# Human Rights Education and Promotion Evaluation Workshop

## Workshop Manual

## Building the Capacity of the National Human Rights Commission, Nepal

Kathmandu, Nepal
17-18 August 2006

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# Introduction

## Background

This workshop is part of a three-year capacity building project jointly implemented by Equitas – International Centre for Human Rights Education and the National Human Rights Commission of Nepal (NHRC), and funded by The Ford Foundation. This workshop builds upon the project activities developed and implemented with the NHRC to date; in particular, workshops held in May 2006 and March 2005 which focused on increasing the capacity of NHRC staff to conduct effective human rights education (HRE) activities. This workshop has also been developed in the context of the NHRC's human rights education priorities as set out in its strategic plan and detailed programming objectives.

As the NHRC strategic plan includes a number of HRE activities (including workshops and trainings), it is important that the NHRC staff have the capacity to undertake such activities effectively. These skills are not only necessary for staff of the Commission's Promotions Division and NHRC Training Officer, but also for key persons in other divisions of the NHRC who will be involved in workshop development where the topic of the workshop relates to his/her area of work, or in other activities which have a human rights education component.

## Goal and Objectives

The goal of this workshop is to further increase the capacity of the National Human Rights Commission of Nepal and its stakeholders to conduct effective human rights education and promotion activities.

The workshop is divided into **two main parts**. **Part 1 - Evaluation** focuses on various aspects of project evaluation (evaluation of project activities, change in capacity, and strengthening of evaluation skills) and will be with senior NHRC staff members who have previously participated in this project. **Part 2 – Human Rights Education: Strategic Directions through Partnerships** is a dialogue session focusing on building strategic partnerships and networks between the NHRC and its stakeholders (namely civil society and the government) for the development and implementation of human rights education (HRE) activities and programs.

**The activities described in this manual pertain only to Part 1 of the workshop.**

The workshop objectives are the following:

**Objectives for Part 1: Evaluation**

- **Evaluate** the change in capacity of the NHRC to effectively undertake HRE activities
- **Increase** the capacity of participants to evaluate HRE activities
- **Determine** the results of the HRE activities undertaken by the NHRC during the course of the project

**Objectives for Part 2: HRE: Strategic Directions through Partnerships**

- **Review** the current human rights context in the country and the NHRC's role in addressing it through HRE
- **Examine** the experiences of other NHRIs relating to HRE and partnerships in order to identify elements of effective collaboration
- **Strengthen** partnerships between the NHRC and key stakeholders (members of civil society and government officials)
- **Explore** strategic directions, together with stakeholders, for future HRE activities conducted by the NHRC

## Participants

For **Part 1 of the workshop** (on evaluation), participants are senior staff of the NHRC from the head office in Kathmandu as well as its regional and district contact offices. For **Part 2 of the workshop** (on strategic directions), participants are senior staff of the NHRC, members of civil society and representatives from the government.

## Methodology

The curriculum design model of the workshop is based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the workshop will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning. The emphasis is on practical application and on the development of strategies for action. Continued reflection and evaluation are central to the learning process.

## About the Manual

### *Content*

**Module 1: The Human Rights Context,** begins with the opening ceremony and an icebreaker to have participants introduce themselves. Participants then share their expectations of the workshop, which are compared with the workshop goal and objectives relating to **Part 1** of the workshop. The facilitator then presents an overview of the workshop.

The final activity in the Module is an examination of the current human rights context in Nepal. A resource person focuses on the principal human rights issues facing the country, particularly in the current context of transition. Following this, participants have the opportunity to ask the resource person questions. The last part of the activity is for participants to reflect, in small groups, on the NHRC's vision statement and what the "ideal" or "desirable" situation of human rights in Nepal should be and the role human rights education plays in realizing that vision.

In **Module 2: Evaluation,** participants review the different components of the Project and evaluate the degree to which the Project's objectives were met. Evaluation of the Project is examined at three different levels: 1) the individual participants who took part in the workshops, 2) the strengthening of the NHRC's capacity as an institution, and 3) the broader impact of the NHRC's HRE activities at a societal level. Activities in this Module enable participants to examine changes at these different levels. Participants are then provided with additional methods for evaluating HRE activities and apply these new evaluation techniques to some of their existing HRE activities.

### *Format*

This manual outlines the format of the workshop with Modules and Activities. There are Worksheets and Reference Sheets for many of the activities. There are also Appendices with additional information on evaluation.

### *Terminology*

The manual contains terminology related to human rights in general and to human rights education, or HRE, in particular. Many terms used throughout the manual are explained in the Reference Sheets and the Appendices.

The manual is specifically designed for the senior staff of the NHRC, many of whom take on a wide range of responsibilities as part of their work. Although not everyone attending the workshop focuses exclusively on human rights education, the term used

to describe a human rights worker within the context of the manual is a "human rights educator."

## About the Organizers

This workshop is organized by Equitas – International Centre for Human Rights Education and the National Human Rights Commission of Nepal.

**Equitas – International Centre for Human Rights Education** (formerly the Canadian Human Rights Foundation) 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' international 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 has programs in Canada, the Middle East, Haiti, Asia, Central and Eastern Europe, and Africa.

Equitas' National Institutions Program includes education and training initiatives to support the creation and strengthening of independent and effective national human rights institutions. These initiatives are designed to strengthen the capacity of NHRIs to engage in human rights education, monitoring and advocacy activities, to protect and promote ESC rights, as well as to facilitate the strengthening of partnerships between NHRIs and both NGOs and governments. To date, regional and national level activities have been focused in Asia with initiatives in Nepal, the Philippines, Indonesia, Thailand and Malaysia.

The **National Human Rights Commission, Nepal (NHRC)** was established in May 2000, with a mandate to protect and promote human rights, as per the Human Rights Commission Act, 1997.

The Commission has four divisions, namely, Protection and Monitoring Division, Promotion Division, Legislative Assistance Division and the Operations Division. It also has a Planning, Internal Monitoring and Evaluation Unit, as well as a Reporting Unit. In 2002, the NHRC established the Office of National Rapporteur on Trafficking in Women and Children. At present the Commission has regional offices in Nepalgunj, Biratnagar, Pokhara and Dhangadi, and has five contact offices in the districts of Khotang, Jumla, Rolpa, Butwal and Janakpur.

Human rights protection activities of the NHRC include accepting and investigating complaints of human rights violations, as well as conducting observation tours to prisons, with the aim of developing recommendations on prison reform.

The NHRC has also undertaken several activities aimed at the promotion of human rights, including: publicizing IEC materials, training sessions for government officials and the general public about human rights protection, stressing the obligations of the government under international standards; and awareness raising about rights of children, rights of women, caste-discrimination and other human rights issues.

The Commission is supported by a consortium of donors through the UNDP in the form of a Capacity Development Project which was established in 2002. Similarly the European Union has supported the Commission through an outreach program.

The NHRC joined the Asia Pacific Forum of National Human Rights Institutions (APF) as a member in 2000. It is also a member of the International Coordinating Committee of National Human Rights Institutions (ICC), as one of the four Commissions representing the Asia-Pacific region.

## Acknowledgements

The following Curriculum Development Team developed this training manual: Vincenza Nazzari, Director of Education; Paul McAdams, Senior Education Specialist; and Sneh Aurora, National Institutions Program Officer. This manual was realized thanks to the financial support of The Ford Foundation.

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## Workshop Schedule – Part 1 on Evaluation

### Day 1

| Evaluation Workshop – 17 August 2006 | | |
|---|---|---|
| ***Time*** | ***Module/ Activity*** | ***Title*** |
| | **Module 1** | **The Human Rights Context** |
| 8:30-9:30 | Activity 1 | Welcome and Introductions<br>• Part A: Opening Ceremony (20 min)<br>• Part B: Introductions (15 min)<br>• Part C: Expectations and Resources (25 min) |
| 9:30-10:00 | Activity 2 | Workshop Overview<br>• Part A: Setting Ground Rules (10 min)<br>• Part B: Workshop Overview (20 min) |
| 10:00-10:15 | Break | |
| 10:15-12:30 | Activity 3 | Examination of the Current Human Rights Context<br>• Part A: The Human Rights Context in the Country (40 min)<br>• Part B: Question and Answer Period (20 min)<br>• Part C: Reflecting on the NHRC's HRE Activities ( 45 min)<br>• Part D: Report on Group Work (30 min) |
| 12:30-2:00 | Lunch | |
| 2:00-3:30 | Activity 4 | Where Do We Want to Be?<br>• Part A: Reviewing the NHRC's Mission and Vision (15 min)<br>• Part B: Realizing the Vision: Identifying the "Desirable" Human Rights Situation (30 min)<br>• Part C: Report on Group Work (45 min) |
| 3:30-3:45 | Break | |
| | **Module 2** | **Evaluation** |
| 3:45-4:15 | Activity 1 | Reviewing the Scope of the Project<br>• Part A: Project Review (15 min)<br>• Part B: Question and Answer Period (15 min) |

| Evaluation Workshop – 17 August 2006 | | |
|---|---|---|
| ***Time*** | ***Module/ Activity*** | ***Title*** |
| 4:15-5:30 | Activity 2 | Transformative Learning and Evaluating Change<br>• Part A: Transformative Learning Theory (15 min)<br>• Part B: Transformative Potential of Our HRE Work (1 hr) |
| 5:30-5:45 | | Daily Evaluation and Synthesis |

## Day 2

| Evaluation Workshop – 18 August 2006 | | |
|---|---|---|
| ***Time*** | ***Module/ Activity*** | ***Title*** |
| 8:30-8:45 | Recap | Review of Previous Day |
| 8:45-11:00 | Activity 3 | Focus Group Discussion: Evaluating Our HRE Work<br>• Introductory Remarks (10 min)<br>• Part 1: NHRC's Capacity to Undertake HRE Activities: Individual and Institutional Changes (45 min)<br>• Part 2: Evaluating the Results of the NHRC's Work (45 min)<br>• Part 3: Conclusion (20 min) |
| 11:00-11:15 | Break | |
| 11:15-12:30 | Activity 4 | More Evaluation Tools: How to Evaluate HRE Activities<br>• Part A: HRE Evaluation Tools (1 hr 15 min) |
| 12:30-2:00 | Lunch | |
| 2:00-4:30 | Activity 4 | Continued<br>• Part B: Question and Answer Period (30 min)<br>• Part C: Applying Evaluation Tools to Our HRE Work (1 hr)<br>• Part D: Report on Group Work (1 hr) |
| 4:30-5:30 | Activity 5 | Workshop Evaluation and Closing Ceremony<br>• Part A: Workshop Evaluation (30 min)<br>• Part B: Closing Ceremony (30 min) |

# Module 1
# The Human Rights Context

| Activity | | Time |
|---|---|---|
| Activity 1 | Introductions | 1 hr |
| Activity 2 | Workshop Overview | 30 min |
| Activity 3 | Examination oft the Current Human Rights Context | 2 hrs 15 min |
| Activity 4 | Where Do We Want to Be? | 1 hr 30 min |

## Overview

**Module 1: The Human Rights Context,** begins with the opening ceremony and an icebreaker to have participants introduce themselves. Participants then share their expectations of the workshop, which are compared with the workshop goal and objectives relating to **Part 1** of the workshop. The facilitator then presents an overview of the workshop.

The final activity in the Module is an examination of the current human rights context in Nepal. A resource person focuses on the principal human rights issues facing the country, particularly in the current context of transition. Following this, participants have the opportunity to ask the resource person questions. The last part of the activity is for participants to reflect, in small groups, on the NHRC's vision statement and what the "ideal" or "desirable" situation of human rights in Nepal should be and the role human rights education plays in realizing that vision.

# Activity 1 Introductions

## Objectives

- To formally open the workshop.
- To have participants and members of the Equitas team get to know each other.
- To share participants' expectations and resources in relation to the workshop.

## Time

1 hr

## Description

This activity is divided into three parts.

In **Part A**, the workshop organizers will formally open the workshop.

In **Part B**, the facilitator will invite participants to do a "getting to know you" activity.

In **Part C**, you will share your expectations and resources for the workshop.

**20 min** **Part A Opening Ceremony**

The workshop organizers formally open the workshop.

**15 min** **Part B Introductions**

Icebreaker

The facilitator leads participants through an icebreaker activity.

**25 min** **Part C Expectations and Resources**

Large Group Discussion

The facilitator leads a discussion on participants' workshop expectations (what they expect to gain from the workshop) and resources (what they can offer other participants). Use the table in **Worksheet 1** to record expectations and resources.

End of Activity ■

## Worksheet 1: Expectations and Resources

| Name | Expectations | Resources |
|---|---|---|
| | | |

## Activity 2 Workshop Overview

### Objectives

- To set ground rules for working effectively as a group.
- To present an overview of the workshop.

### Time

30 min

### Description

This activity is divided into two parts.

In **Part A**, you will set ground rules for working effectively as a group during this workshop.

In **Part B**, the facilitator will review the workshop goal, objectives, and content in relation to expectations and resources expressed.

**10 min** **Part A Setting Ground Rules**

Large Group Discussion

Together with your facilitator, develop a number of ground rules for working effectively as a group. The facilitator writes the rules agreed to on a flipchart and posts them in the room for the remainder of the workshop. The facilitator discusses how participation will be managed according to the rules (for example, if participants will raise their hands to speak, or speak freely, etc.). It is important that all members of the group, including the facilitators, feel comfortable with the ground rules and commit to respecting them.

**20 min** **Part B Workshop Overview**

Presentation by Facilitator

The facilitator goes over the goal, objectives, and content of the workshop making reference to the participants' expectations and resources from the previous activity.

The facilitator also highlights the importance of reflection and transfer of knowledge and skills that form an essential aspect of this workshop.

Cont'd ▸ ▸ ▸

*Activity 2 cont'd*

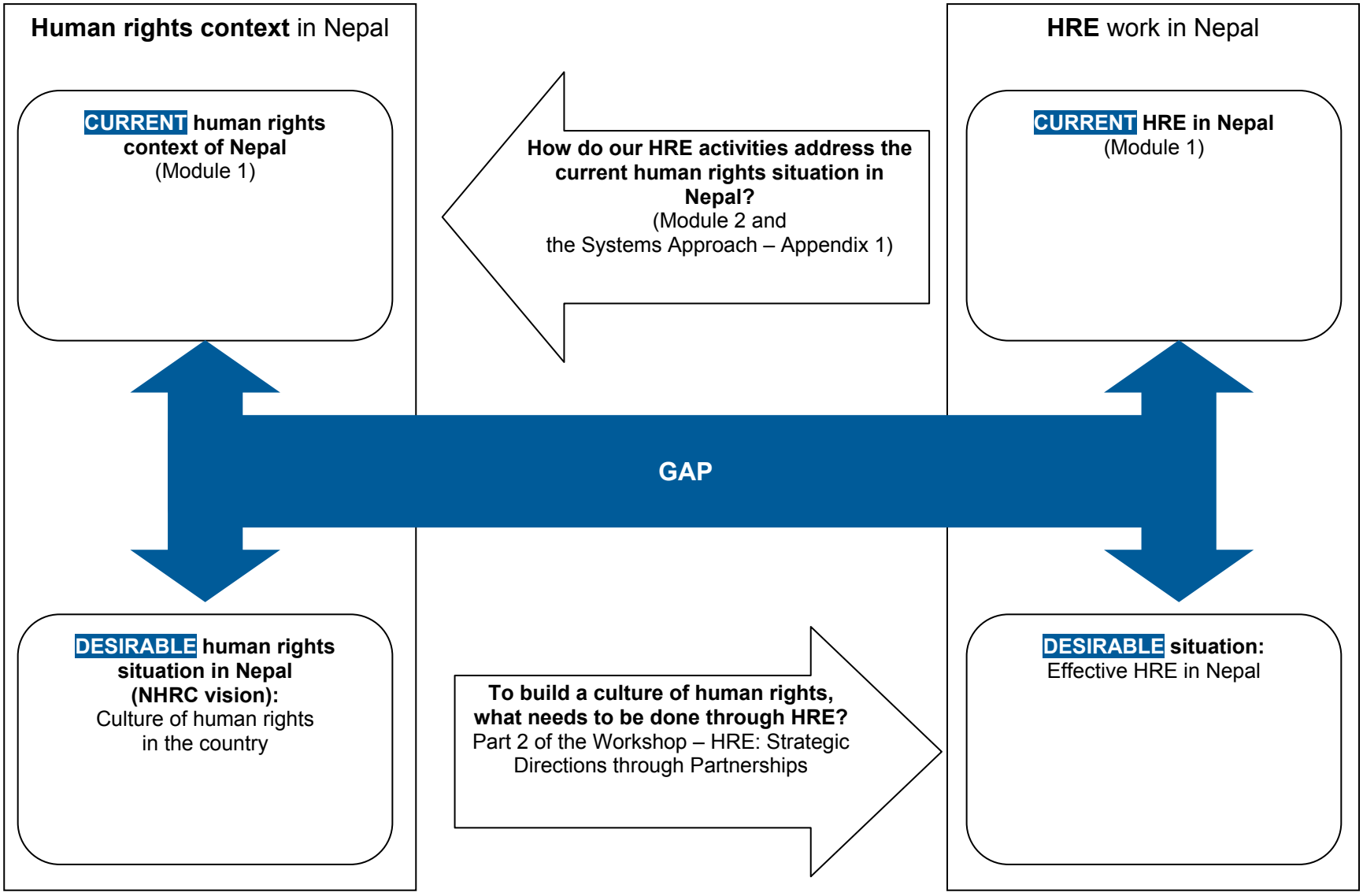
Refer to **Reference Sheet 1** for the workshop framework.

The framework is largely based on a needs assessment model. In other words, the model enables us to identify:

1. the human rights context
2. the NHRC's role in addressing human rights issues in this context through HRE
3. what we think the "ideal" or "desirable" human rights situation should be in Nepal and how HRE helps to realize that situation
4. what we need in terms of HRE (the "gaps") to achieve that desirable situation.

**End of Activity ■**

## Reference Sheet 1: Workshop Framework



# Activity 3 Examination of the Current Human Rights Context

## Objectives

- To examine the current human rights context in Nepal and how it affects the NHRC's work.
- To reflect on the NHRC's current HRE activities to address current human rights issues.

## Time

2 hrs 15 min

## Description

This activity is divided into four parts.

In **Part A**, a resource person discusses the current human rights context in Nepal.

In **Part B**, there will be a question and answer period with the resource person.

In **Part C**, you will reflect on the NHRC's current capacity to undertake HRE activities.

In **Part D**, you will share the results of your small group discussion with the larger group.

**40 min**

### Part A The Human Rights Context in the Country

**Presentation by Resource Person**

The resource person discusses the current human rights context in the country. In particular, they address the following:

- current political developments and how they affect human rights in Nepal
- human rights in conflict and post-conflict environments
- initiatives to address priority issues identified by the NHRC: economic, social, and cultural rights; HRE (with certain target groups, such as teachers and security personnel); and minority rights

Cont'd ▸ ▸ ▸

*Activity 3 cont'd*

**20 min** **Part B Question and Answer Period**

Large Group Discussion

The resource person responds to participants' questions.

**45 min** **Part C Reflecting on the NHRC's HRE Activities**

Small Group Work

The facilitator divides participants into small groups. Each group answers questions concerning the NHRC's current HRE activities using **Worksheet 2,** records a summary of their discussion on flipchart, and prepares to present to the large group in **Part D**.

**30 min** **Part D Report on Group Work**

Group Presentations

The large group reconvenes. Each group reports on the results of their discussion (5 to 10 min each).

Questions to consider:

- Looking back at the best practices you identified in **Part C**, what makes them successful? What are the specific elements of success concerning:
    - Methodology (for example, what techniques were used to ensure participation during a workshop) and
    - Planning (for example, assigning roles and tasks within the NHRC for an interaction program, contacting participants, etc.)
- Where on **Worksheet 2** would you classify:
    - The NHRC's current level of cooperation with NGOs (both in Kathmandu and at the regional levels)?
    - The NHRC's current level of cooperation with government officials (both in Kathmandu and at the regional levels)?

End of Activity ■

## Worksheet 2: NHRC's Current HRE Activities

| | POSITIVE<br>+ | NEGATIVE<br>– |
|---|---|---|
| INTERNAL | **INTERNAL POSITIVE <u>STRENGTHS</u>**<br><br>What are the **internal positive strengths** at the NHRC that enable the NHRC to address current human rights issues through HRE activities? For example: shared vision, teamwork, communication, etc.<br><br>What are some examples of the HRE activities that the NHRC does very well (**best practices**)? For example: training of journalists, documenting and disseminating reports on HRE violations, interaction programs with local government officials, etc. | **INTERNAL CHALLENGES (<u>WEAKNESSES</u>)**<br><br>What are the **internal weaknesses/challenges** that prevent or hinder the NHRC from addressing current human rights issues through HRE activities? For example: insufficient staff, not enough training, insufficient sharing of experiences, poor communication, etc. |
| EXTERNAL | **EXTERNAL POSITIVE <u>OPPORTUNITIES</u>**<br><br>What are the **external positive opportunities** that help the NHRC to address current human rights issues through HRE activities? For example: democratization process, donor assistance, cooperation with civil society, etc. | **EXTERNAL THREATS AND CHALLENGES (<u>THREATS</u>)**<br><br>What are the **external challenges/threats** that prevent or hinder the NHRC from addressing current human rights issues through HRE activities? For example: traditional gender roles, government impunity, poor justiciability of ESC rights, etc. |

# Activity 4 Where Do We Want to Be?

## Objective

To identify and elaborate on the HRE activities that help realize the "desirable" human rights situation in Nepal.

## Time

1 hr 30 min

## Description

This activity is divided into three parts.

In **Part A**, the facilitator reviews the NHRC's Mission and Vision statements.

In **Part B**, you will work in small groups to identify how HRE activities help realize the vision.

In **Part C**, you will share the results of your small group discussion with the larger group.

**15 min**

### Part A Reviewing the NHRC's Mission and Vision

Large Group Discussion

The facilitator reviews the workshop framework illustrated in **Reference Sheet 1**.

As stated earlier, the framework enables us to identify:

1. the human rights context (see **Module 1, Activity 3**)
2. the NHRC's role in addressing human rights in this context using HRE activities (see **Module 1, Activity 3**)
3. what we think the "ideal" or "desirable" human rights situation should be in Nepal (**this activity**) and how HRE activities help realize this situation
4. what we need (or the "gaps") in order to achieve the desirable situation (**Module 2** and **Part 2 of the Workshop – HRE: Strategic Directions through Partnerships**)

We have begun to examine the first two elements of this framework; now we examine what the "ideal" or "desirable" human rights situation should be in Nepal.

Cont'd ▸ ▸ ▸

*Activity 4 cont'd*

To do this, begin by reading the NHRC's Vision and Mission Statements below:

**NHRC Mission and Vision Statements**

**Mission Statement:**

"Our mission is to develop a culture of human rights in the country by taking a leading role as an independent and impartial national institution for the protection and promotion of human rights in accordance with universally recognized human rights principles."

**Vision Statement:**

"We envision a Nepalese society where all the people enjoy their rights equally with freedom and social justice, and where impunity is not allowed to prevail."

The facilitator leads a large group discussion related to the NHRC's Mission and Vision by asking the following questions:

- Are stakeholders and partners aware of the NHRC's Mission and Vision statements? Are the Mission and Vision shared by all stakeholders and partners? Are there any differences of opinions or perceptions? Why?
- What specific NHRC strategic objectives are supported by HRE activities?

**30 min**

## Part B Realizing the Vision: Identifying the "Desirable" Human Rights Situation

Small Group Work

1. The facilitator divides participants into small groups.
2. Each group completes a flipchart version of **Worksheet 3** by answering two questions:
   - **What** HRE activities can help fulfill/realize the NHRC's Vision?
   - **How** can these HRE activities help fulfill/realize the NHRC's Vision?

   Use the examples in **Worksheet 3** to guide your discussion.

Cont'd ▸ ▸ ▸

*Activity 4 cont'd*

**45 min**

## Part C Report on Group Work

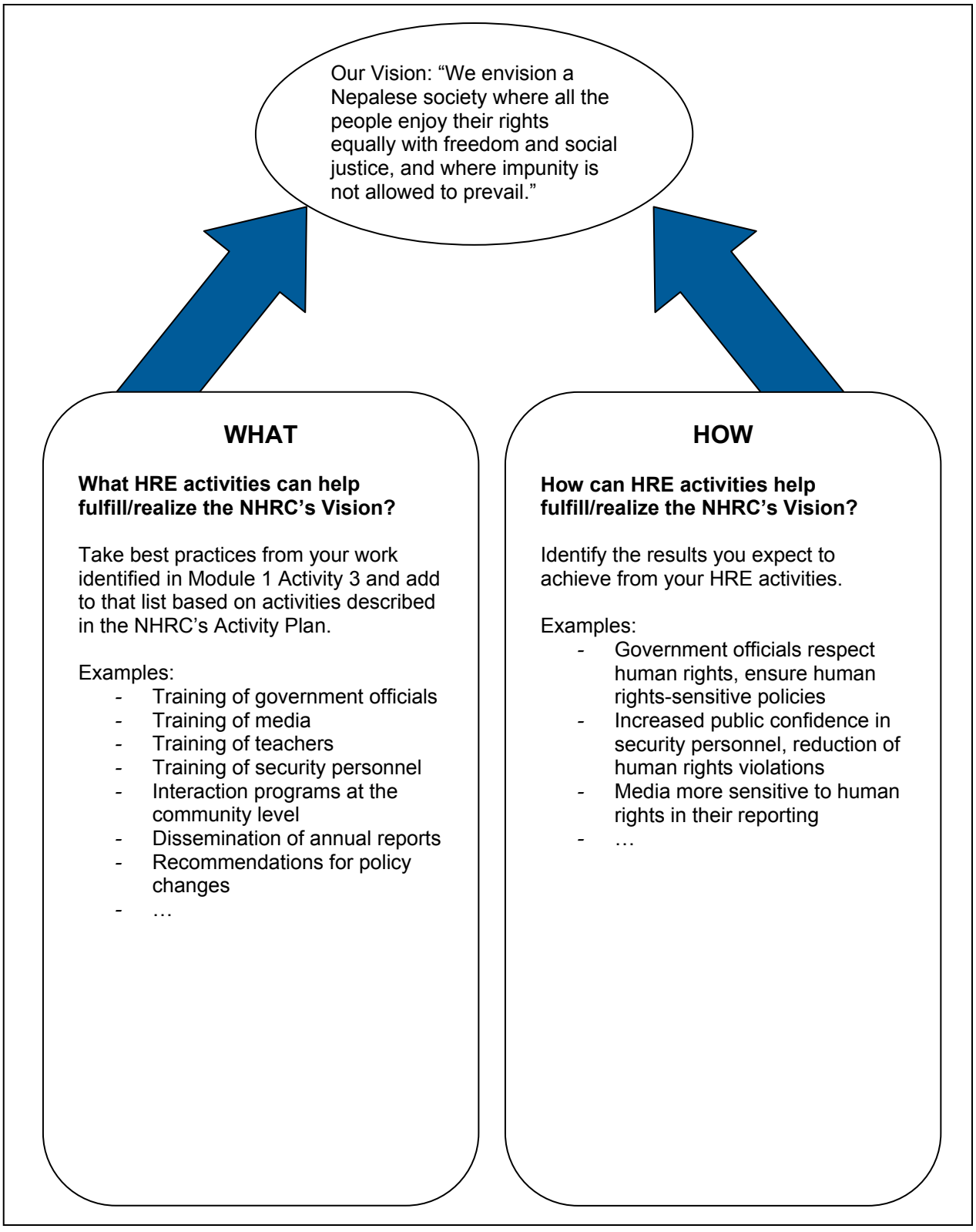
**Group Presentations**

Each group shares the results of their discussion with the larger group (30 min).

The facilitator synthesizes the information presented into a collective version of how HRE contributes to the NHRC's Vision (15 min). This information will be presented to participants during **Part 2 of the workshop – HRE: Strategic Directions through Partnerships**.

End of Activity ■

## Worksheet 3: How HRE Contributes to the NHRC's Vision



# Module 2
# Evaluation

| Activity | | Time |
|---|---|---|
| Activity 1 | Reviewing the Scope of the Project | 30 min |
| Activity 2 | Transformative Learning and Evaluating Change | 1 hr 15 min |
| Activity 3 | Focus Group Discussion: Evaluating Our HRE Work | 2 hrs 15 min |
| Activity 4 | More Evaluation Tools: How to Evaluate HRE Activities | 3 hrs 45 min |
| Activity 5 | Workshop Evaluation and Closing Ceremony | 1 hr |

## Overview

In **Module 2: Evaluation,** participants review the different components of the Project and evaluate the degree to which the Project's objectives were met. Evaluation of the Project is examined at three different levels: 1) the individual participants who took part in the workshops, 2) the strengthening of the NHRC's capacity as an institution, and 3) the broader impact of the NHRC's HRE activities at a societal level. Activities in this Module enable participants to examine changes at these different levels. Participants are then provided with additional methods for evaluating HRE activities and apply these new evaluation techniques to some of their existing HRE activities.

## Activity 1 Reviewing the Scope of the Project

### Objective

To review the different components of the Project.

### Time

30 min

### Description

This activity is divided into two parts.

In **Part A**, the Equitas team will review the Project's main components, workshop objectives, and expected results.

In **Part B**, there will be a question and answer period.

**15 min** **Part A Project Review**

Presentation by Equitas Team

The Equitas team provides an overview the Project, including:

- Origins of the Project
- Objectives
- Expected results
- Changes in direction

Refer to **Reference Sheet 2** for more information on the Project.

**15 min** **Part B Question and Answer Period**

Large Group Discussion

The Equitas team responds to participants' questions.

End of Activity ■

## Reference Sheet 2: Project Overview – Workshop Objectives

| Workshop | Goal | Objectives |
|---|---|---|
| July 2004 – ESC Rights | Strengthen the capacity of the National Human Rights Commission and selected stakeholders from government and civil society to protect and promote economic, social and cultural rights in Nepal. | • **Develop** skills in using a framework based on internationally accepted human rights standards and principles to address situations and issues relating to ESC rights.<br>• **Examine** existing national and international mechanisms to promote and protect ESC rights.<br>• **Explore** the roles of the NHRC, the government and civil society to promote, respect, protect and fulfill ESC rights.<br>• **Develop** practical strategies for the NHRC and partner organizations to employ in the protection and promotion of ESC rights. |
| March 2005 – Training of Trainers I | Increase the capacity of the National Human Rights Commission of Nepal to conduct effective human rights education and promotion activities. | To build the capacity of the staff of the NHRC to:<br>• **Conduct** effective training programs for specific target groups.<br>• **Develop** human rights training curricula.<br>• **Analyse** advocacy and public awareness campaigns. |
| May 2006 – Training of Trainers II | Increase the capacity of the National Human Rights Commission of Nepal to conduct effective human rights education and promotion activities. | To build the capacity of the staff of the NHRC to:<br>• **Identify** the components of effective human rights education programs and activities and how to incorporate them in their work.<br>• **Plan and design** effective human rights education activities for specific target groups**.**<br>• **Facilitate human rights education programs** more effectively by drawing on methods, techniques, skills and attitudes developed and practiced during the workshop.<br>• **Review** existing curricula for specific target groups using a human rights perspective.<br>• **Apply effective techniques** for reflecting on their practice as human rights educators.<br>• **Use a variety of** methods for evaluating human rights education programs. |

# Activity 2 Transformative Learning and Evaluating Change

## Objectives

- To review the essential characteristics of transformative learning.
- To apply the transformative potential model to the evaluation of some of the Project's objectives.

## Time

1 hr 15 min

## Description

The main goal of this Project is to build the capacity of the NHRC to undertake effective human rights education activities. In order to measure a change in capacity, there needs to be a closer analysis of changes at individual, institutional, and societal levels. This activity presents a framework for such an analysis.

This activity is divided into two parts.

In **Part A**, the facilitator will review some of the essential characteristics of transformative learning.

In **Part B**, you will apply the transformative potential model to some of the Project's objectives.

**15 min**

### Part A Transformative Learning Theory

Presentation by Facilitator

The facilitator:

- Provides a review of how "social transformation" is defined
- Provides an explanation of what transformative learning involves
- 0Reviews the ideal conditions for transformative learning

Refer to **Reference Sheet 3** for more information on transformative learning.

**1 hr**

### Part B Transformative Potential of Our HRE Work

Large Group Discussion

The facilitator goes through the transformative potential model illustrated in **Reference Sheet 4**. The example illustrates possible changes at individual, institutional, and societal levels resulting from one of the Project's workshop objectives.

Cont'd ▸ ▸ ▸

*Activity 2 cont'd*

The facilitator goes through another example of different types of changes resulting from the Project. The example is one chosen by the participants (**Worksheet 4** can be used to write notes).

**Social Transformation, Transformative Learning and Transformative Potential**

**Defining Social Transformation**
Social transformation may involve changes in social structures, labor relations, urbanization, attitudes, beliefs, views, and values, freedoms and rights, the quality of education, competitive and comparative advantages, and effective governance.

***Source:*** *Alvi, H. (2005). The Human Rights of Women and Social Transformation in the Arab Middle East. Middle East Review of International Affairs, Vol. 9, June 2005, No. 2.*

**On Achieving Social Transformation**
Taylor (1998), in reference to Paulo Freire's view on the goal of social transformation, indicates Freire "…is much more concerned about a social transformation via the unveiling of reality by the oppressed through the awakening of their critical consciousness, where they learn to perceive social, political and economic contradictions, and to take action against the oppressive elements of reality."

***Source****: Taylor, E. (1998). The Theory and Practice of Transformative Learning: A Critical Review. Ohio: Vocational Education, Ohio State University. Available online at: www.cete.org/acve/mp_taylor_01.asp (accessed 6 October 2004).*

**Transformative Learning**
Mezirow, who pioneered the theory of transformative learning, suggests that individuals can be transformed through a process of critical reflection. He goes on to explain that in transformative learning the most significant learning occurs in the communicative domain which " involves identifying problematic ideas, values, beliefs and feelings, critically examining the assumptions upon which they are based, testing their justification through rational discourse and making decisions predicated upon the resulting consensus." (Taylor, 1998, p. 43)

***Source****: Nazzari, V., et al. (Canadian Human Rights Foundation, former name of Equitas). (2005). Using Transformative Learning as a Model for Human Rights Education: A Case Study of the Canadian Human Rights Foundation's International Human Rights Training Program, Intercultural Education, Vol. 16, No. 2, May 2005, pp. 171-186.*

For more information on essential practices and ideal conditions for fostering transformative learning, please see **Reference Sheet 3**.

**Transformative Potential Model**
The transformative potential model is a visual representation of how transformative learning can create an impact at individual, institutional, and societal levels is illustrated in **Reference Sheet 4**.

**End of Activity ■**

## Reference Sheet 3: Essential Practices and Ideal Conditions for Fostering Transformative Learning

Below are the essential practices and conditions for fostering transformative learning as identified by J. Mezirow[1] and subsequent researchers that supported and expanded on his findings.

### 1) Ideal learning conditions

- Learning conditions that promote a sense of safety and openness and trust (e.g., appropriateness of the training environment).

### 2) Learning situations that are open and promote critical reflection

- The establishment of a learning situation that is democratic, open, rational, has access to all available information and promotes critical refection.

### 3) Transformative learning as experiential

- Learning that requires a sharing of personal and professional human rights experiences.

### 4) Participant-centered curriculum

- Effective structural methods that support a learner-centered approach, promote student autonomy, participation and collaboration.
- Activities that encourage the exploration of alternative personal perspectives, problem posing and critical reflection.

### 5) Feedback and self-assessment

- Learning conditions that support appropriate and timely feedback is a key aspect of a participatory learning process.
- Having an environment that supports the capacity to depersonalize critiques of others' ideas and also how to receive critiques from others.

### 6) Group setting for transformative learning

Significant conditions for transformative learning in a group context include:

- The opportunity to get to know the cultural background of participants in the group.

*Continued*

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[1] Jack Mezirow pioneered the theory of transformative learning. He is Emeritus Professor of Adult and Continuing Education at Teachers College, Columbia University. Professor Mezirow's research interests are in adult learning and education. His work has resulted in an evolving Transformation Theory that outlines generic dimensions and processes of learning and their implications for educators of adults.

**Reference Sheet continued**

- The importance of embracing and not avoiding "dissonance and conflict".
- The necessity to act on new ideas.

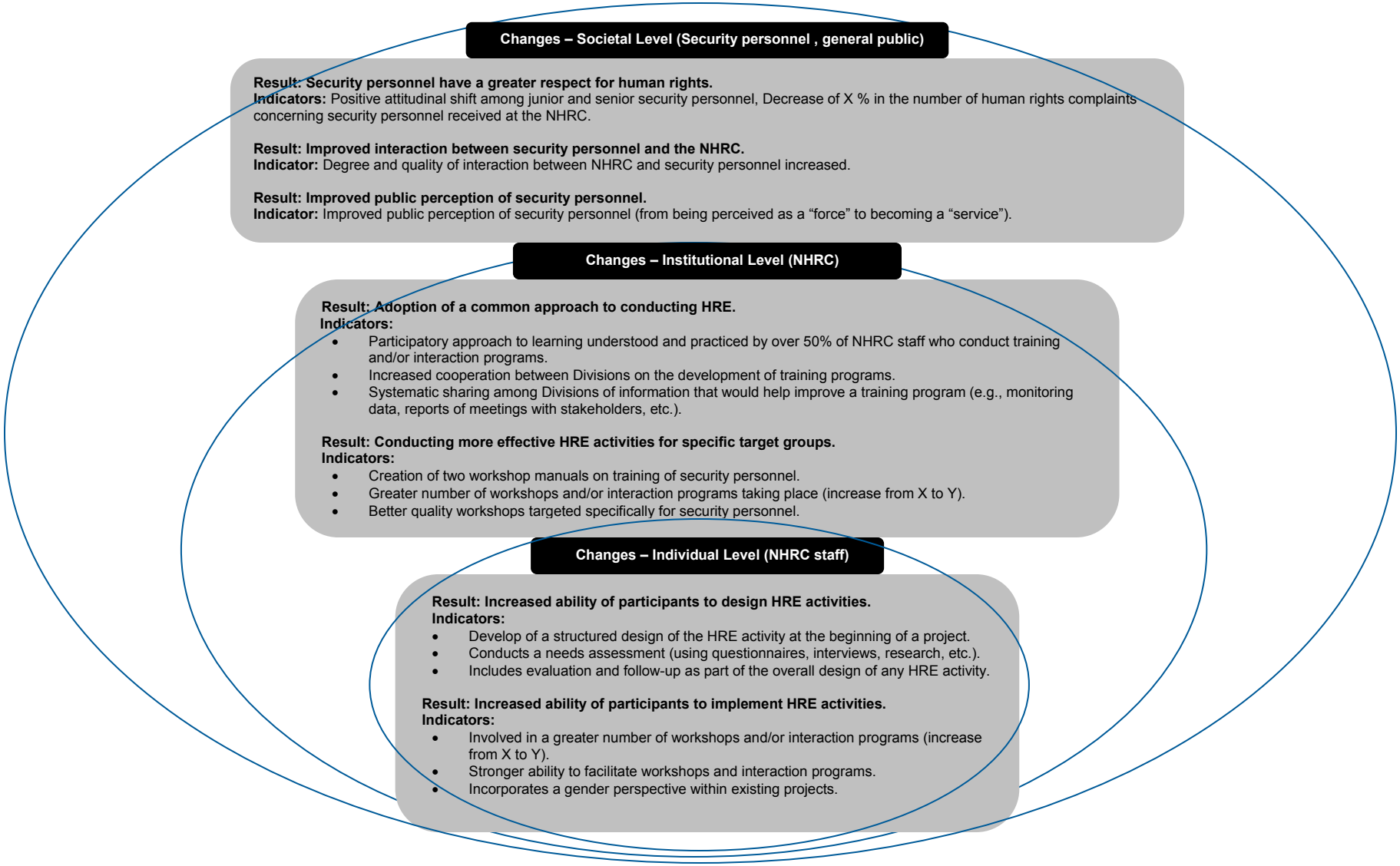
### 7) Facilitator characteristics

- 'Teachers' need to be trusting, empathetic, caring, authentic, sincere and demonstrate a high degree of integrity.

**Source:** Nazzari, V., et al. (Canadian Human Rights Foundation, former name of Equitas). (2005). Using Transformative Learning as a Model for Human Rights Education: A Case Study of the Canadian Human Rights Foundation's International Human Rights Training Program, Intercultural Education, Vol. 16, No. 2, May 2005, pp. 171-186.

## Reference Sheet 4: Example of Transformative Potential Model

The following example illustrates the transformative potential of HRE. As a starting point, this example uses the following objective from the May 2006 Workshop: **Plan and design effective human rights education activities for specific target groups (e.g., Security Personnel)**.



## Worksheet 4: Transformative Potential of Your HRE Work

Workshop Objective: _____

# Activity 3 Focus Group Discussion: Evaluating Our HRE Work

## Objective

To use the focus group technique to evaluate the results of the NHRC's HRE work.

## Time

2 hrs 15 min

## Description

### Goal of the Focus Group

The goal of the focus group is to evaluate the effectiveness of the Project in helping the NHRC address the human rights issues in Nepal through HRE activities.

While NHRC staff have participated in a number of different training programs over the last few years, this focus group aims to identify any specific changes in capacity that can be attributed to the workshops that were part of the Equitas/NHRC Capacity Building Project.

### AGENDA

**Introductory Remarks (15 min)**

- Objectives of the focus group
- Rationale
- Review of the agenda: content and process (refer to **Reference Sheet 5**)

**Part 1: NHRC's capacity to undertake HRE activities: Individual and institutional changes (45 min)**

The group discusses the following question (use **Worksheet 5** to take notes):

*What are the changes at the individual and institutional levels regarding the NHRC's capacity to undertake effective HRE activities as a result of the training received from the Project?*

Cont'd ▸ ▸ ▸

*Activity 3 cont'd*

Consider the following aspects:

1. **Individual level:** Change in skills (e.g., facilitation techniques), knowledge (e.g., the participatory approach), and attitudes (e.g., examining how our actions impact others)
2. **Institutional level:** Ability to plan HRE activities (process)
3. **Institutional level:** Ability to develop HRE activities (content)
4. **Institutional level:** Ability to evaluate HRE activities
5. **Institutional level:** Ability to transfer learning within the institution (within/between divisions, among regional/contact and head offices)

**Break (10 min)**

**Part 2: Evaluating the results of the NHRC's work (45 min)**

The group discusses the following question (use **Worksheet 5** to take notes):

*What are the results of our HRE activities designed and implemented after participating in the Project's workshops?*

Use the following framework to guide your discussion:

1. Each division can choose one HRE activity to evaluate.
2. For each activity, describe the expected results.
3. Next, for each activity, describe the actual results.

Consider the following aspects: Changes in skills, knowledge, and attitudes of the target groups (try to be as specific as possible using quantitative and qualitative information).

**Part 3: Conclusion (20 min)**

Participants organize the key ideas discussed during the focus group.

**End of Activity ■**

## Reference Sheet 5: Preparing a Focus Group

| Step 1: Preparing for the Group | Step 2: Launch the Group | Step 3: Running the Focus Group | Step 4: Following-up with the Focus Group |
|---|---|---|---|
| Be clear about why you are gathering the people<br>- Assess what you really need to know<br>- Determine which questions the group will answer<br><br>Establish an agenda which will achieve your purpose<br>- Determine the number of participants and their roles<br>- Decide on the purposes of the focus group - (include content and outcome)<br>- Devise the process rules for the focus group<br>- Fix time, place and duration of the focus group<br><br>Select participants and allocate roles<br>- Select who and how many<br>- Arrange for leader-facilitator<br>- Plan for an individual to record the focus group<br><br>Arrange the setting and the tools<br>- Determine the room set up<br>- Determine tools needed (flip chart, markers, name tags…) | Introductions<br>- Introduce facilitator<br>- Introduce participants<br><br>Explain the agenda<br>- Explain the purpose of the focus group<br>- Clarify roles of the participants<br>- Establish process rules<br>- Neutral role of facilitator<br>- Recorder role as group memory<br>- Nature of the meeting (brainstorming, decision-making)<br>- Conflict resolution procedure<br>- Administrative issues (breaks, messages, starting times...) | Progress towards purpose<br>- Guide the focus group such that it is working towards the purpose initially identified<br>- Ensure participation of all members<br><br>Before the meeting ends think about the next steps<br>- Will you need more information from these people?<br>- Will you reassemble this group?<br>- Was the process satisfactory?<br><br>Close the meeting<br>- Express appreciation to participants/recorders | Do what you agreed on |

Adapted from Rossett, A. (1987). Training Needs Assessment. Englewood Cliff.

## Worksheet 5: Focus Group Notes

| Focus Group Questions | Notes |
|---|---|
| ***PART 1***<br><br>*What are the changes at the individual and institutional levels regarding the NHRC's capacity to undertake effective HRE activities as a result of the training received from the Project?*<br><br>Consider the following aspects:<br><br>1. **Individual** level**:** Change in skills (e.g., facilitation techniques), knowledge (e.g., the participatory approach), and attitudes (e.g., examining how our actions impact others)<br>2. **Institutional level:** Ability to plan HRE activities (process)<br>3. **Institutional level:** Ability to develop HRE activities (content)<br>4. **Institutional level:** Ability to evaluate HRE activities<br>5. **Institutional level:** Ability to transfer learning within the institution (within/between divisions, among regional/contact and head offices) | |

**Worksheet continued**

| Focus Group Questions | Notes |
|---|---|
| ***PART 2***<br><br>*What are the results of our HRE activities designed and implemented after participating in the Project's workshops?*<br><br>What are the **expected** results and the **actual** results of our HRE work?<br><br>Consider the following aspects: Changes in skills, knowledge, and attitudes of the target groups (try to be as specific as possible using quantitative and qualitative information) | |
| ***PART 3***<br><br>*Conclusion* | |

# Activity 4 More Evaluation Tools: How to Evaluate HRE Activities

## Objectives

- To strengthen HRE evaluation skills.
- To identify and develop effective evaluation techniques for HRE activities conducted by the NHRC.

## Time

3 hrs 45 min

## Description

Evaluation is an integral part of any HRE activity. To further strengthen the NHRC's ability to undertake effective human rights education activities, this activity presents some additional evaluation techniques for participants to apply to their HRE work.

This activity is divided into four parts.

In **Part A**, the facilitator will present a series of different HRE evaluation techniques.

In **Part B**, there will be a question and answer period.

In **Part C**, you will work in small groups to develop an evaluation strategy for an HRE activity you are conducting/have conducted at the NHRC.

In **Part D**, you will share the results of your small group discussion with the larger group.

### 1 hr 15 min Part A HRE Evaluation Tools

Presentation by Facilitator

The facilitator leads an interactive presentation on different HRE evaluation techniques. Evaluation techniques to discuss are the following:

- Different types of evaluation and the continuous improvement cycle
- Results and indicators
- Participatory evaluation

Cont'd ▸ ▸ ▸

*Activity 4 cont'd*

Refer to **Appendices 2 to 5** for more information on the evaluation tools and techniques.

**30 min** **Part B Question and Answer Period**

Large Group Discussion

The facilitator responds to participants' questions.

**1 hr** **Part C Applying Evaluation Tools to Our HRE Work**

Small Group Work

The facilitator divides participants into small groups according to common HRE activities they are currently working on. Each group develops, or examines and revises, the evaluation strategy for their particular HRE activity. Answer the questions in **Worksheet 6** to guide you. Prepare to present your results in **Part D**.

**1 hr** **Part D Report on Group Work**

Group Presentations

The large group reconvenes. Each group reports on the results of their discussion (10 min each). The facilitator and participants offer feedback on each presentation.

End of Activity ■

## Worksheet 6: Improving Our HRE Evaluation Strategy

In your small group, choose an existing HRE activity at the NHRC and develop an effective evaluation strategy.

| | |
|---|---|
| Title of the HRE activity: | |
| Goal and objectives: | |
| Activities: | |
| Expected results: | |

*Continued*

Worksheet continued

# Evaluation Strategy at Different Phases

Refer to **Appendix 2** for more information on the different phases of evaluation.

### Phase 1: Needs Assessment

| What information is needed? | How could the information be obtained? |
|---|---|
| What kind of information should you obtain during this phase of the evaluation process? Some ideas are provided below:<br><br>• the target group of the program, including their learning styles<br>• the human rights context<br>• program specific issues regarding content and logistics<br>  • reason for the program<br>  • general goals, objectives and activities<br>  • available resources<br>  • time-frame<br>• …<br>• <br>• <br>• <br>• | • <br>• <br>• <br>• <br>• <br>• <br>• <br>• |

**Worksheet continued**

## Phase 2: Formative Evaluation

| What information is needed? | How could the information be obtained? |
|---|---|
| What kind of information should you obtain during this phase of the evaluation process? Some ideas are provided below:<br><br>• how the program will respond to participants' needs based on the needs assessment<br>• how the program may have to be modified or adapted<br>• what skills, knowledge and attitudes are strengthened or changed as a result of the program<br>• …<br>•<br>•<br>•<br>• | •<br>•<br>•<br>•<br>•<br>•<br>•<br>• |

**Worksheet continued**

## Phase 3: Summative Evaluation

| What information is needed? | How could the information be obtained? |
|---|---|
| What kind of information should you obtain during this phase of the evaluation process? Some ideas are provided below:<br><br>• how to evaluate the participants' learning<br>• achieving the program objectives<br>• usefulness of the program to the participants<br>• …<br>• <br>• <br>• <br>• | • <br>• <br>• <br>• <br>• <br>• <br>• <br>• |

**Worksheet continued**

## Phase 4: Impact Assessment and Transfer

| What information is needed? | How could the information be obtained? |
|---|---|
| What kind of information should you obtain during this phase of the evaluation process? Some ideas are provided below:<br><br>• the participants' application of what they have learned in the program in their work/in their everyday life<br>• factors that facilitate or inhibit participants' use of the skills learned in the program<br>• gaps in skills and knowledge that may be filled by future programs<br>• expected and unexpected results of the program<br>• …<br>• <br>• <br>• <br>• | • <br>• <br>• <br>• <br>• <br>• <br>• <br>• |

## Activity 5 Workshop Evaluation and Closing Ceremony

### Objectives

To evaluate and formally close the workshop.

### Time

1 hr

### Description

Participants complete a general evaluation questionnaire for the workshop (30 min).

The workshop organizers formally close the workshop (30 min).

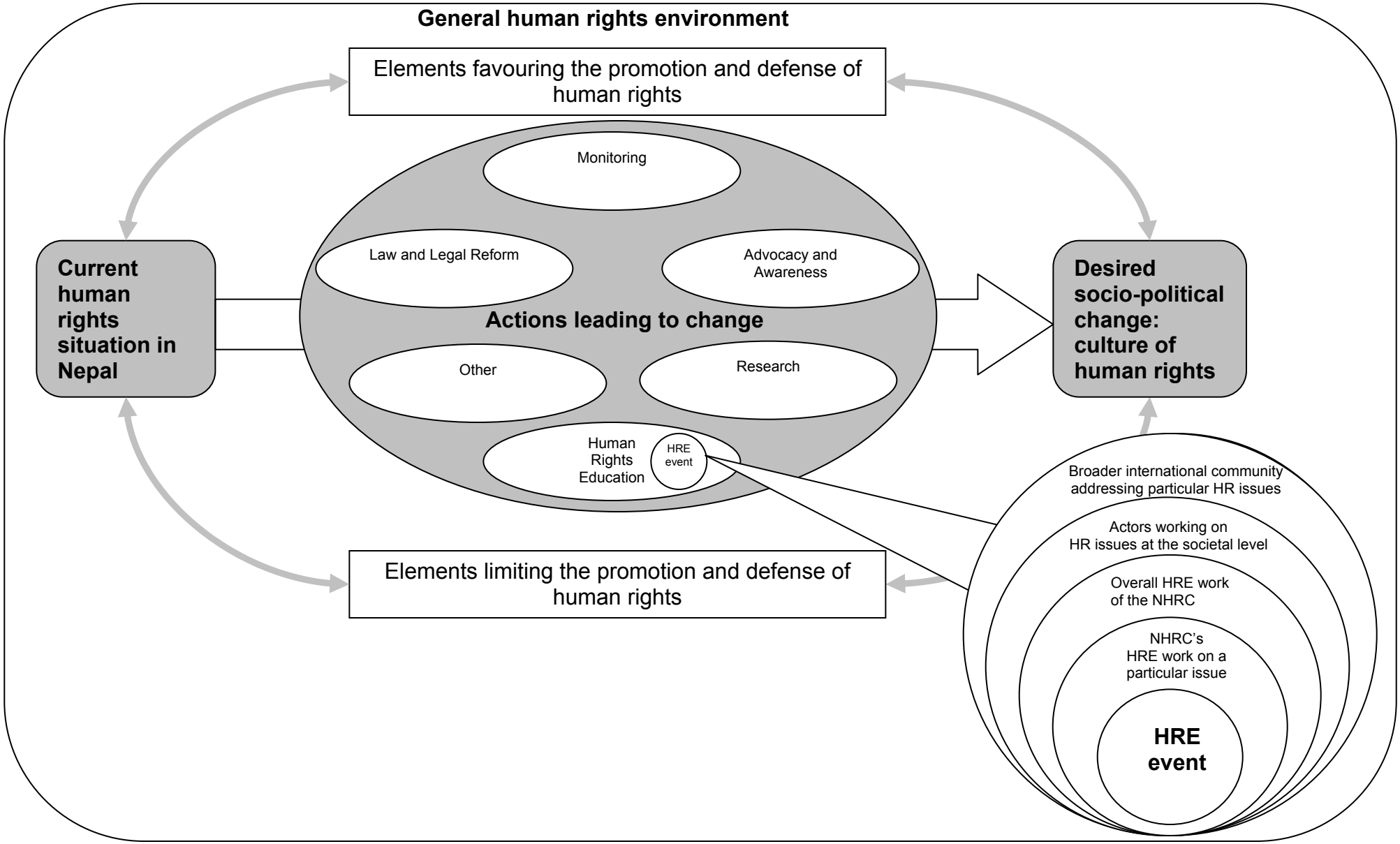
End of Activity ■

# Appendices

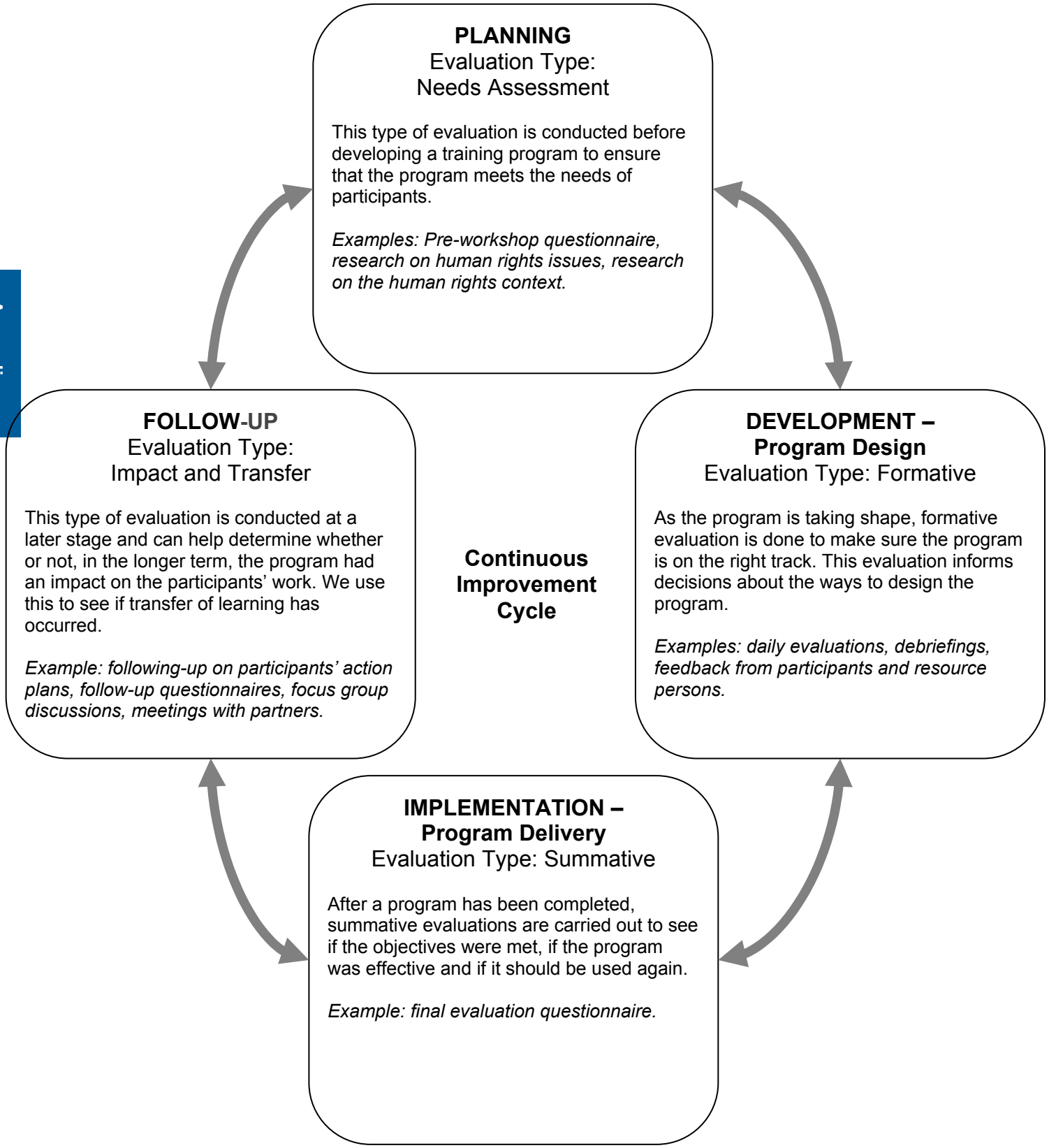
## Appendix

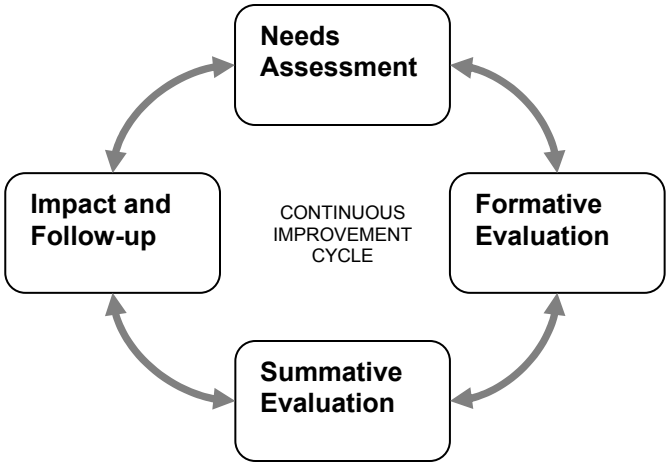

| | |
|---|---|
| Appendix 1 | HRE through a Systems Approach |
| Appendix 2 | HRE Evaluation Techniques – Types of Evaluation |
| Appendix 3 | Results |
| Appendix 4 | HRE Evaluation Techniques – Participatory Evaluation |
| Appendix 5 | Good Practices in Human Rights Education and Training: Guidelines, Indicators and Evaluation |
| Appendix 6 | Pre-Workshop Assignment |

## Appendix 1: HRE Using a Systems Approach



## Appendix 2: HRE Evaluation Techniques – Types of Evaluation








## 1. More on Needs Assessment:

### Definition of Needs Assessment

Needs assessment is 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. Needs assessment focuses on the future, or what should be done. A need has been described as:

- A gap between "what is" and "what should be."
- "A gap between real and ideal that is both acknowledged by community values and potentially amenable to change."

A need is generally different from such related concepts as wants ("something people are willing to pay for") or demands ("something people are willing to march for").

### Definition of Learning Needs Assessment

Learning needs assessment is a tool utilized to identify what educational content and activities should be provided to learners to improve their knowledge, skills, and awareness in a process that leads to changes in attitudes and behaviour. It should focus on needs as opposed to desires.

The main purpose of a learning needs assessment is to help educational planning so as to ensure a match between learners' expectations and the content of the training.

## 2. More on Formative Evaluation:

### Definition of Formative Evaluation

Formative evaluation is the collection of data and information during the development of instruction which can be used to improve the effectiveness of the instruction (Dick and Carey, 1996).

### Examples of Formative Evaluation – Equitas/NHRC Capacity Building Project

Below are some examples of formative evaluation that we have conducted during the NHRC/Equitas capacity Building Project.

- **Consultations with subject matter experts and resource persons**: They were asked for their opinion on the effectiveness of specific workshop activities. They also suggested improvements for the next workshops and direction of the Project.
- **Daily evaluations**: Feedback from participants has always been an essential component of the evaluation. Evaluations took place at the end of every day during the workshops; the format for the evaluations often varied. Examples of evaluation techniques used: written questionnaire, oral evaluation, postcard to workshop organizers, and a reflection journal.
- **Informal feedback**: Informal feedback (for example, during tea and lunch breaks) from participants, resource persons and facilitators was taken into consideration when making revisions.
- **Daily debriefings**: Workshop organizers held daily debriefing sessions at the end of each day to assess how the workshop was unfolding and how to plan for the following day. Persons attending the debriefing are workshop organizers, facilitators, resource persons, and two or three participants.

### Examples of Data Analysis of Formative Evaluation

The Equitas/NHRC Project gathered quantitative and qualitative data in its formative evaluations. Below are some examples of data gathered during workshops:

- Quantitative data:
  - Attainment of workshop objectives (see example in the box)
  - Attainment of module objectives
  - Evaluation of facilitator's ability to manage the workshop
  - Pertinence of topics discussed by resource persons
  - Evaluation of training materials
- Qualitative information:
  - Change of perceptions and ideas
  - Most and less useful aspects of the workshop
  - Comments on workshop process and content

**Example of Quantitative Information:**
**Workshop Objectives – Did we meet the objectives of the workshop?**

| Objective: To build the capacity of NHRC staff to: | Strongly Disagree | Disagree | Agree | Strongly Agree | Number of participants | Average Rating |
|---|---|---|---|---|---|---|
| - Conduct effective training programs for specific target groups. | 0 | 0 | 11 | 4 | 15 | 3.27 |
| - Develop and review human rights training curricula. | 0 | 0 | 8 | 7 | 15 | 3.47 |

Participants are asked to evaluate statements in the questionnaires using individual ratings on a four-point scale. Each rating is assigned a value: Strongly Disagree = 1; Disagree = 2; Agree = 3; and Strongly Agree = 4. The average rating is determined by multiplying the number of responses for each rating by the value for that rating and dividing the total by the number of responses. The average rating is a number ranging from 1 (where all participants strongly disagree with the statement) to 4 (all participants strongly agree).

For example, for the attainment of the first objective, there are 15 participants who responded to the statement and 11 participants chose "Agree" and 4 participants chose "Strongly Agree", then the average rating is (11x3 + 4x4)/15 = 3.27.



### Results/Actions Stemming from Formative Evaluation

Some questions that arise from formative evaluation:

- Was the program content appropriate for the target group? e.g., were the right people invited to the session?
- If the content was inappropriate, what specifically needs to be changed?
- If the methodology was inappropriate, what specifically needs to be changed?
- Given the amount of resources available, what changes are feasible to implement?
- What are appropriate follow-up activities?

## 3. More on Summative Evaluation:

### Definition of Summative Evaluation

Summative evaluation is designed and used after an instructional program has been implemented and formative evaluation completed. The purpose of summative evaluation is to present conclusions about the worth of the program and make recommendations about its adoption (if the program was in a pilot phase) or retention.

## 4. More on Impact Assessment and Transfer:

### Definition of Impact Assessment

Impact assessment is analyzing the sustainable change resulting from project or program activities. Change can be either anticipated or unanticipated. Unanticipated change can result from planned project/program objectives. It is important to remember that change can be negative.

According to Jerry Adams, impact assessment describes an assessment of the longer term and sustainable changes that are planned to occur. Impact assessment has often been confused with evaluation of a project or program's immediate objectives.



When planning and conducting an impact assessment, it is important to keep in mind that the assessment should be reliable, credible, and valid. In practice, impact assessment needs to be:

- Built into planning
- Inclusive of stakeholders (i.e., participants, partners, facilitators, etc.) Ownership and accountability are essential.

### Definition of Transfer

- Transfer is the application of learning to the work situation, a real life context.
- Transfer is likely to occur when the HRE activity addresses the needs of the participants and the context in which they work.
- Human rights educators should think about transfer during all program phases: planning, development, implementation and follow-up.

**References:**

Adams, J. (2001). NGOs and Impact Assessment. NGO Policy Briefing Paper No. 3, INTERAC.

Dick, W. and Carey, L. (1996). The Systematic Design of Instruction. New York, NY: Harper Collins College Publishers.

Grant, J. (2002). Learning Needs Assessment: Assessing the Need. Available online: http://bmj.bmjjournals.com/cgi/content/full/324/7330/156.

Titcomb, A.L. (2002). ICYF Evaluation Concept Sheet. Available online: http://ag.arizona.edu/icyf/docs/needs.pdf.

## Appendix 3: Results

## Results:

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.

**"SMART" Results**

A result should be:

- **Specific**: It should specify the nature of the change, the target groups, the target region, etc.
- **Measurable**: It can be measured by using indicators
- **Achievable**: It is realistic
- **Relevant**: It is an answer to the identified need
- **Time bound**: It can be achieved in the time frame of the project



### The Performance Measurement Framework

The Performance Measurement Framework is a tool used to systematically plan the collection of relevant information for monitoring, learning and reporting. This framework will help to monitor the achievement of results.

**The Performance Measurement Framework:**

Input
↓

Activities
↓

| Results | Performance indicators | Data Sources | Data Collection Methods | Frequency | Responsibility |
|---|---|---|---|---|---|
| Impact | | | | | |
| Outcomes | | | | | |
| Outputs | | | | | |

## Essential Elements of a Performance Measurement Framework Include:

### Inputs:
The resources required (e.g., organizational, political, administrative, intellectual, human, physical, material, monetary) to produce a result. The inputs are required to carry out activities that will lead to results.

### Results:
What will be achieved in the short, medium and long-term?

- OUTPUTS - Short-term results: Outputs are the immediate, visible, concrete and tangible consequences of program/project activities.
- OUTCOMES - Medium-term results: 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.
- IMPACT - Long-term results: An impact is the longer-term result that is the consequence of the achievement of outcomes.



### Indicators:
Indicators are evidence that helps you to measure progress toward achieving results.

An indicator is a measure or pointer that helps to measure or describe achievement of results. It helps to demonstrate progress when things go right and provides an early warning signal when things go wrong. Indicators only indicate—they do not tell the whole story.

Data for indicators must be:

- reliable
- consistent over time
- sensitive to progress toward results
- feasible
- affordable to collect and analyze
- useful for decision making

### Sources of Information:
Source of information and data can include individuals, organizations, documents or reports.

### Data Collection Methods and Techniques:
What methods and techniques will you use to measure your results? Examples include: semi-structured interviewing, testimonials, mapping, trend analysis, focus groups, surveys, participatory rural appraisal (PRA) techniques, monitoring reports etc...

**Frequency:**
How often will you collect information? It should be noted that projects just beginning will focus more on monitoring activities since it may be too early to monitor for results. As the project progresses, however, greater emphasis should be placed on monitoring the achievement of outputs and/or outcomes. As results at the outcome and impact level take much longer to achieve, it may only be possible to monitor them once a year (or more) after the first year of project implementation.

**Responsibility:**
Who will actually do the work or be responsible for collecting the information?

**References:**

Canadian International Development Agency. (2000). RBM Handbook on Developing Results Chain. Results-Based Management Division, CIDA. Available online: http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Performancereview6/$file/guide.pdf.

UNFPA. (2000). Results-Based Management at UNFPA. Available online: http://www.unfpa.org/results/docs/rbminfomaterials.doc.

## Appendix 4: HRE Evaluation Techniques – Participatory Evaluation

### Principles of a Participatory Approach to Evaluation

The key principles of a participatory approach to evaluation are outlined below.

- Participatory evaluation focuses on learning, success and action.
  An important question to ask in evaluation is what we learned about what worked and what did not work. Then we need to ask how can we use these learnings to move to action. The people and groups most directly involved decide what determines success.
- The evaluation is useful to the people who are doing the work that is being evaluated. The project's goals and objectives - what the project intends to accomplish - must be the standards against which the project work is measured. Evaluators must pay special attention to the project's specific needs and available resources.
- The evaluation process is ongoing and includes ways to let all participants use the information from the evaluation throughout the project, not just at the end. The material produced for the evaluation must be given back to the participants on an ongoing basis in a format that is useful and clearly written in plain language.
- Recognition of the progression of change - in knowledge, attitudes, skills and behaviour - is built into the evaluation. To measure people's success in changing knowledge, attitudes, skills and behaviour, think in advance about the kinds of changes the project strategies and activities can produce. It is important to describe how these changes can be recognized and measured in a way that is possible and practical within the timeframe and resources available to the project.
- Participatory evaluation makes it possible to recognize shared interests among those doing the work, the people the work is designed to reach, the project organizers and other stakeholders. The evaluation must include information and input from the people doing the work, the people who the work is designed to help or reach and the project organizers.

## Key Question: What?

**1. Did we do what we said we would do?**

The responses to this question describe the work done in the project and the relevance of this work in meeting the project goals and objectives. The project success indicators provide the criteria against which success is measured. They assist the project sponsor to collect the information needed to answer this and subsequent evaluation questions.

Some of the more specific questions that may need to be answered to describe the project work include the following:

- What activities were undertaken and how did they link to meeting the project goals and objectives? Examples:
  - Describe the resources that were developed to increase awareness.
  - Describe the training workshops that were conducted for skill development.
  - Describe the new partnerships that were formed.
- What were the major achievements of the project and what resources did they require?
- If the objectives changed during the course of the project, how and why did they change?

## Key Question: Why?

**2. What did we learn about what worked and what didn't work?**

Participatory evaluation focuses on success, learning and action. Finding out what worked well in a project and what did not work well practices this principle. Here are some of the questions that could be included in this discussion:

- What strategies worked well for involving the target groups in the project. Why?
- What strategies did not work well for involving the target groups in the project. Why?
- Which activities and strategies did we change. Why?
- What was learned about the relative cost-effectiveness and efficiency of various project strategies and activities?
- How realistic and relevant were the project goals and objectives?
- In what ways did the project planning process work most effectively?
- What did we learn about working together as a group?

## Key Question: So what?

### 3. What difference did our work make?

The answers to this question measure a project's success in changing knowledge, attitudes, skills and behaviour. The project success indicators represent the group's assumptions about what changes should be expected from the project work and provide the criteria against which to measure change both during and at the end of the project.

There are two main ways to assess impact: by using summarized data related to the success indicators and by asking specific impact questions of people who were involved in the project and who were the target of the project's work.

The following types of questions may be helpful in discussions about this part of the project evaluation:

- What changed as a result of the project?
  - knowledge
  - attitudes
  - skills
  - behaviour
- What changed as a result of the project for
  - members of the target population?
  - community groups?
- Were there any unexpected changes resulting from the project work?
- In what ways did this project contribute to increased public participation?
- In what ways did this project help to strengthen community groups?
- What evidence is there to attribute any of the above changes to the project? What other factors outside the project might have contributed to the changes?
- What new partnerships developed from this project? What was the nature of the partnerships and what was their contribution?

## Key Question: Now what?

### 4. What could we do differently?

Evaluation is for learning and often the best learning comes from examining the challenges that projects present. Here are some of the questions that could be included in this discussion:

- What more effective methods for achieving the objectives emerged from the work?
- What additional knowledge development is required to do the work more effectively?
- Are there more cost-effective ways to achieve the project's objectives?

- Were the entire project's needs met?
- Is there a better way of developing realistic project goals and objectives in the initial planning stage?
- Who else could have been involved in the work?
- What could we do to expand the network of people involved in working on this issue?

**Reference:**

Public Health Agency of Canada. (2000). Guide to Project Evaluation: A Participatory Approach. Available online: http://www.phac-aspc.gc.ca/ph-sp/phdd/resources/guide/index.htm#CONTENTS.

## Appendix 5: Good Practices in Human Rights Education and Training: Guidelines, Indicators and Evaluation

Report by the Arab Institute for Human Rights and the Documentation, Information and Training Centre for Human Rights of Morocco.

### 1. Introduction

The Arab Institute for Human Rights with the help of the Documentation, Information and Training Centre for Human Rights of Morocco and the support of the Office of the United Nations High Commissioner for Human Rights organized the "Workshop on human rights education and training issues among NGOs working in the field of human rights" in Marrakech on 1-4 June 2002. The Workshop was opened by Mr. Mohamed Auajjar, Minister of Human Rights of Morocco. A message from Mrs. Mary Robinson, High Commissioner for Human Rights, was delivered.

The workshop's goals were:

- To reflect on and share specific experiences in human rights education and training;
- To identify models of "good practice" in those areas, with particular reference to guidelines, indicators and evaluation strategies;
- To further the concept of "good practice".

This workshop built upon the previous workshop "Training issues within human rights NGOs" (Cairo, Egypt) organized by the Arab Institute for Human Rights in April 2001. That Workshop explored the variety of HRE experiences in the Arab World and discussed obstacles to that work. Among the recommendations were the need to establishing clear training policies, to develop effective materials and training of trainers initiatives, as well as to further evaluation strategies and effective networking among all NGOs doing HRE in the region.

The following reflections are not exhaustive but they reflect only the experiences presented by participants from different countries and continents (Africa, Asia, Latin America, North America, Europe, Middle East and North Africa) and the conclusions made during the workshop to stimulate deeper analysis.

### 2. Definition of HRE

As embodied in the Universal Declaration of Human Rights and the main international human rights treaties, human rights education can be defined as :

> Training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes and directed to:

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 society;
e. The furtherance of the activities of the United Nations for the maintenance of peace. (Decade's Plan of Action, para 2).

Also, when proclaiming the Decade for HRE, 1995-2004 (Resolution 49/184, 1994), the General Assembly stated:

> Human rights education should involve more than the provision of information and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.

HRE contributes to a concept of development consistent with the dignity of women and men of all ages that takes into account the diverse segments of society.

The main underlining concepts of this definition are:

- HRE as a life-long learning process
- HRE as a comprehensive process - for all and involving all
- HRE as an empowering process.
- HRE as a tool of a social justice including marginalized categories.

### 3. Current Challenges to Human Rights and HRE / Possible HRE Responses

**Challenges**

Although human rights are protected by international, regional and national instruments, lack of implementation and human rights violations create a major contradiction between human rights theory and practice.

Exacerbating this chronic contradiction are recent discriminatory laws and policies brought about in reaction to the events of 11 September 2001 and justified in the name of a "war against terrorism". These reactions, which threaten human rights, confuse the right of peoples to self-determination, which is guaranteed in international instruments, and terrorism. They also marginalize some countries and cultures, undermine the concept of international solidarity and facilitate the development of dangerous ideologies such as a "war of religion" and "war among civilizations".

These events and other issues challenge human rights education, for example:

- Globalisation (in its negative sense) and resulting marginalization, poverty, exploitation
- Violations of civil, cultural, economic, political, social rights and the right to development
- Violations of peoples' rights, such as denial of the right to self-determination and equality among people
- Conflicts, causing waves of refugees and internally displaced persons
- Political apathy, extremism and xenophobia
- Authoritarian regimes, lack of democracy and marginalization of civil society
- Resistance to the concept of human rights universality
- Unequal access to new technologies
- Colonization and its effects on human rights implementation
- Use of double standards when speaking about human rights

HRE is necessarily influenced by cultural and political contexts. However, it must also be able to influence this context, impacting values and changing behaviours: a double challenge.

**Possible HRE responses**

- HRE should not avoid challenges to human rights (e.g., globalization, HIV/AIDS, violence and extremism, poverty) but should address them directly from a human rights perspective.
- HRE must develop methodologies for impacting values and behaviours to meet these challenges in ways that respect the human rights of all.
- HRE needs to reach out and relate to all segments of society, including marginalized groups.
- HRE is a tool to combat racism and discrimination and specially discrimination against women.
- HRE should start with people's own experiences, adopting different approaches for different contexts.
- HRE should be empowering, including imparting the skills to claim rights and resolve conflicts, using methods consistent with human rights principles.
- HRE should address despair and alienation and empower people for participation.
- HRE must include democracy education and encourage prompt action to defend human rights using methods that reflect human rights principles.
- HRE should address the gap between human rights principles and people's lived realities.
- HRE should enable people to take control of their lives.
- HRE should encourage active civic participation and challenge citizen apathy.

- HRE should emphasize universal human rights values, which are affirmed in all cultures.
- HRE should include strategies and structures at all levels for the redress of human rights abuses.
- HRE must be able to change individual, community and societal reality.

### 4. National Planning

These challenges underscore the importance of the development of national strategies for human rights education.

National strategies/plans for human rights education should be :

- comprehensive (in terms of outreach – children, youth as well as adults),
- participatory (in terms of involvement of all relevant actors – ministries, national institutions, non-governmental organizations; human rights centres, etc.) and
- effective (in terms of educational methodologies).

Priority should be given to sustainable approaches (i.e. training of trainers, integration of human rights into all relevant training and educational curricula, organization of networks, etc.). Also, the strategies/plans should be developed, implemented and evaluated through partnerships and coalitions within and among governmental and non-governmental actors.

**Guidelines** for national planning in human rights education have been developed by human rights education practitioners and experts gathered at the United Nations in 1997 (UN Doc A/52/469/Add.1 and Corr.1). The guidelines propose:

- general principles to govern the plan (such as that HRE should promote the interdependence, indivisibility and universality of human rights ; its importance for democracy, sustainable development, the rule of law, the environment and peace ; and its role in encouraging analysis of chronic and emerging human rights problems, which would lead to solutions consistent with human rights standards), as well as
- organizational and operational principles (e.g., pluralistic representation of society, transparency of operation, public accountability and democratic participation) and
- principles for educational activities (e.g., respect for and appreciation of diversity of opinions, and participatory teaching and learning).

The Guidelines also propose a series of concrete steps to develop and implement the plans, as well as a series of indicators for evaluating them, such as statistical and qualitative data collections.

## 5. Target Sectors

### *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 human rights 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" education, 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 foundation of HRE.
- Setting up a student committee to receive complaints.

- Including youth in the decision making.

**Evaluation**

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

### *Training of Law Enforcement Officials*

**Guidelines**

- Teach participants not only to respect the human rights of others, but also to recognize their own human rights.
- Seek training partnerships, especially those that include participation of several sectors (e.g., NGOs, academics, governmental officials).
- Include a professional-to-professional approach.
- Stress the potential contribution of the profession to human rights.
- Create a spirit of collaboration and partnership, not confrontation and blaming.
- Draw upon the participants' professional experience.
- HRE should be a component for pre-service and in-service training and be systematic and on-going throughout the career path (e.g., ratification of international documents may cause reinterpretation of existing laws).
- Stress how practicing human rights can improve professional performance.
- Seek the twinning of professionals in the same field from different countries and regions.
- Introduce case studies and scenarios relevant to professional experience before introducing legal or theoretical frameworks.
- To overcome resistance to training, create informal environments (e.g., civilian dress; residential settings).
- To overcome participant identification with professional identity, use techniques that personalize subject matter (e.g., role-playing).
- Emphasize the personal and psycho-social dimension of training as well as the content.
- Provide relevant, accessible and user-friendly materials (e.g., pocket guides for the police).

**Indicators**

- Institutionalization of HRE in professional training.
- Human rights training requirement for professional certification or advancement.
- Change of laws and policies in relevant areas.
- Requests for further trainings.
- Increased use of human rights language in professional work.

- Appearance of human rights articles in professionals publications and journals.
- Networking among professionals trained in human rights.
- Decline of violations by professionals, including decline of complaints against officials.

**Evaluation**

- Include human rights in professional evaluations.
- Do follow-up evaluation with participants at designated intervals.
- Plan for and collect evaluation data throughout the course of any project.

### *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 the 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 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, theater, 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, trainings).
- Improve institutional capacities through individual capacities.
- Training of individuals in NGOs should be directly linked with actual work that they undertake.

**Indicators**

- Qualitative 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 state's obligations upon human rights 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.

### *Public Awareness Campaigns*

**Guidelines**

- Set specific clear, achievable objectives.
- Match campaign style to the target group, making sure that actions are compatible with the audience.
- Keep organization clear and simple.
- Establish credibility by using accurate facts and evidence.
- Use stories that attract interest and inspire action.
- Use slogans and symbols that attract attention and can be remembered; use simple, concrete language.
- Use media strategically and understand how they work.
- Use competitions (e.g., drama and art).
- Use posters with easy-to-understand images.
- When possible, make a survey of public awareness and attitudes. Use the result as a tool for advocacy (e.g., to show the need for HRE).
- Provide attractive, accessible forms of human rights documents such as UDHR to make international standards available in daily life (e.g. UDHR passports).
- Provide easy public access to information and materials (e.g., web sites, resource centres).
- Build human rights communities, bringing together many civic stakeholders (e.g., government, religious institutions, school system, and business).
- Seek innovative methods / techniques to create surprise and attract attention (e.g. , dance, theatre, songs, poetry, art, competitions).
- Select spaces appropriate to target groups (e.g. schools, open spaces, mobile spaces such as caravans).

- Analyze national laws so as to be able to use them effectively when planning a campaign and to promote gaps between national and international laws if appropriate.
- Promote the adaptation of national laws to international standards.
- Be aware that in some cases people taking part in the campaign may be in danger of reprisals. They must be able to consciously decide whether to take a risk.
- In the planning phase, carry out research to identify any adverse economic impact on people who may be directly affected and prepare alternatives so as not to alienate them (e.g., parents who may suffer loss of income if their children attend school).
- Strengthen solidarity between appropriate NGOs to consolidate campaign actions.
- Ensure actions and behaviours of individuals in the NGO are consistent with the principles of human rights through careful preparation and instructions.
- Maintain control throughout the campaign and have a contingency plan to avoid the campaign being used against the NGO(s).
- Use international human rights days (e.g., 10 December, 8 March) to launch a longer term campaign.
- Use possible repressive responses to the campaign to draw attention to the issue and provide material for further campaigning.
- In the planning phase analyze any effects of the status of the NGO (any allegiances with government or other organisations) on the outcome of the campaign.



**Indicators**

- The campaign has an identified time frame that is selected for maximum impact.
- Long term campaigns have clearly defined short term projects within the span of the campaign.
- Campaign materials are relevant and effective and resources are not wasted in developing materials that are not fully utilized.
- The campaign has an element of surprise and has the potential to create a new 'language' for the general public or target group.
- The campaign clearly states the outcome that is desired and the action that the target group is asked to take.
- The strategy anticipates and has the flexibility to deal with adverse effects.

**Evaluation**

- Long term evaluation is difficult because of the sometime broad nature of the focus of a campaign.
- Quantitative evaluation can measure the size of response and potential interest.
- Response to the campaign can give clues for future actions.
- The actions taken by government or other target groups within a set period of time can provide important information.

- Surveys of target groups following a campaign.

## 6. Selected Issues

### *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.
- Better information about the participants allows for better planning for their needs, and better results.
- Planning must anticipate emotional responses to human rights 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 other's 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.

### *Training on Women's Human Rights*

**Guidelines**

- Stress universality of women's human rights.
- Emphasize CEDAW as a standard for measuring Government commitments.
- Trainings should not be limited to CEDAW but should cover all human rights conventions.
- Teach research approaches to establish data for advocacy.
- Approach women's human rights as an issue of non-discrimination, as well as of the law.
- Training conducted as part of long-term strategic plans will have far greater impact.
- Involve men in planning and trainings as well as participants.
- Seek to influence and train young people on women's human rights.
- Use mass media to reach women audiences; especially regarding sexual harassment, violence against women and other sensitive issues.
- Choose titles of training programmes carefully to avoid popular misconceptions.
- Encourage schools and universities to include women's human rights in curricula and research and strengthen their links with women's NGOs.
- Build networks of women's NGOs among regions, especially for sharing training materials and experiences.
- Build networks between NGOs working in training on women's rights.
- Emphasize economic rights.
- Use ordinary language for training.
- Women without education or background in human rights can introduce valuable perspectives and concerns.
- Seek to include marginalized women, especially from poor and rural areas.

**Indicators**

- HRE for women can result in advocacy that brings change in laws, policies and institutions.
- Successful advocacy with government and policy makers in one country can have positive effects on other countries.
- Increased partnership between women's NGOs and governments to improve women's human rights.
- Cooperation between HRE NGOs, governmental institutions and the influent institutions (Media, Education…)

**Evaluation**

- Evaluation techniques that ensure confidentiality and which ensure that there will not be any repercussions.
- Techniques that overcome cultural resistance to criticism.
- Private interviews.
- External evaluations.
- Women in post-conflict situations need special treatment.



### *Use of Modern Information Technology (ICTs)*

**Guidelines**

- Use ICTs to spread/distribute education and training materials (this is the case in many regions and languages).
- Use ICTs as a tool for documentation by using databases, electronic archives, documentation of legal texts.
- Use ICTs for monitoring and following up on human rights violations (urgent alerts) through documentation of cases, reports, and statistics.
- Use ICTs for communication: (i) (moderated) listservs and on-line discussion groups unite groups interested in a particular issue and allow for direct information exchange; (ii) support real networks with the opportunity to meet and work via e-groups or Intranets of web sites; (iii) on-line campaigns promote or fight for an issue or case and can create political pressure.
- Use ICTs for on-line learning or distance learning, which is particularly useful for the continuing education for professional groups. Distance learning also has a lot of further potential for use in continuing education for professional groups and in preparation of or as a follow-up to human rights courses offered by universities or human rights organisations. Some universities have used on-line tutorials as preparation of participants of summer courses and have them acquire the same level of knowledge before a course starts.
- Use technologies like the Internet for specific pedagogical approaches, like case studies, simulations or quizzes.

- Use ICTs to reach many target groups (primary and secondary students, teachers, universities, professional groups, human rights advocates).
- Produce CD-ROMs to allow for easier access to large amounts of dates such as case law, collections of human rights treaties, etc.
- Use ICTs to create virtual communities of activists, educators and other professional groups, who can share information and lessons learned and consequently improve the quality of their work.
- Use ICTs to reach out to learners that have not been reached before, both geographically and in terms of target groups (for example, general public, larger number of secondary school students in different languages, and some professional groups). However, be aware of all those who currently do not have access to modern information technologies.



**Indicators**

- A large amount of quantitative data is available like web site statistics, data on use of documents, subscriber rates to listservs, etc.
- Applications for existing distance learning courses via Internet are high.
- Virtual working communities of activists, educators and other professional groups are spreading rapidly.
- The use of databases is on the rise and many organisations nowadays have organisational web sites.

**Evaluation**

- The methods of evaluation – although not a common practice, as in other areas of HRE – are similar, although the nature of the technologies allows for collection of more quantitative data.
- ICTs allow for periodic or instant feedback. Many new information technologies are flexible in their application for HRE and human rights work in different context and for different learners.
- ICTs are usually flexible. They can be easily revised, adapted and translated.

## GENERAL GUIDELINES

PLANNING

- Consult research in all HRE areas, especially on impact.
- Planning is essential: needs assessment, setting of priorities and goals, implementation strategies, and evaluation tools, follow-up.
- Take advantage of social and political climate favourable to human rights.
- Pilot projects before implementing them.
- Encourage regional planning in HRE.

MATERIALS

- Make available in indigenous languages.
- Adapt materials from other cultures to local culture and circumstances.
- Pilot-test for effectiveness and relevance.
- As material proliferate, important to investigate existing resources.

CONTENT

- Victims of human rights abuse need to learn to use mechanisms to address their experiences – participant's emotional condition requires special sensitivity.
- Link local, national and international context.

METHODOLOGIES

- Use multiple methods to affect both cognitive and effective learning (e.g., drama, story-telling, art, role play, simulation).
- Establish training collaborations with psychologists and anthropologists to address psycho-social aspect.
- Trainers must reflect human rights values in their behaviour and training methods.
- Use experiential learning methodologies that start from participants' needs and concerns.
- Insist that diversity of opinions be respected.

FOLLOW-UP

- Seek to sustain motivation of both facilitators and learners by systematic follow-up and encouragement.
- Regional and international networking and coalition-building is essential to develop HRE.
- Training must be sustainable.

EVALUATION

- Based on observation of individual behaviour and attitude, and testing knowledge and skills.
- Plan and collect data from the start of the programme; especially impact analysis.

**Reference:**

Arab Institute for Human Rights and the Documentation, Information and Training Centre for Human Rights of Morocco. (2000). Workshop on HRE issues in Human Rights NGOs. Marrakech, Morocco.

# Appendix 6: Pre-Workshop Assignment

| Questions for Participants Attending the NHRC/Equitas HRE Evaluation Workshop 17-18 August 2006 | |
|---|---|
| Last Name: | First Name: |
| Division: | Job Title: |
| Main duties: | |
| Telephone (include extension number): | Email: |

1. Have you ever evaluated HRE programs? Yes ☐ No ☐

   If yes, which evaluation techniques did you use? Please give specific examples using the suggested format below.

   Example 1:
   a. Title of HRE program:
   b. Objectives:
   c. Activities:
   d. Evaluation techniques:
   e. Results:

   Example 2:
   a. Title of HRE program:
   b. Objectives:
   c. Activities:
   d. Evaluation techniques:
   e. Results:

2. Have you used the results of your evaluation to modify or change your HRE program or activity? How? Please give specific examples.

| Questions for Participants Attending the NHRC/Equitas HRE Evaluation Workshop<br>17-18 August 2006 |
|---|
| 3. Based on your experience, what are the **most effective** evaluation techniques? Why? |
| 4. Based on your experience, what are the **least effective** evaluation techniques? Why? |
| 5. What do you expect to gain from this Evaluation Workshop? |

**Dhanyabad!**
**Thank you for taking the time to complete this pre-workshop assignment!**