing Local HRE Activities  
of IHRTP Alumni

**Manual**

Sighnaghi, Georgia

March 1 – 3, 2010

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# Evaluation Meeting: Introduction

## Purpose

The purpose of the evaluation meeting is to follow up on human rights education (HRE) activities funded by Equitas and implemented at the local level by International Human Rights Training Program<sup>1</sup> (IHRTP) alumni subsequent to their participation in the regional training of trainers (TOT) sessions. This meeting is an essential component of the overall IHRTP which has as a main objective “strengthening the capacity of alumni to undertake HRE activities at the local level.”

## Objectives

The objectives of the meeting are to:

1. Assess the implementation of the local HRE activities undertaken by the participants with respect to design, content, delivery, and evaluation as well as project management
2. Review evaluation concepts and processes
3. Share lessons learned with a view to developing good practices for implementing HRE activities at a local level
4. Explore ideas for follow up to the local HRE activities

## Outcomes

As a result of the meeting, participating organizations, including Equitas, will be able to:

1. Conduct more effective evaluations
2. Determine the change in their capacity to undertake HRE activities
3. Enhance the quality of outputs and outcomes of HRE activities through modifications to their content and implementation process

## Product

A document on good practices that will be shared with the online Equitas Community.

## Participants

The participants are twelve (12) IHRTP alumni that were selected to complete the three stages of the Regional Training of Trainers Program in Central Eastern Europe/Former Soviet Union. These include: two from Armenia (2), two from Azerbaijan (2), two from Georgia (2), two from Kyrgyzstan (2), and four from Ukraine (4).

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<sup>1</sup> The IHRTP is realized with the financial support of the Government of Canada provided through the Canadian International Development Agency (CIDA).



# Schedule

## Week 1 (February 15-19) – Equitas Community

What are your expectations for the Evaluation Meeting?

### Assignment:

During the evaluation meeting each group will have 30 min to present and discuss the local HRE activities and you will have time during the meeting to prepare your presentations. We recommend that you bring artefacts from your local HRE activities to show to the group. Suggestions include: pictures, video, example evaluation questionnaires, materials, etc... A projector and computer will be available for those who are interested.

## Week 2 (February 22-26) – Equitas Community

What are some of the successes and challenges concerning the local HRE activity you were part of? Identify these successes and challenges during each of the following four stages: planning; development; delivery; follow-up

### Day 1

Time	Description		
<b>Module 1 Introductions</b>			
09:00	09:15	Activity 1	Welcome and Introductions
09:15	09:45	Activity 2	What's new! And Guidelines for Effective Group Process
09:45	10:30	Activity 3	Expectations and Overall Process of the Evaluation Meeting
<b>10:30</b>	<b>11:00</b>	<b>Break</b>	
<b>Module 2 Evaluation Concepts and Processes Revisited</b>			
11:00	11:25	Activity 1	Revisiting Evaluation Concepts
11:25	11:50	Activity 2	Evaluating HRE through a Systems Approach (Part A)
11:50	12:30	Activity 2	Evaluating HRE through a Systems Approach (Part B)
<b>12:30</b>	<b>14:00</b>	<b>Lunch</b>	
14:00	14:45	Activity 2	Evaluating HRE through a Systems Approach (Part C)
<b>Module 3 Review of Local HRE Activities</b>			
14:45	15:30	Activity 1	Review of Local HRE Activities (Part A)
<b>15:30</b>	<b>16:00</b>	<b>Break</b>	
16:00	17:00	Activity 1	Review of Local HRE Activities (Part B; 2 groups)
17:00	17:15	Debrief	

## Day 2

Time		Description
09:00	09:15	Recap Day 1 and Overview of Day 2
<b>Module 3 Review of Local HRE Activities (cont'd)</b>		
09:15	10:15	Activity 1 Review of Local HRE Activities (Part B <i>cont'd</i> ; 2 <i>gps</i> )
<b>10:15</b>	<b>10:45</b>	<b>Break</b>
10:45	11:45	Activity 1 Review of Local HRE Activities (Part B <i>cont'd</i> ; 2 <i>gps</i> )
11:45	12:30	Activity 2 Identifying Lessons Learned
<b>12:30</b>	<b>14:00</b>	<b>Lunch</b>
<b>Module 4 Reviewing Project Management</b>		
14:00	14:15	Activity 1 Introductory remarks
14:15	15:30	Activity 2 Sharing of Experiences on Project Management
<b>15:30</b>	<b>16:00</b>	<b>Break</b>
16:00	17:00	Activity 3 Summary and Recommendations
17:00	17:30	Debrief

## Day 3

Time		Description
09:00	09:30	Recap of Day 2 and Overview of Day 3
<b>Module 5 Developing Good Practices</b>		
9:30	09:45	Activity 1 Overview of Good Practices (Part A)
9:45	10:30	Activity 1 Overview of Good Practices (Part B)
<b>10:30</b>	<b>11:00</b>	<b>Break</b>
11:00	11:30	Activity 1 Overview of Good Practices (Part B, <i>con't</i> )
11:30	12:30	Activity 1 Overview of Good Practices (Part C)
<b>12:30</b>	<b>14:00</b>	<b>Lunch</b>
<b>Module 6 Follow-up Activities</b>		
14:00	14:15	Activity 1 What is follow-up and transfer?
14:15	15:00	Activity 2 Follow-up Activities
<b>15:00</b>	<b>15:30</b>	<b>Break</b>
<b>Module 7 Evaluation and Closing</b>		
15:30	16:00	Evaluation and Closing

# 6



# Day 1

Time	Description		
<b>Module 1 Introductions</b>			
09:00	09:15	Activity 1	Welcome and Introductions
09:15	09:45	Activity 2	What's new! And Guidelines for Effective Group Process
09:45	10:30	Activity 3	Expectations and Overall Process of the Evaluation Meeting
<b>10:30</b>	<b>11:00</b>	<b>Break</b>	
<b>Module 2 Evaluation Concepts and Processes Revisited</b>			
11:00	11:25	Activity 1	Revisiting Evaluation Concepts
11:25	11:50	Activity 2	Evaluating HRE through a Systems Approach (Part A)
11:50	12:30	Activity 2	Evaluating HRE through a Systems Approach (Part B)
<b>12:30</b>	<b>14:00</b>	<b>Lunch</b>	
14:00	14:45	Activity 2	Evaluating HRE through a Systems Approach (Part C)
<b>Module 3 Review of Local HRE Activities</b>			
14:45	15:30	Activity 1	Review of Local HRE Activities (Part A)
<b>15:30</b>	<b>16:00</b>	<b>Break</b>	
16:00	17:00	Activity 1	Review of Local HRE Activities (Part B; 2 groups)
17:00	17:15	Debrief	



## Module 1 Introductions

### Time

1 h 30 min



### Overview of Module 1

- Welcome and Introductions
- What's New! and Guidelines for Effective Group Process
- Expectations and Overall Process for the IHRTP Program Cycle
- Overview and Objectives of the Meeting
- Approach for the Meeting

### Activity 1

15 min

#### Welcome and Introductions

Members of Equitas introduce themselves and welcome participants. Then, participants in turn introduce themselves.

### Activity 2

30 min

#### What's New! And Guidelines for Effective Group Process

The facilitator leads participants through a group-building exercise through which participants share their news since the TOT.

The group will also develop an agreement for working effectively during this meeting.

### Activity 3

45 min

#### Expectations and Overall Process for the IHRTP Program Cycle

As participants are aware, the overall IHRTP is more than a 3-week session in Montreal. Members of Equitas will go over the different components of the IHRTP. These include:

- IHRTP (annual event since 1980)
- Follow-up Questionnaires (since 1995)
- Alumni meetings (since 1996)
- Equitas Community (since 2006)
- Regional TOT sessions (since early 2006)
- Local HRE sessions (since late 2006)
- Evaluation meetings (since 2007)
- Planning sessions for the Human Rights Training Session (HRTS) (since late 2007)
- HRTS (since 2008)



## Module 1 (cont'd)

### Activity 3 (cont'd)

#### Overview and Objectives of the Meeting

Members of Equitas present the objectives of the meeting and examine them in relation to the expectations expressed by participants. (See **Reference Sheet 1** on page 11).

The objectives of the meeting are to:

1. Assess the implementation of the local HRE activities undertaken by the participants with respect to design, content, delivery, and evaluation as well as project management;
2. Review evaluation concepts and processes;
3. Share lessons learned with a view to developing good practices for implementing HRE activities at a local level; and
4. Explore ideas for follow up to the local HRE activities.

#### *Outcomes*

As a result of the meeting, participating organizations, including Equitas, will be able to:

1. Conduct more effective evaluations;
2. Determine the change in their capacity to undertake HRE activities; and
3. Enhance the quality of outputs and outcomes of HRE activities through modifications to their content and implementation process.

#### *Product*

A document on good practices that will be shared with the online Equitas Community.

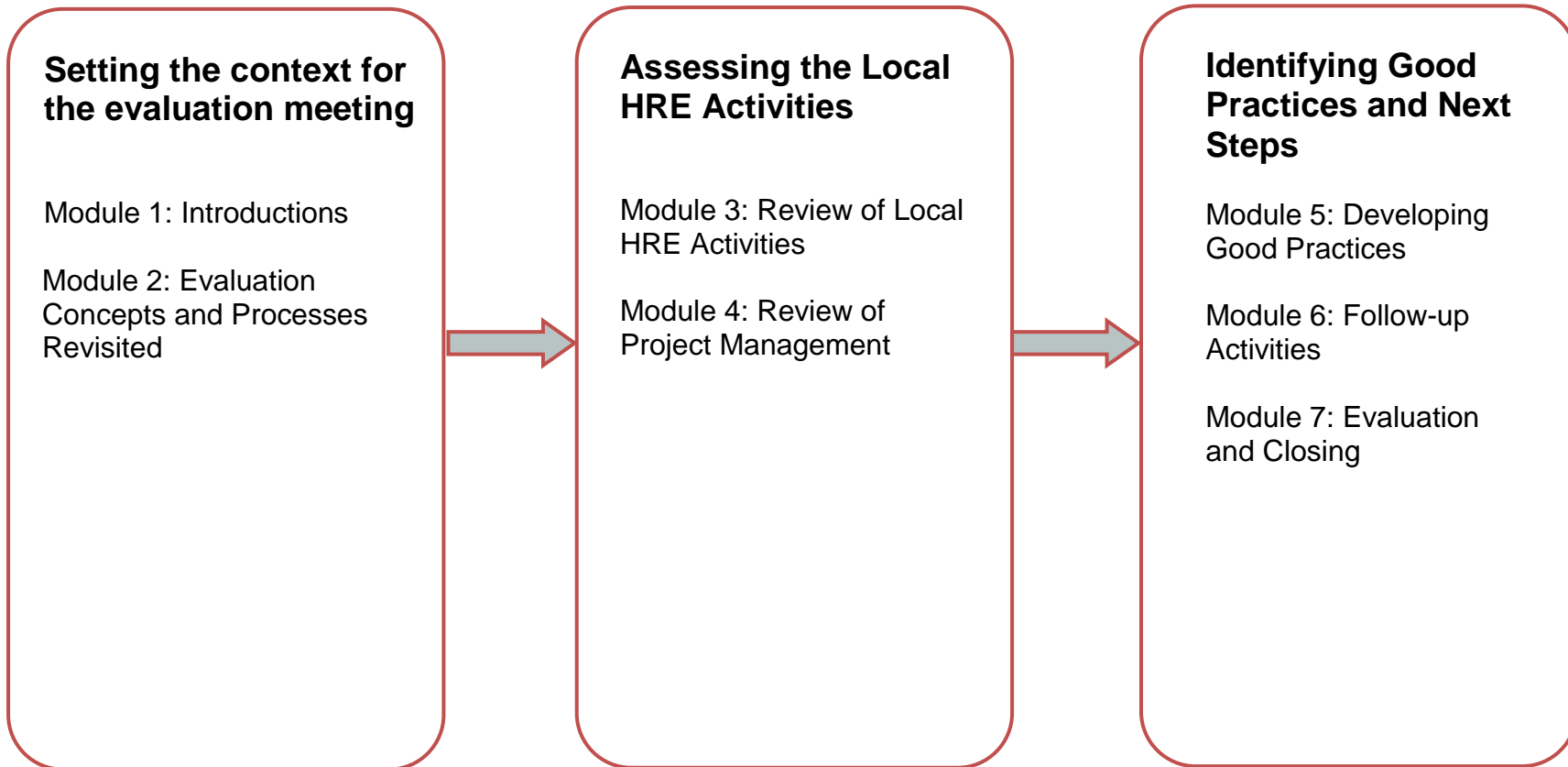
#### Approach for the Meeting

As all Equitas activities, this meeting is based on the participatory learning methodology, a process that has as its foundation the “learning spiral” (see **Reference Sheet 2** on page 12).

**End of Module**

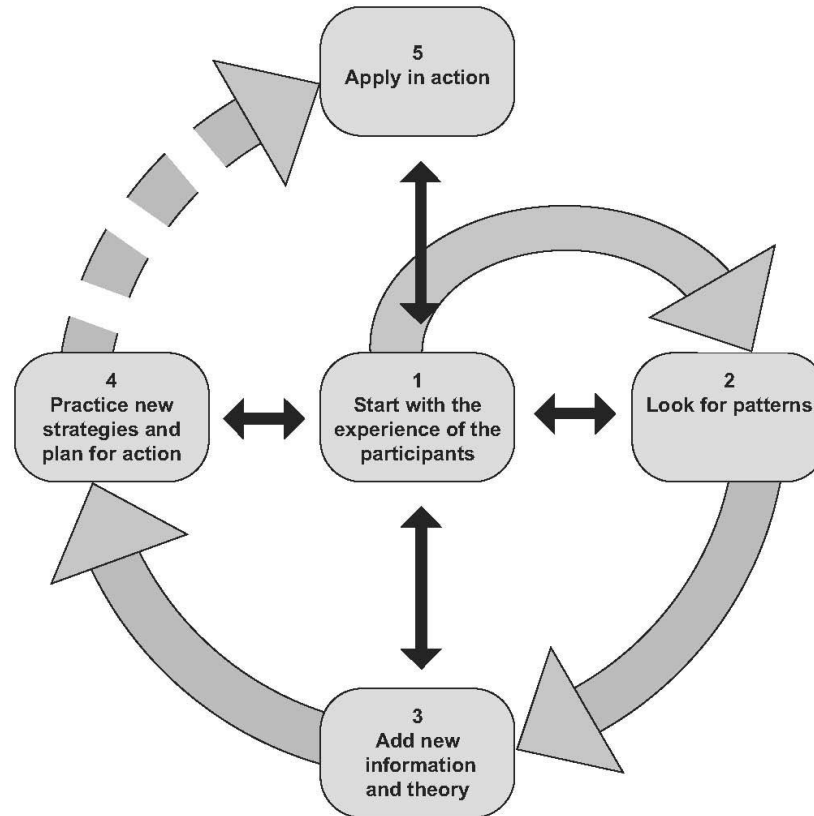
## Reference Sheet 1: Meeting Framework

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## Reference Sheet 2: Learning Spiral

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This learning spiral design model (see figure above) incorporates essential principles of adult education and it suggests that:

- Learning begins with the experience or knowledge of the participants. The educational approach is emphatically learner-centred, aiming at reinforcing learners' self-esteem, self-confidence and the development of a positive and realistic self-concept.
- After the participants have shared their experience, they analyze that experience and look for patterns.
- To complement the knowledge and experience of the participants, new information and theory from experts are added or new ideas are created collectively.
- Participants need to practice what they have learned. They need to practice new skills and make strategies and plan for action.
- Afterwards (usually when they are back in their organizations and daily work) they apply in action what they have learned.

## Module 2 Evaluation Concepts and Processes Revisited

<b>Time</b> <b>2 hrs 15 min</b> 🕒	<b>Overview of Module 2</b> <ul style="list-style-type: none"><li>• Evaluation Concepts - Presentation</li><li>• Evaluating HRE for social change</li></ul>
<b>Activity 1</b> 25 min	<b>Evaluation Concepts - Presentation</b> <p>The facilitator reviews the following:</p> <ul style="list-style-type: none"><li>• Basic concepts</li><li>• Evaluation of results and process</li></ul> <p>See <b>Reference Sheet 3</b> on page <b>15</b></p>
<b>Activity 2</b>	<b>Evaluating HRE through a Systems Approach</b> <p>During the TOT, we examined how an HRE event, such as the local HRE activities, can be considered as an element of a wider systems approach to HRE (See <b>Reference Sheet 5</b> on page 23).</p> <p>HRE through a systems approach implies that HRE events can lead to a positive social change. This social change can be identified at different levels (such as individual, community/group, and societal) and to different degrees.</p> <p>In order to help you reflect on your own training process, you will review your experience with Equitas' HRE process (TOT) and then draw some conclusions concerning its validity by examining data collected from participants of the TOT session.</p>
<b>Part A</b> 25 min	<b>Defining the HRE Process</b> <p>The facilitator will begin by explaining the systems approach model on <b>Reference Sheet 5</b> on page <b>23</b> and will lead a brainstorm session about how the IHRTP, as an example HRE activity, aims to address the needs of the HRE community.</p> <p>Together, you will review the needs assessment tools used by Equitas to gather necessary information to make decisions about the content and process of their HRE activities.</p>



## Module 2 (cont'd)

List of information gathering tools and sources for needs assessment:

- IHRTP application form
- IHRTP pre-training assignment
- RAP sessions during the IHRTP
- IHRTP alumni meeting
- IHRTP follow-up questionnaire
- TOT application form
- TOT pre-training assignment
- Missions to the region
- Consultation with experts
- Online Equitas Community
- Contextual analysis

### Part B

40 min

#### Validating the HRE Process

Participants will now work in small groups to review feedback gathered from the TOT participants at the end of the training session.

The aim of this review is to validate the HRE process by drawing some general conclusions as to whether the TOT responded adequately to participants' needs. See **Reference Sheet 5a** on page 24.

Working in small groups, discuss the following :

- Looking at participants' comments on what they found most useful and referring back to the needs they expressed what conclusions can you reach about the content of the TOT?
- What conclusions can you reach about the process of the TOT?
- Based on your conclusions, what actions do you think need to be taken?

### Part C

45 min

#### Sharing the Results

Each small group will share the results of their discussion with the whole group. **(25 min)**

The facilitator will synthesize the discussion and have participants reflect on what they learned about the content and the process of the training. **(20min)**

**End of Module**



## Reference Sheet 3: Evaluation Concepts

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### 1. What is educational evaluation?

Educational evaluation in the context of HRE can be defined as a systematic activity used to gather information in order to support decisions about how to improve educational events.

Key points to keep in mind in this definition are that evaluation is a **systematic activity** which means that it has to be **planned**.

### 2. Why Evaluate?

It is important to evaluate HRE in order to:

- **Determine and improve effectiveness:** How will we know that we are doing what we set out to do? How will we know if any learning has occurred or if any change has happened?
- **Be accountable:** Funders require some kind of accountability system that demonstrates how funds are being spent, what the outcomes of the training programs are, as well as any value added. Evaluation can demonstrate your professionalism and give you credibility.
- **Share experiences:** Others working in HRE in your country or abroad can learn from your successes and challenges by reviewing your evaluations. You can add to existing knowledge about what practices work and do not work with certain learners and populations.
- **Find motivation:** When you can see that your HRE work is achieving results, it is something for you and your team to be proud of. An evaluation may also bring you together and increase support for your work within your organization.

#### Evaluation of Results

Generally the need for carrying out an evaluation is a requirement of funders partly for the sake of making program implementers accountable. Traditionally, evaluations related to the measurement of the quantifiable results carried out within the framework of a program (for example, the number of training workshops carried out). Results of evaluations were used, generally, to know how many of the planned activities were in fact implemented. Funders ended up realizing that it was not enough to simply quantify the number of completed activities but that it was important that evaluations also uncovered the successes and problems encountered during the process of implementing the activities.

#### Evaluation of Process

As opposed to the evaluation of results, process evaluation aims mainly at examining the way in which activities have been carried out in order to find out how they can be improved. For example, how were the various activities carried out? Which were the problems encountered during the implementation of the training workshops and how were they resolved? During an evaluation of process, quantitative information can be collected on the number of activities carried out, but the emphasis must be placed on qualitative information.

***...When evaluating programs, one must decide, at the outset, if one wants to carry out an evaluation of results, an evaluation of process or both.***

Source: J. Aubel. 1999. Participatory Program – Evaluation Manual. Washington, DC: USAID.

### 3. What are some evaluation techniques?

Type of technique	Advantages	Disadvantages
<b>1. Questionnaire:</b> a series of written questions to gather information	<ul style="list-style-type: none"> <li>▪ Ability to contact a large number of people</li> <li>▪ Can be anonymous</li> <li>▪ Yields a large amount of information at a relatively low cost</li> <li>▪ Does not require trained interviewers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires very clear questions and very clear instructions</li> <li>▪ Return rate tends to be low, unless there is a real incentive for participants to complete questionnaire</li> </ul>
<b>2. Interview/ conversation:</b> informal talk or planned series of questions with selected individuals	<ul style="list-style-type: none"> <li>▪ Interviewer gets clarification of unclear answers or statements</li> <li>▪ Interviewer can note non-verbal behaviour associated with various responses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires certain skills of the interviewer</li> <li>▪ Interviewer may end up with biased information</li> <li>▪ Time-consuming</li> <li>▪ Expensive</li> </ul>
<b>3. Focus Group:</b> discussion session with a group of selected individuals around a topic	<ul style="list-style-type: none"> <li>▪ Helps ensure acceptance from key individuals</li> <li>▪ Provides different perspectives at the same time</li> <li>▪ Interactions among the individuals and non-verbal behaviour can be observed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficult to coordinate the schedules of key individuals</li> <li>▪ Sometimes difficult to obtain a common vision from the different perspectives</li> </ul>
<b>4. Existing records:</b> reliable documents available for public consultation	<ul style="list-style-type: none"> <li>▪ Information already exists</li> <li>▪ Can provide valuable information on demographics and/or indications of change, e.g., health records</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records may not be available</li> <li>▪ Information may not answer the evaluation questions directly</li> </ul>

Type of technique	Advantages	Disadvantages
<b>5. Observation:</b> observer records information without interfering	<ul style="list-style-type: none"> <li>▪ Possible to observe in natural, everyday setting</li> <li>▪ Participant responses are not influenced by pre-determined questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficult to record all information</li> <li>▪ Sometimes difficult to draw conclusions</li> <li>▪ Presence of observer can intimidate</li> </ul>
<b>6. Reflection:</b> regular practice of noting events, behaviours and reflecting critically	<ul style="list-style-type: none"> <li>▪ Record of best practices and mistakes that can be looked back upon</li> <li>▪ Provides a means for improving skills through critical thinking</li> <li>▪ Requires only yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sometimes difficult to criticize oneself</li> <li>▪ Necessitates diligence, regularity</li> </ul>

#### 4. Examples of evaluation techniques from the Equitas GHREP:

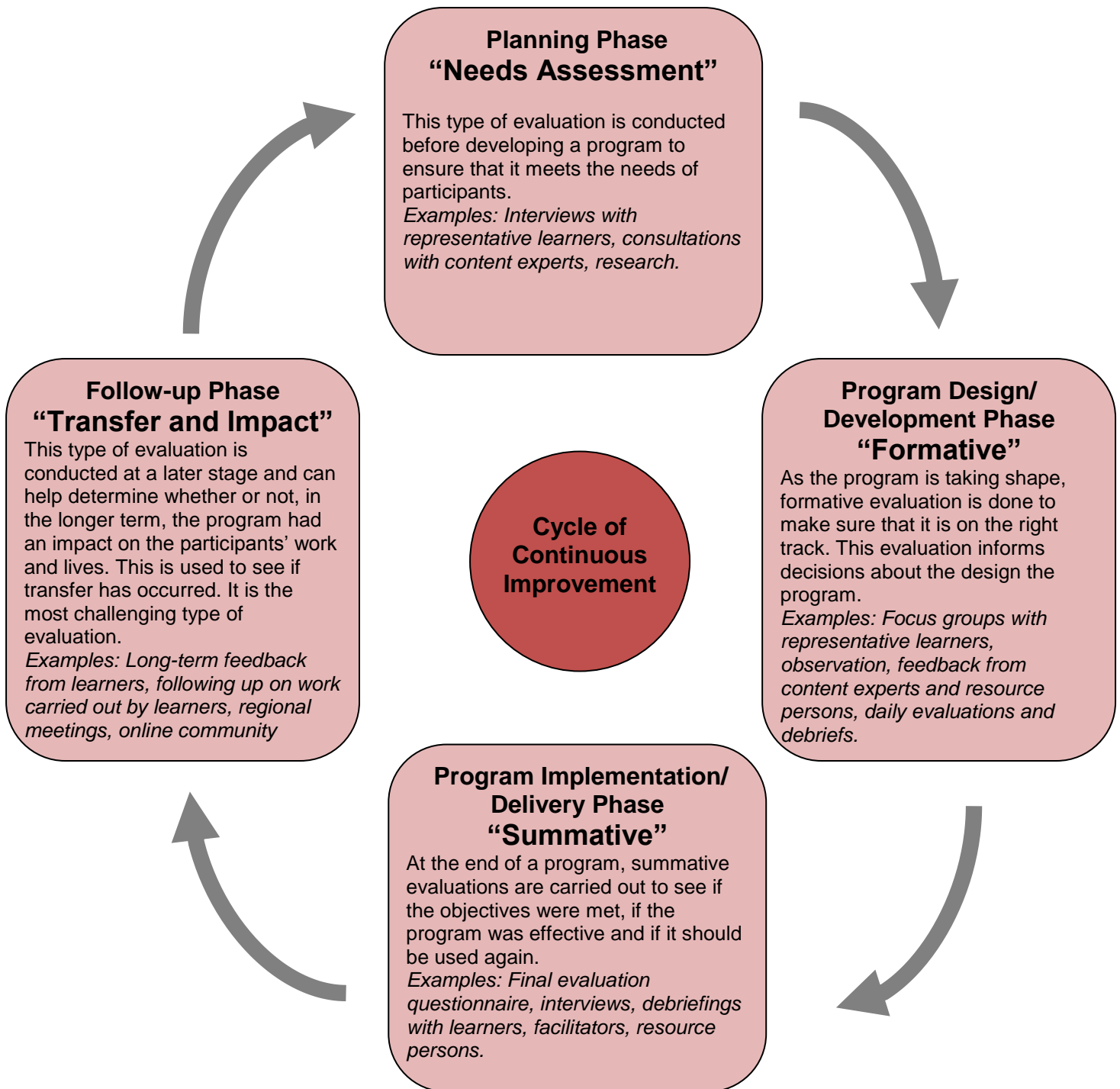
General:	Related to local HRE projects:	Related to a workshop:
<ul style="list-style-type: none"> <li>▪ Self-assessment questionnaire</li> <li>▪ Individual interviews with participants</li> <li>▪ Application forms</li> <li>▪ Context analysis during workshops to validate program direction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reports of local HRE projects</li> <li>▪ Field visits by Equitas staff to see projects in action and to meet with participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participatory evaluations during workshops (at the end of each day)</li> <li>▪ General evaluation questionnaire at the end of a workshop</li> <li>▪ Daily debrief sessions with facilitators and participants</li> </ul>

#### 5. Cycle of Continuous Improvement

The Cycle of Continuous Improvement (see the model on the next page) is a circular model of educational evaluation whereby systematic evaluation occurs at four stages to ensure the continuous enhancement of a program.

The model highlights the importance of planning for evaluation very early on, which means that even as we design the first steps of an HRE program, we need to be designing our evaluation process as well, including evaluation activities in each step. Making evaluation an integral part of program design helps make evaluation work in HRE more efficient and effective.

# Cycle of Continuous Improvement



## 6. Defining Needs Assessment

*“Needs assessment for human rights programs tends to be intuitive, if not defined by extra-territorial institutions and interests. Needs are best defined through dialogue between:*

- 1) the potential participants,*
- 2) the front-line actors and organizers and,*
- 3) the external forces (donors and expert trainers and educators).*

*Too often through lack of time and resources, this process is truncated or distorted due to the overpowering interests of one or none of those group of actors mentioned above. The benefits of extended contact between the three cannot be over-emphasized”.*

Source: J. Paul Martin: Self-Help Human Rights Education Handbook.  
[http://www.hrea.org/erc/Library/curriculum\\_methodology/SELFHELP.html](http://www.hrea.org/erc/Library/curriculum_methodology/SELFHELP.html)(accessed Sept 7, 2007)

The process of identifying and evaluating needs in a community or other defined population of people. The identification of needs is a process of describing “problems” of a target population and possible solutions to these problems. A need has been described as:

- A gap between “what is” (the current situation) and “what should be” the desired situation).
- A gap between real and ideal that is both acknowledged by community values and potentially amenable to change.
- May be different from such related concepts as wants (“something people are willing to pay for”) or demands (“something people are willing to march for”).
- Needs assessment focuses on the future, or what should be done, rather than on what was done as is the focus of most program evaluations.

Source: A. L. Titcomb. *ICYF Evaluation Concept Sheet*. <http://ag.arizona.edu/icyf/docs/needs.pdf> (accessed October 1, 2002).

## Reference Sheet 4: Social Change and Results

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### 1. Challenges to HRE Evaluation

Results of human rights education activities, whether they are measured in the short-, medium- or long-term, are about **change**. For an HRE activity to be successful, we have to be in a position to identify some positive change that came about as a result of the activity.

Results are identifiable, measurable indications which demonstrate that the goal and objectives of an HRE event have been achieved.

There are inherent challenges to evaluating HRE. As was indicated by Felisa Tibbitts during the 2007 International HRE Evaluation Symposium organized by Equitas and the United Nations Office of the High Commissioner for Human Rights (OHCHR), two aspects of evaluation of HRE are clear. The first is that HRE is for a diverse range of target audiences – from children to prisoners to government officials to marginalized women, to name a few. Subsequently, HRE programs have to be distinctly developed for these specific target audiences. Second, *evaluation design* cannot be separate from *HRE program design*. Effective evaluation of HRE requires the creation of an evaluation strategy from the beginning of an HRE program.

### 2. Individual, Organization/Group, Broader Community /Societal Changes: What They Mean and How to Evaluate Them

Despite these elements to consider, evaluation of HRE programs remains largely an afterthought for many human rights organizations. As mentioned at the beginning of the TOT, a suggested framework for examining social change within the local HRE activities was to look at changes at three distinct levels of increasing scope, namely individual, organization/group, and broader community/society. Within each of these levels, the type of change can be identified, and in so doing, we can further define *what* we are hoping to evaluate and *how* we will evaluate it. The table on the next page illustrates a select number of different types of change to identify at the three levels:

Level	What to evaluate: What social change are we hoping for? A change in...	How to evaluate: Techniques to use...
Individual	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Desire</li> <li>• Knowledge</li> <li>• Skills</li> <li>• Attitudes, behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Self-assessment (for example, through journals)</li> <li>• Semi-structured or open interviews</li> <li>• Focus group discussions</li> <li>• Questionnaires (pre- and post-activity)</li> </ul>
Organization / Group	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Power relations (interest and influence)</li> <li>• Family relations</li> <li>• Access to resources</li> <li>• Access to information</li> <li>• Fulfilment of specific rights: education, health housing, etc.</li> <li>• Reported human rights violations</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Semi-structured or open interviews</li> <li>• Focus group discussions</li> <li>• Questionnaires</li> <li>• Surveys</li> <li>• Mapping exercises</li> <li>• Existing data (police reports, employment statistics, enrolment and retention rates at school, access to affordable health care, etc.)</li> <li>• Data/information from subject matter experts</li> </ul>
Broader Community /Society	<ul style="list-style-type: none"> <li>• Laws, policies, legislation which reflect principles of human rights</li> <li>• Government services</li> <li>• Reported human rights violations</li> <li>• Citizen and civil society participation and collaboration with government</li> <li>• Socio-economic progress</li> <li>• Cultural norms and practices that impact on human rights (for example, changing gender roles)</li> </ul>	<ul style="list-style-type: none"> <li>• Data/information from subject matter experts</li> <li>• Survey</li> <li>• Policy analysis (of change in policies over time and monitoring of policy implementation)</li> <li>• Budget analysis of government spending on its obligations</li> <li>• State compliance to international or national human rights obligations</li> </ul>

An important point to note in the table is that changes progress from the individual to the community to society. Remember that the Equitas definition of HRE was a “process of social transformation that begins with the **individual** and branches out to encompass **society** at large.”

### 3. Results

These three levels – individual, organization/community, and broader community/societal – are sometimes mapped against the standard results-based management language. This standard language was also adopted for the proposals of the local HRE activities (the first round and the second round). Results are identified as follows:

Level	Type of result
Individual	Short-term results = OUTPUTS
Organization / Community	Medium-term results = OUTCOMES
Broader Community / Society	Long-term results = IMPACTS

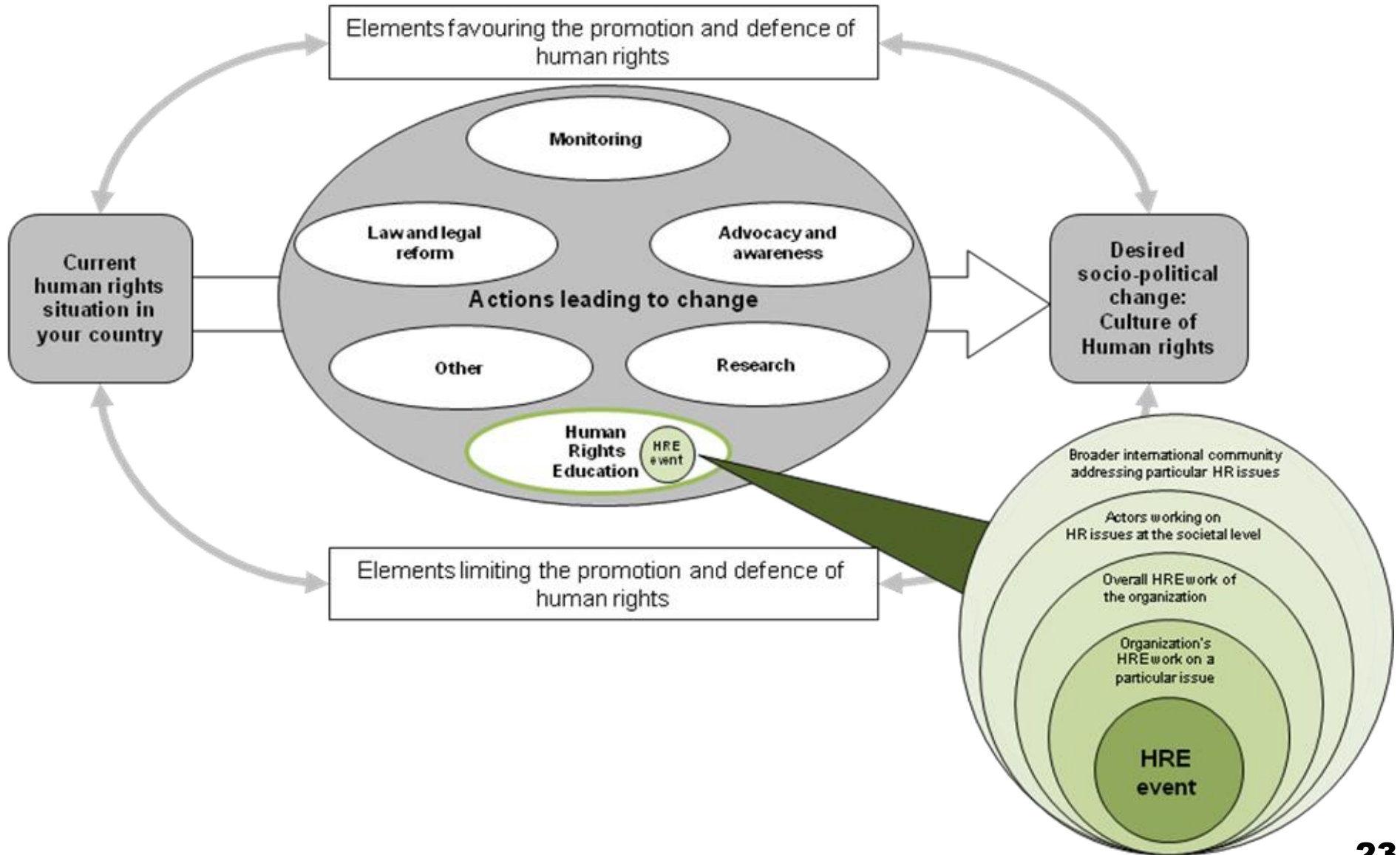
While it is useful to examine results this way, it should be noted that some changes at the individual level are not **only** short-term. For example, a change in an individual's attitude is not likely to occur unless the person has an awareness of the human rights issue or problem and a desire to change it. This awareness and desire to change does not happen immediately (and often not after a workshop). Similarly, a change at the community level is not **only** medium-term. There are changes at the community level which may be more immediate and short-term, or long-term.

The key to identifying results is not to focus on **what will be done**, but on **how the situation will be different**. The “what will be done” represent the activities that lead to results. Results tell us how the situation will be different.



# Reference Sheet 5: HRE Through a Systems Approach

## General human rights environment



## Reference Sheet 5a: Results of TOT Evaluation – CEE/FSU

Below are participants' responses to the questions from the TOT pre-training assignment (PTA) and the general evaluation questionnaire. All twelve (12) participants responded to the questions. You will review this information to draw some conclusions about the validity of the Equitas HRE process (Activity 2, Part B).

Summary of Training Needs from PTAs of CEE/CA Participants	
NEEDS: Skills / Experience in Planning, Designing and Delivering HRE Training Activities	NEEDS: Information / Knowledge in Planning, Designing and Delivering HRE Training Activities
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Deeper skills in organization and planning of trainings with focus groups (man, woman, youth) and advocacy campaigns</li> <li>• Need in strengthening designing and preparing HRE training materials</li> <li>• To improve the skills in the sphere of designing</li> <li>• To study the new methodology of planning the training</li> <li>• Coordinating multinational training participants exceptions</li> <li>• How to develop HR content for youth</li> <li>• Designing educational programs that facilitate personal change in training participants</li> <li>• Self-reflection during delivery of training activities and using lessons learned in future program design</li> <li>• Designing role plays; writing case studies</li> <li>• Methods of evaluation of the activities and use of the results of evaluation for further enhancement of training efficiency</li> <li>• Skills in long-term evaluation of HRE activity</li> </ul> <p><b>Facilitation</b></p> <ul style="list-style-type: none"> <li>• Practice my facilitation skills drawing on methods, techniques, skills and attitudes gained throughout each stage of the Program</li> <li>• New, innovative presentation skills based on training models, techniques and methods</li> <li>• New methods of interactive learning, further development of facilitation skills</li> <li>• Skills in working with special target audiences</li> <li>• Need in strengthening facilitation skills</li> <li>• Communication skills which involves encouraging dialogue rather than debates</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Fundraising for educational activities</li> <li>• How promote HRE trainings</li> <li>• Learning new tools and techniques, <i>unspecified</i> (4)</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Objectives of concrete session</li> <li>• Learning new methods and techniques in the sphere of human rights education for combination of content and formal aspects of the training</li> <li>• Preparation of training modules and handouts, choosing energizers according to the level of the participants</li> <li>• Methodology of follow up support and coaching of training participants in their facilitation skills development process</li> <li>• Interactive training design, team work</li> <li>• conducting training for participants from different countries</li> <li>• Identification of needs of target group</li> <li>• Best sources of information for preparing training materials</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Indicators to assessing outputs, outcomes and inputs</li> <li>• Training evaluation different methods using</li> </ul> <p><b>Facilitation</b></p> <ul style="list-style-type: none"> <li>• New energizers and ice-breakers</li> <li>• More knowledge and information on the best facilitation skills</li> <li>• Different, effective and encouraging ways of self-reflection</li> <li>• Listen to the advice from facilitators for bettering my as a trainer's work.</li> <li>• Work with difficult participants</li> <li>• Addressing difficulties during HRE training</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• To share experiences within the region (3)</li> <li>• To have more contacts with IHRTTP alumni within the region (2)</li> <li>• Learn new approaches and innovative ideas in HRE in CEE/CA countries with common HRE issues</li> <li>• To receive the information materials from different participants from different countries</li> </ul>

**CEE/FSU November TOT  
General Evaluation**

***What aspects of the program did you find most useful?***

**Design**

- Participatory approach: transformative learning, theory and practice.
- Our understanding of HRE and its goal.
- TOT workshop framework, goals and objectives
- Design of the training (practical exercises)
- Methodology & using well developed resources, materials, using of different techniques.
- How to design a training session, it was actually what we have been doing before the training, but we have been doing it generally, not going into details. It helped to strengthen my skills in this.
- Developing a model for educational session.
- Developing a training session.
- Transfer of learning, training techniques
- New methods, approaches & knowledge
- knowledge/skills and attitudes

**Evaluation**

- Evaluation techniques
- Evaluation of HRE
- CIC, evaluation
- Continuous improvement cycle.
- Module 6: Program Evaluation, transfer of learning and follow-up was the most useful and important for me.

**Facilitation**

- The form of debriefing was very useful for me because it was good collaboration process among facilitators & participants.
- The art of facilitation.
- Conflict resolution sessions beliefs & values of HR educators neutralize on facilitator's work;
- Facilitation dilemmas - that was an opportunity for me to discuss professional issues.
- Module 5: the Human Rights Educator and Art of facilitation

***What is your general level of satisfaction with the TOT?***

Eleven (11) participants indicated that they were 'very satisfied' with the TOT and only (1) participant reported to be 'somewhat satisfied'.<sup>2</sup> In general, participants indicated that the TOT was a good opportunity to review their learning, improve their training design skills, and share their practice with other human rights educators in the region.

***Was this workshop what you expected?***

Ten (10) participants responded 'yes' and two participants responded 'partially.' Of the two participants who indicated 'partially', both said they would have liked more opportunities to develop their facilitation skills. However one of them acknowledged that the workshop more than met their expectations with respect to learning about HRE design. In contrast, the majority of participants reported that the workshop met or exceeded their expectations.

<sup>2</sup> Participants were asked to express their general level of satisfaction according to a four-point scale where 1=very dissatisfied, 2= somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

## Module 3 Review of Local HRE Activities

**Time**  
**4 hrs 30 min**  
🕒

**Activity 1**  
3 hrs 45min  
total

**Part A**  
45 min

**Part B**  
3 hrs Total

### Overview of Module 3

- Review of Local HRE Activities
- Collating Participants' Feedback

### Review of Local HRE Activities

The participants will present the main points of the HRE activities they implemented with a view to identifying lesson learned.

#### *Preparation*

Using **Worksheet 1 on page 27** participants will work in their project group to prepare their presentation. The facilitator will explain the process and guide participants as to the information to include in their presentations. See **Reference Sheet 5b on page 30**.

#### *Presentation and Discussion (30 min per project)*

As each group presents, the other participants prepare to provide feedback. They can note any comments or questions using photocopies of **Worksheet 3 on page 27** that the facilitator will distribute.

**For the List of Projects, see Reference Sheet 5a on page 29.**

After each presentation, there will be a discussion period during which participants can ask questions and share their feedback on the project. The facilitator records lessons learned on a flipchart. These will serve as the basis for discussion in Activity 2.



## Worksheet 1: Presenting your Local HRE Activities

TITLE	COUNTRY
<p><b>Short description of your local HRE activity</b> - Include the following information: type of training activity; length; location; participant group; number of participants; main goal of the training.</p>	
<p>Briefly describe and provide your own assessment of each of the items listed below. Ensure that you highlight how your learning from the TOT informed the design and implementation of your HRE activity as well as lessons learned.</p>	
<p><b>PLANNING</b></p>	
<p><b>Needs Assessment</b></p>	
<p><b>Selected Participants</b></p>	
<p><b>DEVELOPMENT</b></p>	
<p><b>Goal and Objectives</b></p>	
<p><b>Content</b></p>	
<p><b>Methodology</b></p>	
<p><b>Materials Developed</b></p>	
<p><b>DELIVERY</b></p>	
<p><b>Facilitation</b></p>	
<p><b>EVALUATION</b></p>	
<p><b>Evaluation tools</b></p>	
<p><b>Results</b></p>	
<p><b>FOLLOW UP</b></p>	
<p><b>Activities planned</b></p>	
<p><b>Your Overall Assessment of Your HRE Activity</b></p>	

## Worksheet 2: Evaluation of Local HRE Activities

TITLE	COUNTRY
	Questions/Comments
<b>PLANNING</b>	
Needs Assessment	
Selected Participants	
<b>DEVELOPMENT</b>	
Goal and Objectives	
Content	
Methodology	
Materials Developed	
<b>DELIVERY</b>	
Facilitation	
<b>EVALUATION</b>	
Evaluation tools	
Results	
<b>FOLLOW UP</b>	
Activities planned	
<b>OVERALL FEEDBACK</b>	

## Reference Sheet 5a: Local HRE Activities – CEE/CIS

A short description of each of the projects being presented is provided below.

Country	Project/Goal
<b>Armenia</b>	<p><b>Youth for Religious Diversity in Armenia</b></p> <p>To enhance students knowledge and build capacity for active civic participation in the process of legal reforms to protect their HR.</p>
<b>Azerbaijan</b>	<p><b>TOT for NGO trainers working with IDP women</b></p> <p>To build the capacity of NGO trainers to design and conduct effective HR training for IDP women using participatory approach.</p>
<b>Georgia</b>	<p><b>Svanetian youth and the decision-making process</b></p> <p>To develop capacities of 12 Svanetian youth to equal access (for men and women) international and national experience in order to participate more effectively in decision making processes.</p>
<b>Kyrgyzstan</b>	<p><b>Today's Human Rights protection for tomorrow's generation</b></p> <p>Level of awareness on particular human rights issues among Vocational Educational Students is increased.</p>
<b>Ukraine 1</b>	<p><b>HRE workshop for youth</b></p> <p>To increase awareness about HR of the youth active in public life.</p>
<b>Ukraine 2</b>	<p><b>Rights in Practice: Building Dialogue for Community Development</b></p> <p>To build capacity in both local government and CBOs to collaborate efficiently in addressing community issues.</p>

## Reference Sheet 5b: Success Stories and Lessons Learned

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### 1. What is a success story?

A success story can be any human rights or human rights education activity undertaken by or involving any of the following or combinations of these, which achieved the desired results or other unexpected positive results.

- the learner
- the learner's organization
- other learners from the training
- partners; community members; members of networks associated with the learners

### 2. Lessons Learned

Identified lessons learned are a key outcome of evaluations. In the context of human rights education, a lesson learned is knowledge or understanding gained through the experience of a human rights education activity or process. The experience may be positive, as in a successful training session, or negative, as an education campaign which did not reach the desired target group.

A lesson must be:

- **significant** in that it has a real or assumed impact
- **valid** in that it is factually and technically correct
- **applicable** in that it identifies an action, a process, or decision that reduces the potential for a negative result or reinforces a positive result
- **beneficial** to our future HRE activities and those of other human rights educators

In formulating a lesson learned, we should:

- specify in a concise manner the context the lesson is derived from
- establish the relevance of the lesson learned beyond that context (where else it can be applied and by whom)
- suggest some action

Although lessons are derived from a specific situation, they are intended to have wider relevance. However, lessons are often regarded as one-off findings that lack supporting information from other sources. Lessons that are supported by 'triangulated' evidence command greater credibility among their potential users; "the more rigorous the supporting evidence, and the greater the triangulation of supporting sources, the more confidence one has in the significance and meaningfulness of a lesson learned."

Capturing and using lessons derived from evaluations can provide a range of benefits within a program or project. Lessons can:

- Allow other human rights educators to learn from previous experience and avoid "reinventing the wheel"
- Help stakeholders at different levels understand the relevance of other activities and achievements, thus improving collaboration and co-ordination
- Inform decision-makers to help avoid common mistakes and help promote a more enabling environment for human rights education work

Sources:

<http://www.ilo.org/ippec/programme/Designandevaluation/Goodpractices/lang--en/index.htm>

<http://www.unep.org/eou/Pdfs/Lessons%20Learned%20rpt.pdf>







# DAY 2

<b>Time</b>	<b>Description</b>		
09:00	09:15		Recap Day 1 and Overview of Day 2
		<b>Module 3</b>	<b>Review of Local HRE Activities (cont'd)</b>
09:15	10:15	Activity 1	Review of Local HRE Activities (Part B <i>cont'd</i> ; 2 <i>gps</i> )
<b>10:15</b>	<b>10:45</b>	<b>Break</b>	
10:45	11:45	Activity 1	Review of Local HRE Activities (Part B <i>cont'd</i> ; 2 <i>gps</i> )
11:45	12:30	Activity 2	Identifying Lessons Learned
<b>12:30</b>	<b>14:00</b>	<b>Lunch</b>	
		<b>Module 4</b>	<b>Reviewing Project Management</b>
14:00	14:15	Activity 1	Introductory Remarks
14:15	15:30	Activity 2	Sharing of Experiences on Project Management
<b>15:30</b>	<b>16:00</b>	<b>Break</b>	
16:00	17:00	Activity 3	Summary and Recommendations
17:00	17:30	Debrief	







## Module 4 Review of Project Management

### Time

2 hr 30 min



### Activity 1

#### Part A

15 min

### Overview of Module 4

- Introductory Remarks
- Sharing of Experiences on Project Management - Focus Group
- Focus Group Summary and Recommendations

### Introductory Remarks

The facilitator presents:

- the objectives of the focus group
- the process for a focus group
- the content of the focus group

See **Reference Sheet 6** on page **39** on how to conduct a focus group.

#### Part B

1 hr 15 min

### Sharing of Experiences on Project Management - Focus Group

This discussion will focus on the sharing of experiences related to the management of the local HRE projects implemented by participants and supported by Equitas.

The group will share their successful and less successful experiences with respect to:

- a) Overall management of the HRE activity (amongst country teams and within your organization)
- b) Collaboration with other HRE organizations in the country/region
- c) On-site implementation
- d) The Proposal Process – submission and selection
- e) Evaluation and reporting process

While considering the areas listed above, the participants are encouraged to think about, among other things:

- Time management
- Funding
- Support from Equitas
- Unforeseen obstacles and/or successes







## Reference Sheet 6: How to Conduct a Focus Group

<b>Step 1: Preparing for the Group</b>						
<p><b>Be clear about why you are gathering the people</b></p> <ul style="list-style-type: none"> <li>Assess what you really need to know</li> <li>Determine which questions the group will answer</li> </ul> <p><b>Establish an agenda which will achieve your purpose</b></p> <ul style="list-style-type: none"> <li>Determine the number of participants and their roles</li> <li>Decide on the purposes of the Focus Group - (include content and outcome)</li> <li>Devise the process rules for the Focus Group</li> <li>Fix time, place and duration of the Focus Group</li> </ul> <p><b>Select participants and allocate roles</b></p> <ul style="list-style-type: none"> <li>Select who and how many</li> <li>Arrange for leader-facilitator</li> <li>Plan for an individual to record the Focus Group</li> </ul> <p><b>Arrange the setting and the tools</b> Determine the room set up</p> <ul style="list-style-type: none"> <li>Determine tools needed (flip chart, markers, name tags...)</li> <li>Arrange for accommodations of participants of necessary</li> </ul>	<th data-bbox="762 371 1194 448"> <b>Step 2: Launch the Group</b> </th> <td data-bbox="1194 448 1589 1341"> <th data-bbox="1194 448 1589 524"> <b>Step 3: Running the Focus</b> </th> <td data-bbox="1589 524 1944 1341"> <th data-bbox="1589 524 1944 634"> <b>Step 4: Following-up the Focus Group</b> </th> </td></td>	<b>Step 2: Launch the Group</b>	<th data-bbox="1194 448 1589 524"> <b>Step 3: Running the Focus</b> </th> <td data-bbox="1589 524 1944 1341"> <th data-bbox="1589 524 1944 634"> <b>Step 4: Following-up the Focus Group</b> </th> </td>	<b>Step 3: Running the Focus</b>	<th data-bbox="1589 524 1944 634"> <b>Step 4: Following-up the Focus Group</b> </th>	<b>Step 4: Following-up the Focus Group</b>
	<p><b>Introductions</b></p> <ul style="list-style-type: none"> <li>Introduce facilitator</li> <li>Introduce participants</li> </ul> <p><b>Explain the agenda</b></p> <ul style="list-style-type: none"> <li>Explain the purpose of the Focus Group</li> <li>Clarify roles of the participants</li> <li>Establish process rules</li> <li>Neutral role of facilitator</li> <li>Recorder role as group memory</li> <li>Nature of the meeting (Brainstorming, Decision-making)</li> <li>Conflict resolution procedure</li> <li>Administrative issues (breaks, messages, starting times...)</li> </ul>	<p><b>Progress towards purpose</b></p> <ul style="list-style-type: none"> <li>Guide the focus group such that it is working towards the purpose initially identified</li> </ul> <p><b>Before the meeting ends think about the next steps</b></p> <ul style="list-style-type: none"> <li>Will you need more information from these people?</li> <li>Will you reassemble this group?</li> <li>Was the process satisfactory?</li> </ul> <p><b>Close the meeting</b></p> <ul style="list-style-type: none"> <li>Express appreciation to participants/recorders</li> </ul>	<ul style="list-style-type: none"> <li>Do what you agreed on</li> </ul>			

Adapted from A. Rossett. (1987). *Training Needs Assessment*. Englewood Cliffs, N.J. Educational Technology Publications



# DAY 3

<b>Time</b>	<b>Description</b>		
09:00	09:30		Recap of Day 2 and Overview of Day 3
<b>Module 5 Developing Good Practices</b>			
9:30	09:45	Activity 1	Overview of Good Practices (Part A)
9:45	10:30	Activity 1	Overview of Good Practices (Part B)
<b>10:30</b>	<b>11:00</b>	<b>Break</b>	
11:00	11:30	Activity 1	Overview of Good Practices (Part B, <i>con't</i> )
11:30	12:30	Activity 1	Overview of Good Practices (Part C)
<b>12:30</b>	<b>14:00</b>	<b>Lunch</b>	
<b>Module 6 Follow-up Activities</b>			
14:00	14:15	Activity 1	What is follow-up and transfer?
14:15	15:00	Activity 2	Follow-up Activities
<b>15:00</b>	<b>15:30</b>	<b>Break</b>	
<b>Module 7 Evaluation and Closing</b>			
15:30	16:00		Evaluation and Closing





## Module 5 Developing Good Practices

### Time

2 hr 30 min



### Activity 1

#### Part A

15 min

### Overview of Module 5

- Overview of Good Practices – Presentation
- Identifying Good Practices for Developing HRE Activities

### Overview of Good Practices – Presentation

The facilitator presents an overview of the concept of good practices (See **Reference Sheet 7** on page 46).

#### *Concept of Good Practices*

At the evaluation symposium (2007) on evaluation organized by Equitas, a resource person identified some criteria that can be used to define good practices as follows:

- Innovation in outcome and process;
- Impact and effectiveness with regard to objectives set;
- Relevance for audience;
- Sustainable impact;
- Replication level of efficiency in terms of time and cost;
- Integration of human rights principles such as non-discrimination, participation, accountability, and empowerment, in the process and content.

#### Part B

75 min

### Identifying Good Practices for Developing HRE Activities

Working with the conclusions drawn from the project evaluation session and those from the focus group discussion on project management, participants will develop recommendations and ideas for good practices to share with other alumni on the online Equitas Community. **See your notes and the flipcharts the facilitator will post on the wall.**

Working in small groups, review the conclusions and identify a set of good practices on 1) the implementation of HRE activities and 2) project management. Include some strategies on how you will share these practices with your organization and other HRE educators.

#### Part C

60 min

Then, share your conclusions with the whole group.

The facilitator provides a summary of the discussion.





## Reference Sheet 7: Good Practices

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### 1. What is a Good Practice?

**Good Practices** are well documented and assessed programming practices that provide evidence of success/impact and which are valuable for replication, scaling up and further study. They are generally based on similar experiences from different countries and contexts.

Defining “good practice” is fraught with difficulty as the goal posts move according to differences in society’s expectations and priorities in different regions around the world. However, there are some common elements to what can be considered good practice. A focus on methods and techniques leading to successful outcomes will invariably be tricky because different interest groups will have different views on what constitutes success. Instead, it is important to focus largely on the process elements of good practice. To arrive at good practice requires a decentralised and iterative process according to local conditions, rather than relying on a fixed set of parameters that can be read from a manual.

In the OSCE/ODIHR publication “Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice”, the following criteria was identified for selecting good practice:

- **Appropriateness:** The practice addresses core themes related to human rights education, education for democratic citizenship and education for mutual respect and understanding
- **Effectiveness:** There is direct evidence that the practice will effectively meet its learning goals when implemented as planned
- **Originality:** The practice demonstrates a unique approach to addressing a core theme related to human rights education
- **Ease of use:** The practice is well organized, with sufficient detail so that it can be used as a stand-alone resource/practice
- **Adaptability:** The practice’s themes and methodologies allow it to be used in different local and national contexts
- **Sustainability:** The practice has been in use for at least two years or, if recently developed, shows promise for sustainability of at least two years
- **Approach:** The practice fosters participatory methods of learning/action
- **Inclusiveness:** The practice includes diverse or vulnerable groups

#### Sources :

Unicef, Evaluation and Lessons Learned [http://www.unicef.org/evaluation/index\\_49082.html](http://www.unicef.org/evaluation/index_49082.html) (accessed February 5, 2010)

Post-Mining Alliance, What is Good Practice? <http://www.postmining.org/index.php?page=12> (accessed February 5, 2010)

Council of Europe, OSCE/ODIHR, UNESCO, OHCHR (2009) Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice [http://www.hrea.org/index.php?doc\\_id=458](http://www.hrea.org/index.php?doc_id=458)

### 2. The Difference between Good Practices and Lessons Learned

**Lessons learned** are detailed reflections on a particular program or operation and extraction of lessons learned through its implementation. These lessons may be positive (successes) or negative (failures).

**Good practices** are ‘tried and true’. They are strategies, methods and techniques that lead to successful outcomes and have been tested.



### 3. Examples of Good Practices

*Good practices are indicative and not prescriptive. They propose options and recommend possible courses of action and should serve as a reference tool. They will need to be adapted to each context!*

The following examples are cited from the “12-Point Guide for Good Practice in the Training and Education for Human Rights of Government Officials” published by Amnesty International. The document outlines those basic elements which are fundamental to implement an effective human rights training program for government officials. It is a blueprint for good practice and the foundation for monitoring and evaluating training and educational programs on human rights.

1. Prior assessment of the human rights situation is absolutely vital.
2. Human rights education should be one step towards achieving greater accountability.
3. Officials should commit themselves to implementing the training program as an essential part of their profession.
4. The training program must be coordinated with other human rights activities in the government institutions and in the community.
5. Non-governmental organizations should play a key role at all stages of the training program.
6. Target groups for training and the goals of the course need to be carefully identified.
7. Trainers should have some connection with the target group.
8. The teaching methods used should respect the local cultural and religious realities as well as reflect the human rights aims of the training.
9. The training should be practically oriented and involve participatory learning techniques.
10. The teaching materials should be practically oriented.
11. Follow-up must be integrated into the training program from the beginning.
12. There must be continuous evaluation of the impact of the program and revision in light of identified short-comings and new opportunities.

Source: Amnesty International (1998) International Secretariat. United Kingdom.

<http://www.amnesty.nl/documenten/phrp/12%20point%20guide%20for%20HRE%20for%20gvt%20officials.pdf>

### 4. Support for Good Practices

The Plan of Action for the first phase of the World Programme for Human Rights Education (2005 – ongoing) proposes concrete strategies and practical ideas for implementing human rights education nationally. It recommends a sequence of coordination mechanisms from the national level to the international level. Member States are encouraged to identify and support a resource centre for collecting and disseminating initiatives and information (good practices from diverse contexts and countries, educational materials, and events) on human rights education.

International cooperation and support from the UN system, other intergovernmental organizations, as well as regional and international NGOs is called upon to facilitate information-sharing among concerned actors at the national, regional and international levels by identifying, collecting and disseminating information on good practices, through traditional and electronic means.

Source: UNESCO (2006) Plan of Action World Programme for Human Rights Education

<http://unesdoc.unesco.org/images/0014/001478/147853e.pdf>





