



# Evaluating Human Rights Training Activities

## Workshop Guide

Professional Training Series No. 18/Add. 2



UNITED NATIONS  
**HUMAN RIGHTS**  
OFFICE OF THE HIGH COMMISSIONER

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

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





## Who we are

# equitas

**Equitas – International Centre for Human Rights Education** is a non-profit, non-governmental organization that works to advance equality, social justice and respect for human dignity in Canada and around the world through transformative education programmes.

With over 50 years' experience, Equitas has become a global leader in human rights education. Equitas' capacity-building programmes in Canada and abroad have assisted civil society organizations, national human rights institutions and government institutions to participate effectively in human rights debates, to challenge discriminatory attitudes and practices and to advance important policy and legislative reforms to enhance human rights protection and fulfilment.

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



The **Office of the United Nations High Commissioner for Human Rights (OHCHR)** is mandated to promote and protect the enjoyment and full realization, by all people, of all rights established in international human rights law. OHCHR is guided in its work by the mandate provided by the UN General Assembly in resolution 48/141, the UN Charter, the Universal Declaration of Human Rights and subsequent human rights instruments, the Vienna Declaration and Programme of Action of the 1993 World Conference on Human Rights, and the 2005 World Summit Outcome Document. OHCHR's mandate includes preventing human rights violations, securing respect for all human rights, promoting international cooperation to protect human rights, coordinating related activities throughout the United Nations, and strengthening and streamlining United Nations human rights work.

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

# About this Guide

This Guide outlines a two-and-a-half-day workshop aimed at strengthening the capacity of individuals involved in human rights training to conduct effective educational evaluation of their human rights training activities. The workshop, outlined in this Guide, is designed to have participants develop a comprehensive and effective evaluation plan for a human rights training course.

The Guide is an addendum to the OHCHR and Equitas' publication *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* and therefore follows the methodology and approach of the Handbook.

The Guide is organized into three parts.

## **Part 1 – Planning a Workshop on Evaluating Human Rights Training Activities**

provides general guidance on workshop design and organization, including sample workshop goal and objectives; methodology; tips for planning and conducting the workshop; and a sample schedule.

**Part 2 – Workshop Sessions** provides specific guidance on each workshop session, including activities and materials (e.g., worksheets for participants to record their work and reference notes, which provide additional guidance for both participants and facilitators).

**Part 3 – Annexes** includes sample workshop tools, such as the pre-workshop and evaluation questionnaires.

While this Guide provides general guidance, the knowledge and skills levels of the participants, the level of experience of the facilitators and the context are all important factors that need to be considered when planning a workshop on evaluating human rights training activities.

## **Your Feedback**

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

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

666, Sherbrooke Street West, Suite 1100

Montréal, Québec, Canada H3A 1E7

Email: [info@equitas.org](mailto:info@equitas.org)

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

Methodology, Education and Training Section

CH 1211 Geneva 10, Switzerland

Email: [hredatabase@ohchr.org](mailto:hredatabase@ohchr.org)

# Part 1

## **Planning a Workshop on Evaluating Human Rights Training Activities**

This part provides general guidance on workshop design and organization, including sample workshop goal and objectives; content and methodology; tips for planning and conducting the workshop; and a sample schedule.

- 1.1. Workshop goal
- 1.2. Objectives
- 1.3. Workshop content
- 1.4. Methodology
- 1.5. Planning and conducting the workshop
- 1.6. Sample schedule

## 1.1. Workshop goal

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To strengthen the capacity of individuals involved in human rights training design, management and delivery to conduct effective educational evaluation of their human rights training activities, using the OHCHR and Equitas' publication *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* (Evaluation Handbook) as a tool.

## 1.2. Objectives

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By the end of the workshop, participants should be able to:

- Define educational evaluation in the context of human rights education
- Explain how to design an evaluation process for a human rights training course
- Identify different types of results in human rights education activities
- Select appropriate data sources and techniques to use in an evaluation process
- Develop an evaluation plan for a human rights training course

## 1.3. Workshop content

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The workshop described in Part 2 of this Guide is composed of nine sessions, each building on the other. These are as follows:

**Session 1** – Getting started

**Session 2** – The educational evaluation process

**Session 3** – Understand the change that is needed (STEP 1)

**Session 4** – Describe the desired change – defining results (STEP 2)

**Session 5** – Evaluation tools and techniques exchange

**Session 6** – Increase effectiveness – formative evaluation (STEP 3)

**Session 7** – Determine the changes that have occurred (STEP 4)

**Session 8** – Communicate results – the evaluation report (STEP 5)

**Session 9** – Next steps

## 1.4. Methodology

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The workshop is designed according to a participatory approach, based on principles of adult experiential learning, which promote the sharing of personal knowledge and experience. Participants and facilitators commit themselves to engage in a process of mutual exchange. The emphasis is on practical application and the development of strategies for action. Continuous reflection and evaluation are central to the learning process. Transformative learning theory underpins the workshop content and process.

## 1.5. Planning and conducting the workshop

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The workshop as outlined in this Guide is designed to take place over two-and-a-half days. A minimum of 10 and a maximum of 20 participants are recommended, in order to maintain the integrity of the workshop design. However, the content and activities can be modified to accommodate smaller groups.

Extensive guidance on various organizational and logistical issues applicable to the conduct of a workshop as well as facilitation guidance is available in OHCHR's [\*From Planning to Impact: A Manual on Human Rights Training Methodology\*](#). Some specific suggestions for planning and conducting the workshop effectively are provided below.

### ***Tips for the organizer(s)***

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#### **Selecting an appropriate venue**

Attention needs to be given to selecting an appropriate venue for the workshop. The geographic location as well as the actual physical space such as the size and layout of the room can have a major impact on the outcome of the workshop. When choosing a venue, some things to consider include the following:

- Does the location pose any security issues for participants?
- Is it easily accessible by local transportation?
- Is the space accessible to persons living with disabilities?
- Is the physical space appropriate for a participatory training process (e.g., can tables and chairs be moved around to accommodate breakout group activities)?

#### **Selecting participants**

Selection of participants must be related to the planned output of the workshop, which is the evaluation plan for a human rights training course. Therefore, participants selected should already have some knowledge and experience in designing and delivering human rights training activities. Other considerations to keep in mind, in terms of the overall group of participants, are gender balance, a mix of backgrounds and expertise, and the commitment and availability of participants and their respective organizations to undertake follow-up activities.

## Selecting facilitators

The number of facilitators required for conducting a workshop will depend on the number of participants. It is recommended to plan for one facilitator for every 10 participants. The facilitators need to be skilled in adult education methods, knowledgeable about human rights and evaluation, and experienced in working with diverse groups.

Workshop organizers should hold an orientation/briefing session with facilitators well in advance of the workshop, to ensure maximum benefit from their input.

## Pre-workshop questionnaire

The pre-workshop questionnaire is an indispensable tool in a participatory learning process. It should be completed by participants prior to the workshop, and serves to engage them well in advance of the workshop itself, by having them reflect on their own experience, training context, and expectations in terms of learning needs. Moreover, it enables the organizers and facilitators to gather information to build into the activities. It is therefore important to ensure that participants submit their completed questionnaires well in advance of the workshop, so that organizers and facilitators can analyze and integrate the information provided by participants into the workshop design.

To note, in particular, is **Part 3 – Example of evaluation tools and techniques from participants**, of the pre-workshop questionnaire. It is an essential component of the questionnaire. Examples submitted by participants will enable the organizers and facilitators to gauge participants' experience in evaluation. In addition, the examples provided will be used in the Evaluation Exchange Activity during the workshop (see **Annex 1: Sample pre-workshop questionnaire**).

## Evaluation

The purpose of evaluation is to gather feedback on the content and process of the workshop and also to help participants reflect on their learning. Evaluation data should be collected at the end of each day and in a general evaluation questionnaire at the end of the workshop as well as informally through discussions with participants and facilitators throughout the workshop (for a sample end-of-day evaluation and a general final evaluation questionnaire, see respectively **Annex 2** and **Annex 3**).

Organizers may however choose to develop other evaluation tools that may be more suitable for their particular target audience.<sup>1</sup> The information gathered from the various evaluation processes should be used to produce the workshop report, which then should be shared with all relevant stakeholders (i.e., organizers, participants, facilitators and funders).

## Facilitators' daily debriefs

At the end of each day, organizers should plan a debriefing session with facilitators. During the debrief, the facilitators should discuss positive aspects of the workshop as well as issues, concerns or problems related to workshop content and process that were raised during the end-of-day evaluation/debrief by participants. Together with the organizers, facilitators will decide on corrective actions to be taken or adjustments to be made. They should also review together the next day's agenda.

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<sup>1</sup> OHCHR/Equitas (2011), *Evaluating Human Rights Training Activities – A Handbook for Human Rights Educators*, Professional Training Series No. 18, proposes many examples of evaluation tools.

A proposed agenda, with suggested times, for the facilitators' debriefing is as follows:

- Review of the day's activities and events, including logistics (20 min)
- Planning for the following day (20 min)

## ***Tips for the facilitator(s)***

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### **Preparing for the workshop**

Facilitators will need to carefully review the pre-workshop questionnaires completed by the participants. Particular attention should be paid to the needs and expectations expressed by participants and their level of knowledge and skills in training evaluation. Facilitators will need to be very familiar with the overall flow and content of the workshop; therefore, a thorough review of all workshop activities and materials prior to the workshop is essential. Facilitators should also be very familiar with the Evaluation Handbook.

### **Conducting the workshop**

A sample workshop schedule is provided below. In **Part 2 – Workshop Sessions**, the opening page of each session lists all the session activities and related timing. A short description of the overall aim and content of the session is also provided. Facilitators should review this information with participants before beginning each session. Detailed procedural instructions are provided for each of the activities to help facilitators structure their work with the participants. Facilitators must remember, however, to be flexible! If they believe it is necessary to make changes to activities in order to accommodate a particular training context or participant group, they should feel free to do so.

Engaging participants in the learning process is an effective way to further build their skills during the workshop. Facilitators are encouraged therefore to provide opportunities for participants to take part in different aspects of the workshop delivery, for instance by:

- Carrying out energizers and recaps
- Facilitating some of the activities and discussions during the workshop
- Preparing flipcharts and assisting in other aspects of the workshop
- Conducting different parts of the evaluation process (e.g., distributing and collecting written questionnaires, leading an evaluation activity, analyzing data and presenting preliminary findings to the group)

## **1.6. Sample schedule**

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The workshop is designed to take place over two-and-a-half days. A typical day begins at 8:30 or 9:00 a.m. and ends between 5:30 and 6:00 p.m. Suggested timeframes for each session are provided below, as well as a suggested breakdown of the activities, which are detailed in Part 2 of this Guide. It is important to remember that these suggested timeframes are only guidelines; the number of activities and the time allotted can be adapted as appropriate to the needs of the specific participants.

<b>Day 1</b>		<b>6 hrs 30 min</b>
<b>Session 1 · Getting started</b>		
Activity 1.1.	Welcome and introductions	45 min
Activity 1.2.	Verifying needs and contributions	30 min
Activity 1.3.	Approach to planning human rights education work	1 hr

<b>Session 2 · The educational evaluation process</b>		
Activity 2.1.	Defining educational evaluation	1 hr
Activity 2.2.	Models of educational evaluation for human rights education	45 min
Activity 2.3.	Overview of the five-step evaluation design process	45 min

<b>Session 3 · Understand the change that is needed (STEP 1)</b>		
Activity 3.1.	Planning a training needs assessment	1 hr 45 min

<b>Day 2</b>		<b>7 hrs</b>
<b>Session 4 · Describe the desired change – defining results (STEP 2)</b>		
Activity 4.1.	Defining results and setting objectives	1 hr 30 min
Activity 4.2.	Defining indicators for human rights training	1 hr 15 min

<b>Session 5 · Evaluation tools and techniques exchange</b>		
Activity 5.1.	Evaluation tools and techniques exchange	1 hr 30 min

<b>Session 6 · Increase effectiveness – formative evaluation (STEP 3)</b>		
Activity 6.1.	Formative evaluation	45 min

<b>Session 7 · Determine the changes that have occurred (STEP 4)</b>		
Activity 7.1.	Summative, transfer and impact evaluation	1 hr 15 min
Activity 7.2.	Tabulating results data	45 min



<b>Day 3</b>		<b>3 hrs 45 min</b>
<b>Session 8 · Communicate results – the evaluation report (STEP 5)</b>		
Activity 8.1.	Communicating the results – Main features of an evaluation report	45 min
<b>Session 9 · Next steps</b>		
Activity 9.1.	Presentation of evaluation plans	2 hrs 15 min
Activity 9.2.	Final evaluation and feedback	45 min

The schedule above features only the workshop sessions. The organizers/facilitators will also need to build time into the schedule for the following:

- **Recap by participants** 30 minutes at the beginning of each day (Day 1 excluded)
- **Morning and afternoon break** 20 to 30 minutes each
- **Lunch break** 1 hour/1 hour 30 minutes
- **Plenary end-of-day debrief with participants** 15 minutes at the end of each day
- **Daily evaluation** 5 to 10 minutes at the end of each day
- **Facilitators' daily debrief** 1 hour at the end of each day



# Part 2

## Workshop sessions

This part provides specific guidance on each workshop session, including activities and materials (e.g., worksheets for participants to record their work and reference notes, with additional guidance for both participants and facilitators).

**Session 1** – Getting started

**Session 2** – The educational evaluation process

**Session 3** – Understand the change that is needed (STEP 1)

**Session 4** – Describe the desired change – defining results (STEP 2)

**Session 5** – Evaluation tools and techniques exchange

**Session 6** – Increase effectiveness – formative evaluation (STEP 3)

**Session 7** – Determine the changes that have occurred (STEP 4)

**Session 8** – Communicate results – the evaluation report (STEP 5)

**Session 9** – Next steps

# Session 1

## Getting started

<b>Activity</b>	<b>Time</b>
• Activity 1.1. Welcome and introductions	45 min
• Activity 1.2. Verifying needs and contributions	30 min
• Activity 1.3. Approach to planning human rights education work	1 hr

### **Description**

This first session serves to welcome participants and enable them to get to know one another. Participants reflect on their needs and contributions and how they can work effectively as a group, guided by human rights values. They review the goal, the objectives and agenda for the workshop and the Evaluation Handbook. Key concepts are introduced (e.g., systems approach, educational evaluation).

## Activity 1.1. Welcome and introductions

<b>Objectives</b>	To enable participants and members of the workshop team to: <ul style="list-style-type: none"> <li>• get to know each other</li> <li>• build an effective group dynamic based on mutual trust</li> </ul>	<b>Facilitator notes</b>  Prepare name cards for participants.  Prepare flipchart papers with the values listed below and place them on the walls around the room.  <b>Values</b> <ul style="list-style-type: none"> <li>• Accountability</li> <li>• Respect</li> <li>• Open-mindedness</li> <li>• Transparency</li> </ul>
<b>Time</b>	45 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart paper and markers</li> <li>• Name cards</li> </ul>	
<b>Description</b>	<p><b>Part A · Welcome (5 min)</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants and introduce workshop and organizing team.</li> <li>2. Explain the context of this workshop.</li> </ol> <p><b>Part B · Introduction of participants (20 min)</b></p> <ol style="list-style-type: none"> <li>1. Present the values posted around the room: accountability, respect, openness, transparency.</li> <li>2. Ask participants to reflect individually on the values posted and then go and stand by the one they most identify with as human rights educators. Participants form a group with the people who have gathered around the same value.</li> <li>3. Invite participants to introduce themselves (name, country/province/region, organization) to the other participants gathered around the same value and explain the reasons why they chose the particular value.</li> </ol> <p><b>Part C · Whole group discussion (20 min)</b></p> <ol style="list-style-type: none"> <li>1. Invite each group to introduce their members and explain some of the reasons they chose the particular value.</li> <li>2. Once each group has presented lead a whole group discussion using the following questions as a guide: <ul style="list-style-type: none"> <li>• How can these values guide the way we work together throughout the workshop?</li> <li>• Are there any other values that are important for us to build an effective group dynamic for working together?</li> </ul> </li> </ol>	

**End of activity**

## Activity 1.2. Verifying needs and contributions

<b>Objective</b>	To have participants review their needs and what they can contribute in relation to the workshop objectives and content, as well as for the effective functioning of the workshop	<p><b>Facilitator notes</b></p> <p>Prior to the workshop, participants completed a pre-workshop questionnaire, in which they provided information about their needs and contributions and other information for the workshop. Use information provided in the questionnaires about needs and contributions to prepare the flipchart for Part A of this activity.</p> <p>In a participatory training process, where it is essential foster a safe and friendly learning environment, addressing people's human needs as well as their learning needs is equally important (e.g., a person living with a disability may have particular needs that extend beyond the category of "learning" needs). In carrying out this activity, the facilitator should also encourage participants to express human needs and contributions.</p>			
<b>Time</b>	30 min				
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A flipchart of participants' needs and contributions and a second flipchart of the workshop objectives</li> <li>• Copies of the Evaluation Handbook</li> <li>• Copies of the Workshop Guide</li> <li>• Copies of the Agenda</li> </ul>				
<b>Description</b>	<p><b>Part A · Needs and contributions (15 min)</b></p> <ol style="list-style-type: none"> <li>1. Post the flipchart you prepared of participants 'needs and contributions'. Ensure to also include facilitators' 'needs and contributions'.</li> <li>2. Using the information provided by participants in the pre-workshop questionnaire, designate working groups based on training audience. During the workshop, participants will continue to work in these same groups to collectively determine the responses drawing on their experience.</li> <li>3. Ask participants to get in their working groups to share their experiences in conducting educational evaluation and review their needs and contributions.</li> <li>4. Invite participants to add any other needs or contributions they feel should be included.</li> </ol> <table border="1" data-bbox="459 1188 1096 1549"> <thead> <tr> <th data-bbox="459 1188 719 1234">My needs</th> <th data-bbox="719 1188 1096 1234">What I can contribute</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1234 719 1549"></td> <td data-bbox="719 1234 1096 1549"></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>5. Ask groups to report back to the larger group.</li> <li>6. Comment on the needs and contributions, highlighting commonalities and differences and pointing out links between needs and contributions of different participants.</li> <li>7. Ask participants if they want to add anything.</li> </ol>		My needs	What I can contribute	
My needs	What I can contribute				

**Activity 1.2. continued on next page**

## Activity 1.2. Verifying needs and contributions (continued)

### Description

#### Part B • Objectives and content (15 min)

1. Distribute the workshop agenda, copies of the Evaluation Handbook and of the Workshop Guide to the participants.
2. Review the objectives and content of the workshop referring to the participants' needs and contributions.
3. Point out any needs that cannot be met during this workshop. Explain the idea of a **parking lot**, where participants can list issues, topics and questions not necessarily addressed during the workshop, but which are nonetheless of interest to participants. The parking lot issues can be listed on a flipchart posted in the room and discussed informally during breaks.
4. Explain to participants that the groups they are working in will be their primary working groups during the workshop. These will also be the working groups for the development of an evaluation plan for a human rights training course.

Using the information from the pre-workshop questionnaires, divide participants into working groups based on the main target audiences of their training course, as indicated in their questionnaires. (5 participants per group approximately).

Organize tables in the workshop room into islands so that participants can work in working groups.

For **Part A**, prepare a flipchart of the participants' needs and contributions using the information they provided in their questionnaires. The chart in **Part A** provides a suggested format.

Also prepare a flipchart of the workshop objectives.

**End of activity**

## Activity 1.3. Approach to planning human rights education work

<b>Objective</b>	To have participants explore the benefits of a systematic approach to the development, design, implementation and evaluation of human rights education (HRE)	<b>Facilitator notes</b>  Review the following pages in the Evaluation Handbook to prepare for this activity: <ul style="list-style-type: none"> <li>• pp. 14-18</li> </ul> Prepare in advance the diagram of the systems approach on a flipchart. See Evaluation Handbook p. 15 (Box 8a)  Organize tables in islands so that participants can work in their working groups.
<b>Time</b>	60 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <b>Worksheet 1: Approach to planning human rights education work</b></li> <li>• Evaluation Handbook p. 15 (Box 8a), and p. 16 (Box 8b)</li> <li>• Diagram of a systems approach on flipchart</li> <li>• Flipchart and markers</li> </ul>	
<b>Description</b>	<p><b>Part A · Small group work (25 min)</b></p> <ol style="list-style-type: none"> <li>1. Invite participants to get into their working groups and share their organization’s HRE work for the main target audience of their training course.</li> <li>2. Ask participants to record the main elements of their discussion using <b>Worksheet 1: Approach to planning human rights education work</b>.</li> </ol> <p><b>Part B · Presentation (25 min)</b></p> <ol style="list-style-type: none"> <li>1. Present the diagram “The context of HRE: a systems approach” using the flipchart you prepared. See Evaluation Handbook p. 15 (Box 8a).</li> <li>2. As you describe the systems approach invite participants to give examples from their HRE work basing themselves on what they shared during their small group discussions in <b>Part A</b>.</li> <li>3. While presenting the systems approach, highlight the following key points:           <ul style="list-style-type: none"> <li>• HRE is one of a number of potential actions to address the current human rights situation in a particular country or community, which can lead to the desired social change.</li> <li>• We must be aware of other human rights and HRE work that is taking place so that we can better evaluate the contribution of our particular HRE activities to the achievement of the broader goals of social change.</li> <li>• A systems approach can be used to help us understand this broader context in which HRE takes place. It can also give us an appreciation of the challenges involved in evaluating human rights training and assessing its contribution to social change.</li> </ul> </li> </ol>	

**Activity 1.3. continued on next page**



## Activity 1.3. Approach to planning human rights education work (continued)

### Description

- A systems approach involves situating a HRE event within a broader context which includes:
  - Your organization's HRE work on a particular issue
  - Your organization's overall HRE work
  - Your organization's human rights work
  - Work that is carried out on the same issue by other organizations at the local/ national/regional/ global levels
  - The global human rights environment which may be favourable or limiting towards the advancement a particular human rights issue
- 4. Present "Example of a systems approach: training in women's rights". See Evaluation Handbook p. 16 (Box 8b).

### Part C · Whole group discussion (10 min)

1. Lead a whole group discussion using the following question as a guide:

*How could a systems approach to planning HRE work help you in measuring the contribution of your HRE work to broader societal impact?*
2. Record the main ideas on a flipchart and fill in missing information using the points below.
  - Using a systems approach can be beneficial in several ways:
    - Provides a "big picture" that helps us see how a training course fits with the other work of our organization
    - Helps identify how our HRE activities fit with other HRE activities organized by other actors
    - Prompts critical reflection on the nature of our HRE work and how it can be improved
    - Can increase the quality and effectiveness of HRE and training programmes

**End of activity**

## Worksheet 1: Approach to planning human rights education work

Record the main elements of your discussion from Activity 1.3 – Part A using the chart below.

Questions	Your response
1. Briefly describe the target audience and the human rights training course you identified for this evaluation workshop.	
2. Describe your organization's/institution's HRE work with this audience.	
3. Describe your organization's/institution's overall HRE work.	
4. Briefly describe the work that is carried out by other actors in your country/region working with this audience.	

## Session 2

# The educational evaluation process

<b>Activity</b>	<b>Time</b>
• Activity 2.1. Defining educational evaluation	1 hr
• Activity 2.2. Models of educational evaluation for human rights education	45 min
• Activity 2.3. Overview of the five-step evaluation design process	45 min

### **Description**

In this session, participants explore what educational evaluation is, why we evaluate, and the characteristics of a good evaluation. They also review models for educational evaluation, including the cycle for continuous improvement, and Kirkpatrick's four-level model. Participants are introduced to the five-step evaluation design process.

## Activity 2.1. Defining educational evaluation

<b>Objective</b>	To have participants reflect on their personal notions about educational evaluation	<b>Facilitator notes</b>
<b>Time</b>	1 hour	Review the following pages in the Evaluation Handbook to prepare for this activity:
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Definition of HRE, Evaluation Handbook p. 9</li> <li>• <b>Reference Note: What is educational evaluation?</b></li> </ul>	• pp. 17-22
<b>Description</b>	<p><b>Part A · Activity: “Continuum” (10 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that they will do a short activity called a “continuum”.</li> <li>2. Explain that you will read out some questions or statements and participants will indicate their response to each by placing themselves along an imaginary line or “continuum” extending from one side of the room to the other. The position they choose along the line will indicate their position with regard to the question or statement. One side of the room will represent a strongly positive response; the other side will represent a strongly negative response; while the middle of the room is for responses somewhere in between the two extremes.</li> <li>3. Ask participants to stand and do an example with them. After each statement, invite a few group members to share why they have chosen to place themselves where they are on the continuum. <ul style="list-style-type: none"> <li>• I am having a good day so far.</li> </ul> <p><i>Agree – not sure – disagree</i></p> <ul style="list-style-type: none"> <li>• Participant satisfaction is a valid and sufficient measure of the success of a training course.</li> </ul> <p><i>Agree – not sure – disagree</i></p> <ul style="list-style-type: none"> <li>• A good evaluation requires planning from the beginning stages of a HRE program or training course.</li> </ul> <p><i>Agree – not sure – disagree</i></p> <ul style="list-style-type: none"> <li>• It is primarily the success stories of educational evaluation that have value.</li> </ul> <p><i>Agree – not sure – disagree</i></p> </li> </ol>	<p>Organize tables in islands so that participants can work in their working groups.</p> <p>A “Continuum” activity can be used as a warm-up activity to introduce a topic. The first question should be quite simple so that participants feel comfortable taking a position. Subsequent questions will relate to the issue in question. The “Continuum” here is used to introduce educational evaluation by having participants reflect on and share insights on evaluation practice.</p>

**Activity 2.1. continued on next page**

## Activity 2.1. Defining educational evaluation (continued)

### Description

#### Part B · Small group work (20 min)

1. Write the following questions on a flipchart:
  - Why do we evaluate?
  - What are the characteristics of a good evaluation process?
2. Invite participants to get into their working groups to discuss the questions.
3. Ask each group to record their ideas on a flipchart and appoint a rapporteur to report back to the whole group.

#### Part C · Group presentations (30 min)

1. Invite each rapporteur to present the results of their discussion to the whole group. As each additional rapporteur presents, they should only add onto the information already presented.
2. After the groups have reported back to the whole group, invite participants to open the Evaluation Handbook to p. 9 and review the definition of HRE:

“Human rights education (HRE) is all learning that builds human rights knowledge, skills, attitudes and behaviours. It is a process of empowerment that begins with the individual and branches out to encompass the community at large.”
3. Complement participants’ presentations with information from **Reference Note: What is educational evaluation?** (Summary of pp. 17-22 in the Evaluation Handbook)

End of activity

## Reference Note: What is educational evaluation?

(Summary of pp. 17-22 in the Evaluation Handbook)

### Educational evaluation in the context of human rights education can be defined as:

A systematic activity used to gather information:

- About the extent of changes at the level of the individual, organization/group and broader community/society leading to greater respect for human rights that can reasonably be connected with our HRE intervention
- To support decisions about how to improve the effectiveness of our human rights training activities

Key points to keep in mind in this definition are that evaluation is a **systematic activity**, which means that it **has to be planned**. Evaluation provides us with information about the effects of our HRE work in relation to the goals that we have set out to achieve. This information can help us demonstrate how our HRE work is contributing to building a culture of human rights in the societies where we work. Finally, evaluation can provide us with the necessary information for improving the effectiveness of our HRE work.

### Why evaluate?

It is important to evaluate HRE in order to:

- improve our training programmes
- determine the effectiveness of our training programmes
- plan future programmes
- validate the work we do; to provide an account of actions and results
- share experiences and good practices with others working in HRE

### What are the characteristics of a good evaluation?

A good evaluation process for HRE can be defined by several important characteristics including:

- purposeful
- action-oriented
- practical
- participatory
- self-critical
- non-disciplinary
- truth-seeking
- accurate
- forward-looking
- effective reporting procedures
- ethical and democratic
- gender-sensitive

## Activity 2.2. Models of educational evaluation for human rights education

<b>Objective</b>	To have participants explore two models for educational evaluation	<b>Facilitator notes</b>  Review the following pages in the Evaluation Handbook to prepare for this activity:  • pp. 23-29
<b>Time</b>	45 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Evaluation Handbook pp. 23-29</li> <li>• <b>Reference Note: Models of educational evaluation</b></li> </ul>	
<b>Description</b>	<p><b>Part A · Presentation (30 min)</b></p> <ol style="list-style-type: none"> <li>1. Present two models for educational evaluation summarized in <b>Reference Note: Models of educational evaluation</b>.</li> <li>2. Invite participants to look at the models in the Evaluation Handbook as you explain them:             <ul style="list-style-type: none"> <li>• The cycle of continuous improvement p. 25</li> <li>• Kirkpatrick's four-level model pp. 27-29</li> </ul> </li> </ol> <p><b>Part B · Whole group discussion (15 min)</b></p> <p>Lead a whole group discussion using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• What do you think of these models of educational evaluation?</li> <li>• Do you use these models or other similar models in your work?</li> </ul>	

**End of activity**

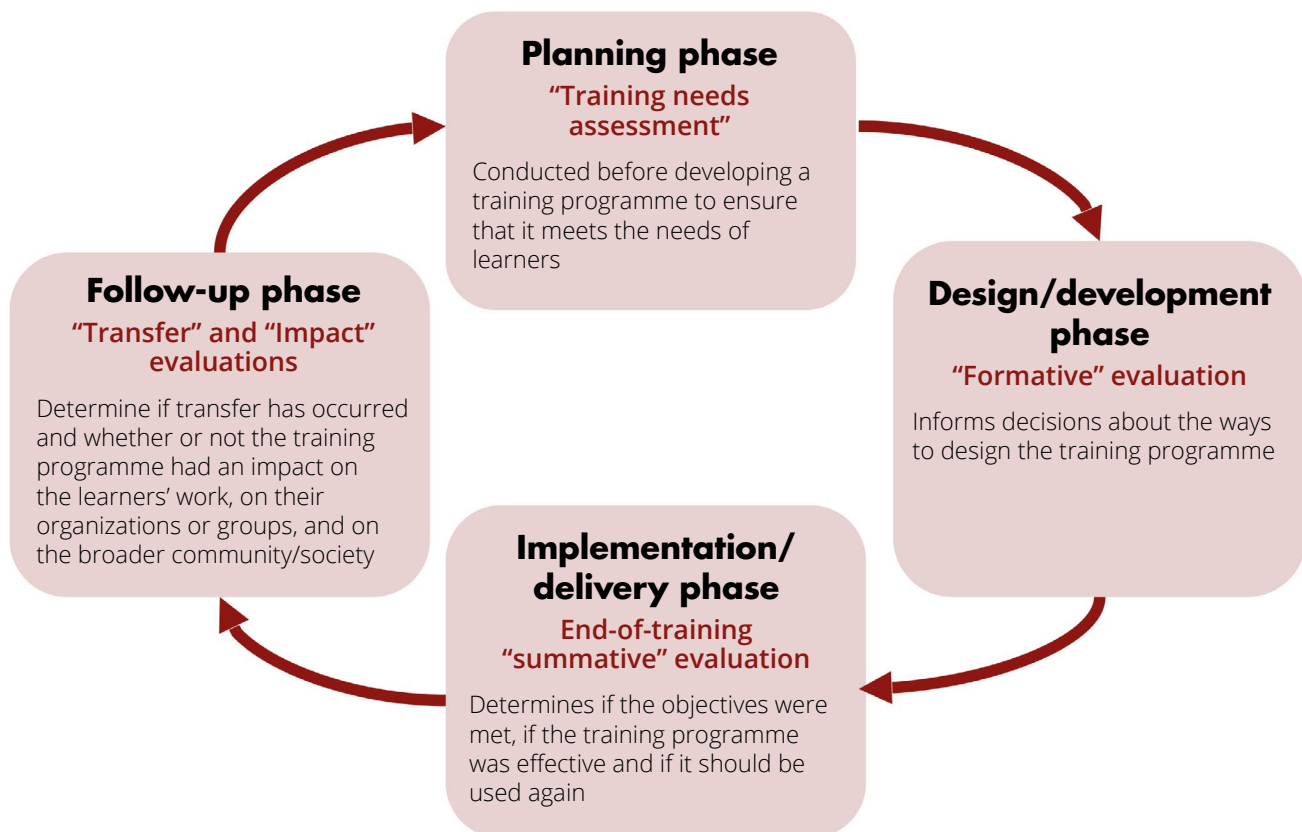
## Reference Note: Models of educational evaluation

(Summary of Evaluation Handbook pp. 25-29)

The two models proposed in the Evaluation Handbook are **the cycle of continuous improvement** (Newby, et al., 1996) and **Kirkpatrick's four-level model of evaluation** (Kirkpatrick, et al., 2006). Although there is no one perfect recipe for the evaluation of training, these two models were selected because, used together, they provide a comprehensive theoretical framework for developing and conducting an evaluation process in the area of HRE with adult learners.

### The cycle of continuous improvement

The cycle of continuous improvement model helps us to situate our evaluation process within the broader context of the design of our human rights training programmes and activities.



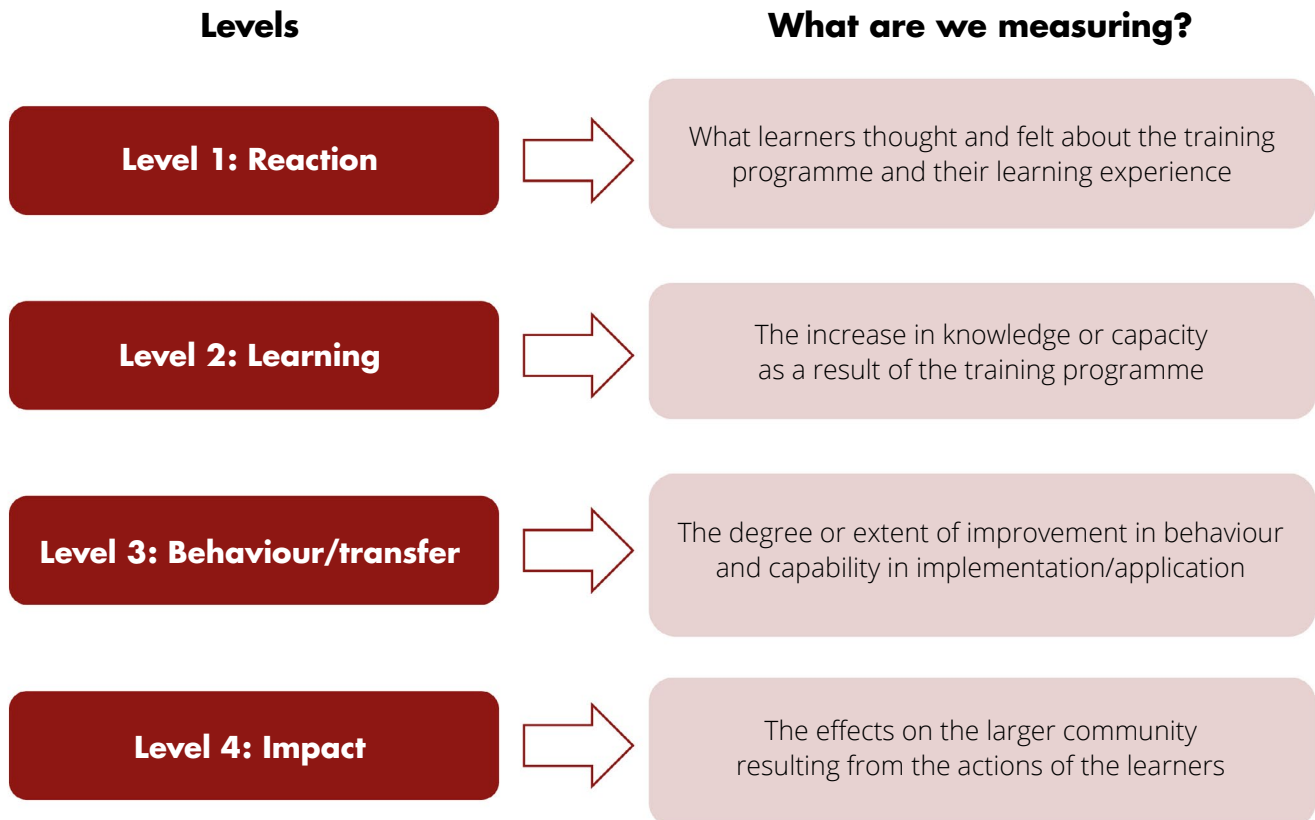


## Reference Note: Models of educational evaluation (continued)

(Summary of Evaluation Handbook pp. 25-29)

### Kirkpatrick's four-level model

Kirkpatrick offers a practical model for evaluating training events and the learning that has occurred. The model focuses on measuring results at different levels starting with the individual and expanding to encompass a broader community.



## Activity 2.3. Overview of the five-step evaluation design process

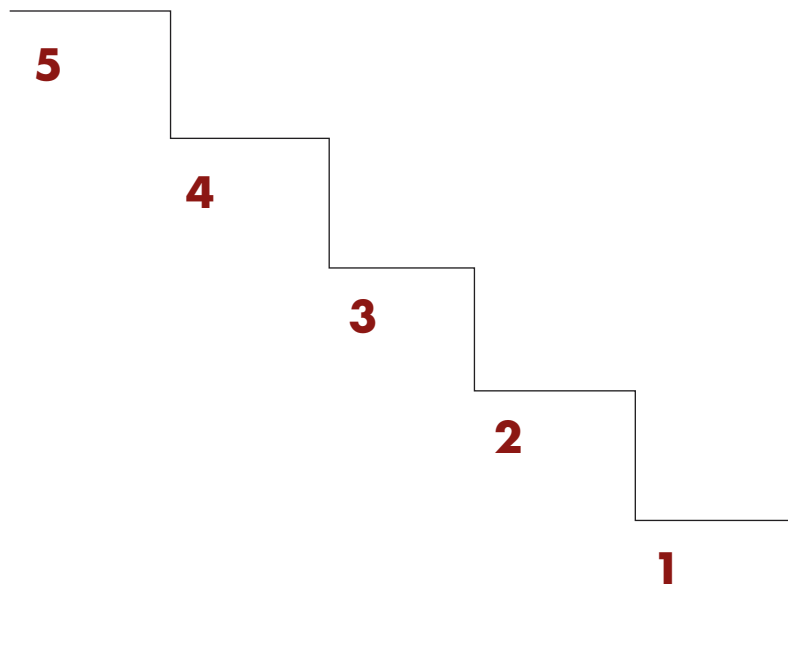
<b>Objective</b>	To have participants reflect on the evaluation design process	<b>Facilitator notes</b>  Prepare a flipchart version of the <i>Steps for the evaluation design process</i> in the appropriate order. See Evaluation Handbook:  • pp. 34-35.  As the flipchart outlines the steps that participants will follow to develop their evaluation plan, it should remain posted in the training room for the remainder of the workshop for easy reference.
<b>Time</b>	45 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• <b>Worksheet 2: Steps for the evaluation design process</b></li> </ul>	
<b>Description</b>	<p><b>Part A · Small group work (25 min)</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into small groups.</li> <li>2. Ask each group to complete the exercise on <b>Worksheet 2: Steps for the evaluation design process</b>.</li> </ol> <p><b>Part B · Whole group discussion (20 min)</b></p> <ol style="list-style-type: none"> <li>1. Invite each group to share the results of their discussion and compare the steps.</li> <li>2. Post a flipchart version of <b>Worksheet 2: Steps for the evaluation design process</b> and explain each step of the evaluation design process.</li> <li>3. Explain that during the workshop, we will go over each step in more detail.</li> <li>4. Stress the importance of closely linking the evaluation process to the design process. This will ensure that evaluation is not just an afterthought, but rather an integral part of the training design.</li> </ol>	

**End of activity**

## Worksheet 2: Steps for the evaluation design process

Below are steps to follow when designing an evaluation process. Determine a logical order for the steps by numbering them from 1 to 5.

- Communicate results – preparing an evaluation report
- Understand the change that is needed – training needs assessment
- Increase effectiveness – formative evaluation
- Determine the change that has occurred – end-of-training summative evaluation, and transfer and impact evaluations
- Describe the desired change – defining results



### Questions to consider:

- When designing an evaluation process, is there only one order for these activities to occur?
- What is the relationship between the steps?
- How do these steps relate to the phases presented in the cycle of continuous improvement?

## Session 3

# Understand the change that is needed (STEP 1)

### Activity

### Time

---

Activity 3.1. Planning a training needs assessment

1 hr 45 min

### Description

This session outlines STEP 1 of the five-step evaluation design process: planning a training needs assessment. Participants determine the purpose of a training needs assessment, review a variety of tools for training needs assessment and explore the applicability of these tools in the context of their human rights training work.

## Activity 3.1. Planning a training needs assessment

<b>Objectives</b>	To have participants: <ul style="list-style-type: none"> <li>• determine the purpose of a training needs assessment</li> <li>• identify appropriate techniques and data sources to conduct a training needs assessment</li> </ul>	<b>Facilitator notes</b>  Review the following pages in the Evaluation Handbook to prepare for this activity: <ul style="list-style-type: none"> <li>• pp. 36-54</li> <li>• pp. 145-175 (tools)</li> </ul> Organize tables in islands so that participants can work in their working groups.
<b>Time</b>	1 hour 45 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Evaluation Handbook pp. 36-54 and 145-175</li> <li>• <b>Reference note: Training needs assessment</b></li> <li>• <b>Worksheet 3: Description of your target audience</b></li> <li>• <b>Worksheet 4: Learning needs of your target audience</b></li> <li>• <b>Worksheet 5: STEP 1 – Planning a training needs assessment</b></li> <li>• <b>Worksheet 6: Presentation of your target audience’s learning needs</b></li> </ul>	
<b>Description</b>	<p><b>Part A · Whole group discussion (10 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that we will begin by reviewing <i>STEP 1 – Understand the change that is needed</i>, of the evaluation design process. (This is part of the planning phase of the training design process)</li> <li>2. Ask participants the following questions and record their answers on a flipchart:             <ul style="list-style-type: none"> <li>• What is a training needs assessment?</li> <li>• Why do we conduct a training needs assessment?</li> </ul> </li> <li>3. Complete the responses with information from <b>Reference note: Training needs assessment.</b></li> </ol> <p><b>Part B · Whole group discussion (25 min)</b></p> <ol style="list-style-type: none"> <li>1. Ask participants about the data sources and tools they use in their work to identify the learning needs of their target audience.</li> <li>2. Invite participants to open the Evaluation Handbook to p. 145: <b>Evaluation tools for training needs assessment.</b></li> <li>3. Review the tools with participants and discuss the applicability of the tools in their context.</li> </ol>	

Activity 3.1. continued on next page

## Activity 3.1. Planning a training needs assessment (continued)

### Description

#### Part C · Group work (55 min)

1. Review the following pages in the Evaluation Handbook with participants:
  - Sources of information p. 46
  - Data collection tools, pp. 47-48
2. Invite participants to get into their working groups and begin the process of designing the evaluation plan for a human rights training course for their specific target audience. They should complete **Worksheets 3-6**.
3. Ask each group to record their ideas on a flipchart version of **Worksheet 6: Presentation of your target audience's learning needs**.

#### Part D · Group Presentations (15 min)

Invite each working group to post their completed flipchart version of **Worksheet 6** and briefly present their target audience, the learning needs, and key ideas to conduct a training needs assessment.

**End of activity**

## Reference Note: Training needs assessment

Summary of Evaluation Handbook pp. 36-54

### What is training needs assessment?

A type of evaluation that is conducted during the planning phase, that is, before a human rights training course has been developed, to determine training needs.

### Why?

Training needs assessment helps human rights educators identify the gap that exists between the current human rights and HRE situation and a more ideal situation that can be addressed by training. Understanding this gap will enable human rights educators to identify the training needs of the learners. Information collected prior to training can be used to shape the training and make it more effective.

### How?

The process for conducting a training needs assessment is the same as for any type of evaluation:

- Define the purpose of the training needs assessment
- Determine the right questions about the context of the training and about the learners
- Collect information from the right sources to answer your questions; analyze the data to make your recommendations
- Act on the information – this involves specifying learning needs and identifying the overall learning goal of the training course or programme

### Two main information-gathering activities of a training needs assessment for human rights education are:

- **The environmental scan** – an analysis of the context in which the human rights training will take place. This includes gathering and analyzing information about learners' organizational or community context and their actual work in their organization or communities. It can also involve an analysis of the political situation, and the current human rights situation both in the country and globally.
- **The learner profile** – an analysis of various learner characteristics that will help us build an accurate picture of the learners for the training course and thus inform our decisions about training design. Key characteristics include demographic information, occupation, education and motivation for learning. When resources for conducting training needs assessment are limited, it is often possible to integrate some of the basic questions into pre-training questionnaires, informal interviews and pre-training assignments.

### Result

Information gathered through these two activities will enable us to determine training needs and identify an overall training goal.

## Worksheet 3: Description of your target audience

Prepare a general description of the target audience of your training course by completing the chart below.

Target audience: \_\_\_\_\_

Characteristic	Description
Average age/age range	
Gender	
Language/literacy level	
Occupation/profession	
Education	
Previous human rights knowledge, skills, attitudes and experiences	
Motivation	
Tasks carried out by learners in their organizations or local communities that require human rights knowledge, skills, attitudes/behaviours	
Main human rights issues/problems faced by learners in their work/life in their community	



## Worksheet 4: Learning needs of your target audience

List your assumptions about the target audience's learning needs in the chart below.

	Current	Desired
Knowledge		
Skills		
Attitudes		

## Worksheet 5: STEP 1 – Planning a training needs assessment

Describe, in the chart below, how you will carry out each element of the needs assessment process.

Evaluation tools/process	Description
Purpose of the training needs assessment	
Time frame	
What you want to learn from this type of evaluation?	
Who will conduct this evaluation?	
Intended audiences of this evaluation?	
Data sources See Evaluation Handbook p. 46	
Data collection tools See Evaluation Handbook pp. 47-48 (Box 21), pp. 145-173 " <i>Evaluation tools for training needs assessment</i> "	
Data analysis methods	
How will the results be used?	

## Worksheet 6: Presentation of your target audience's learning needs

Prepare the presentation of your target audience's learning needs using the chart below.

Description of your target audience	
Learning needs of your target audience	
What you will do to identify the training needs	

# Session 4

## Describe the desired change – defining results (STEP 2)

<b>Activity</b>	<b>Time</b>
• Activity 4.1. Defining results and setting objectives	1 hr 30 min
• Activity 4.2. Defining indicators for human rights training	1 hr 15 min

### **Description**

Defining desired results is the second step in the evaluation process. After having conducted a training needs assessment and understanding the change that is needed, it is important to determine what that desired change would actually look like in terms of results and how we will measure those results.

In this session, participants work through STEP 2 of the evaluation design process. They identify the results, goal and objectives of a human rights training course, as well as identify appropriate indicators to measure results.

## Activity 4.1. Defining results and setting objectives

Objective	To have participants identify results, the goal and objectives of a human rights training course	<p><b>Facilitator notes</b></p> <p>Review the following pages in the Evaluation Handbook to prepare for this activity:</p> <ul style="list-style-type: none"> <li>• pp. 9-10 “What is human rights education?”</li> <li>• pp. 55-56 “Defining results for human rights education”</li> <li>• p. 59 (Box 24) “Types of results linked to HRE activities”</li> <li>• p. 60 “From defining results to setting a goal for human rights education”</li> <li>• pp. 60-64 “Developing and writing objectives”</li> </ul> <p>Prepare a flipchart version of the “Splash and Ripple” image p. 55</p> <p>Organize tables in islands so that participants can work in their working groups.</p>
Time	1 hour 30 min	
Materials	<ul style="list-style-type: none"> <li>• Flipchart image of “Splash and Ripple”</li> <li>• Flipchart and markers</li> <li>• Evaluation Handbook p. 55, p. 59, and pp. 62-64</li> <li>• <b>Worksheet 7: STEP 2 – Defining results and setting a goal and objectives</b></li> <li>• <b>Reference Note: Results, goal and objectives</b></li> </ul>	
Description	<p><b>Part A · Whole group discussion (15 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that after understanding the change that is needed in <i>STEP 1</i>, it is important to determine what the desired change would look like in terms of results. In this activity, we will begin <i>STEP 2: Describe the desired change</i> of the evaluation design process. (This is part of the planning phase for the training design process.)</li> <li>2. Remind participants of the definition of HRE and that HRE enables institutions and individuals to become actors of social change aimed towards the effective realization of human rights.</li> <li>3. Explain that as human rights educators we must define the change we want to see. Change, or <b>results</b>, are the external effects of an activity or programme. They are identifiable, measurable indications that demonstrate that the goal and objectives of a human rights course have been achieved.</li> <li>4. Use the “Splash and Ripple” image (p. 55) to help visualize results over time connected to human rights training.</li> </ol> <p><b>Part B · Group work (15 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that one simple way to articulate desired results is to complete the following sentence: <ul style="list-style-type: none"> <li>• As a result of this training course, we see...</li> </ul> </li> <li>2. Invite participants to get into their working groups and come up with some concrete examples of results for their HRE activities (at the individual, organization/ group, and community/social levels) and write them on a flip chart.</li> </ol>	

Activity 4.1. continued on next page

## Activity 4.1. Defining results and setting objectives (continued)

### Description

#### Part C · Whole group discussion (15 min)

1. Invite participants to post their flip charts and share some of their examples of results.
2. For more examples, refer participants to the Evaluation Handbook p. 59.
3. Next explain that defining results enables us to set a clear direction from the beginning. Goals and objectives will help us fill the gap.
4. Use **Reference Note: Results, goal and objectives** (provided below) for a visual explanation of the differences between results, goals and objectives. Then use the example on p. 60 of the Evaluation Handbook to explain the relationship between a result and a goal.
5. Next explain that setting concrete objectives that align with the goal is like providing general signposts along a path towards the results. These signposts (or objectives) indicate the key elements needed to achieve the desired results.
6. Briefly review the tips for writing objectives provided on p. 62 (Box 27) and pp. 63-64.

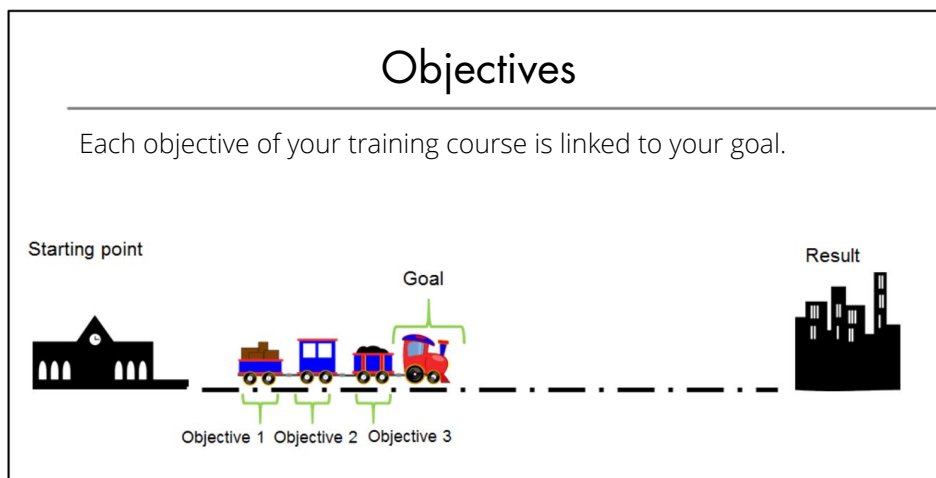
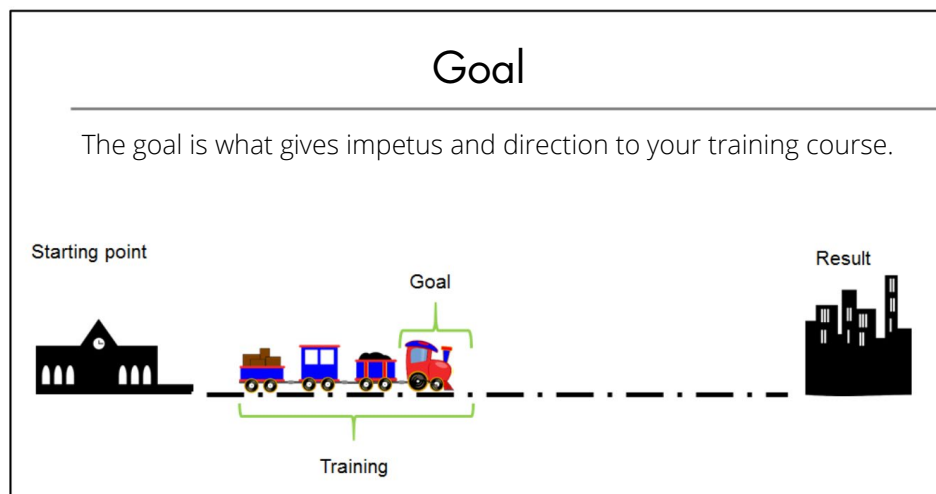
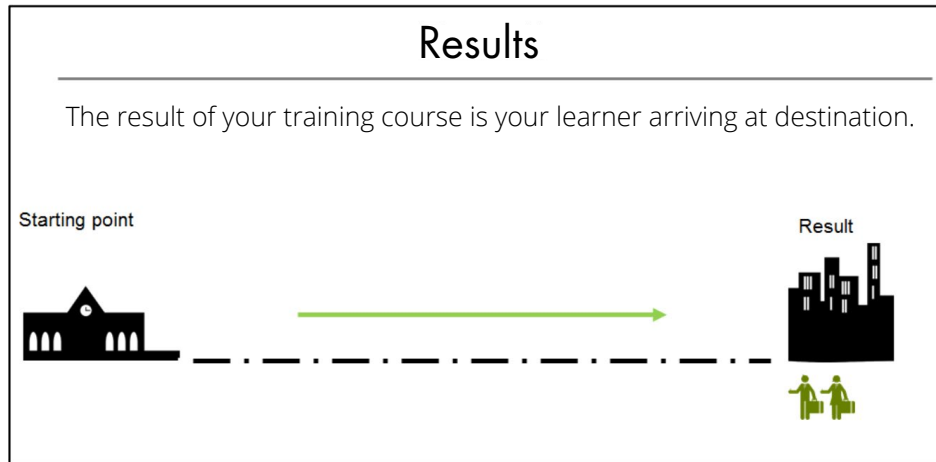
#### Part D · Group work (45 min)

Invite participants to get into their working groups and complete **Worksheet 7: STEP 2 – Defining results and setting a goal and objectives**.

**End of activity**

## Reference Note: Results, goal and objectives

Clearly articulating desired results enables us to set a clear goal and realistic objectives for human rights training courses and to develop the evaluation tools we will need in order to confirm, over time, that the desired change has occurred. The following images depict the connections between results, goals and objectives.



## Worksheet 7: STEP 2 – Defining results and setting a goal and objectives

Briefly describe your human rights training course and identify short-term and medium-term results for the course. Next, identify a goal and learning objectives for the course.

Title of your human rights training course

Expected results of the human rights training course  
*As a result of this training course, we see...*

Short-term results

Medium-term results

Course goal

Course learning objectives



## Activity 4.2. Defining indicators for human rights training

<b>Objective</b>	To have participants identify indicators for a human rights training course	<p><b>Facilitator notes</b></p> <p>Organize tables in islands so that participants can work in their working groups.</p> <p>Review the following pages in the Evaluation Handbook to prepare for this activity:</p> <ul style="list-style-type: none"> <li>• pp. 265-266 “Developing indicators for a log frame”</li> </ul> <p>For more information about indicators, see OHCHR and Equitas’ publication <a href="#"><i>Evaluating the Impact of Human Rights Training: Guidance on Developing Indicators</i></a></p>			
<b>Time</b>	1 hour 15 min				
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• <b>Worksheet 8: Indicators</b></li> <li>• <b>Reference Note: Sample indicators for HRE</b></li> </ul>				
<b>Description</b>	<p><b>Part A · Whole group discussion (30 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain that a further part of <i>STEP 2: Describe the desired change</i> of the evaluation design process is to define indicators to measure the changes or results we would like to see.</li> <li>2. Begin by going over the definition of “indicator” and the types of indicators as described below (Summary of Evaluation Handbook pp. 265-266): <ul style="list-style-type: none"> <li><i>An indicator is a way of measuring the quality, quantity and timeliness of expected results. Indicators should be directly related to the result they are measuring.</i></li> <li><i>There are two types of indicators:</i></li> </ul> <table border="0"> <tr> <td data-bbox="461 991 763 1056"><b>Quantitative indicators</b> have numerical values and are measures of quantity.</td> <td data-bbox="813 991 1097 1056"><b>Qualitative indicators</b> reflect people’s judgments, opinions, perceptions and attitudes towards a given situation or subject.</td> </tr> <tr> <td data-bbox="461 1186 763 1331"> <b>Quantitative indicators</b>  Number of...  Frequency of...  Percentage of... </td> <td data-bbox="813 1186 1097 1331"> <b>Qualitative indicators</b>  Presence of...  Quality of...  Level of... </td> </tr> </table> </li> </ol>		<b>Quantitative indicators</b> have numerical values and are measures of quantity.	<b>Qualitative indicators</b> reflect people’s judgments, opinions, perceptions and attitudes towards a given situation or subject.	<b>Quantitative indicators</b> Number of... Frequency of... Percentage of...
<b>Quantitative indicators</b> have numerical values and are measures of quantity.	<b>Qualitative indicators</b> reflect people’s judgments, opinions, perceptions and attitudes towards a given situation or subject.				
<b>Quantitative indicators</b> Number of... Frequency of... Percentage of...	<b>Qualitative indicators</b> Presence of... Quality of... Level of...				

**Activity 4.2. continued on next page**

## Activity 4.2. Defining indicators for human rights training (continued)

### Description

### Examples of results and indicators:

#### Result

*As a result of our training, we see...* teachers better able to integrate gender equality into their classroom activities

#### Indicators

- % of teachers (f/m) trained that produce a plan to integrate gender equality into their classroom activities
- Level of confidence (on a four-point scale) of teachers (f/m) in their ability to implement their plans

#### Result

*As a result of the training provided on the effects of violence against children at a local school, we see...* less corporal punishment in the school

#### Indicators

- % of children (f/m) who feel safer at school
- # of teachers (f/m) that report using alternative methods of behaviour management

3. Invite participants to share some of the results they had identified and lead a brainstorming session to identify examples of indicators (quantitative and qualitative) for their results.

4. For more examples of indicators, distribute **Reference Note: Sample indicators for HRE** (provided below).

### Part B • Group work (30 min)

Invite participants to get into their working groups and complete **Worksheet 8: Indicators**

### Part C • Whole group discussion (15 min)

1. Invite each group to present their results and indicators to the whole group.
2. Lead a whole group discussion using the following questions as a guide:
  - Was it easy to identify specific results and indicators for your training course?
  - How will having specific results and indicators strengthen your training course?

**End of activity**

## Reference Note: Sample indicators for human rights education

Indicators help us to frame the evidence or proof required to be able to demonstrate progress towards the results we set out to achieve. They “indicate” what we should observe, in terms of quality, quantity and timeliness, in order to verify whether, or to what extent, progress is being made towards what we set out to achieve through our HRE work.

The following are some examples of results and indicators to measure some short-term results:<sup>2</sup>

Results of human rights training course	Quantitative indicators	Qualitative indicators
Increased ability of government officials from the Ministry of Social Affairs (MOSA) to integrate gender equality into their programming	% of MOSA officials (f/m) who commit to one action to integrate gender equality into their programming	Level of confidence (on a four-point scale) of MOSA officials (f/m) to be able to implement the action in their programming
Increased awareness among police officers in district X of their responsibility to protect human rights	# of police officers trained (f/m) who can describe their responsibility to protect human rights	% of police officers trained (f/m) who feel better equipped to protect human rights of people in district X
Increased knowledge and skills of civil society organizations about government human rights obligations in country X	% of members (f/m) of civil society organizations trained who can identify government human rights obligations	Level of perceived ability (on a four-point scale) of civil society organizations to integrate government human rights obligations in their work
Greater acceptance of LGBTI persons by community members in rural area X	% of workshop participants (f/m) that commit to taking action against discrimination of LGBTI persons in their communities	% of participants trained (f/m) who believe the training material is relevant and useful

<sup>2</sup> OHCHR/Equitas (2019), *Evaluating the Impact of Human Rights Training: Guidance on Developing Indicators*, Professional Training Series No. 18/Add.1.

## Worksheet 8: Indicators

Identify the indicators for evaluating the results identified in *Worksheet 7: STEP 2 - Defining results and setting a goal and objectives*.

Short-term results	Indicators
Medium-term results	Indicators

# Session 5

## Evaluation tools and techniques exchange

### Activity

### Time

---

Activity 5.1. Evaluation tools and techniques exchange

1 hr 30 min

### Description

There are many evaluation tools and techniques to choose from, therefore selecting the most appropriate one can sometimes be challenging. In this session, participants have the opportunity to share effective tools and techniques from their own practice and discuss advantages and disadvantages of each.

## Activity 5.1. Evaluation tools and techniques exchange

<b>Objectives</b>	To have participants: <ul style="list-style-type: none"> <li>• share evaluation tools and techniques from their practice</li> <li>• analyze the advantages and disadvantages of different evaluation tools and techniques</li> </ul>	<b>Facilitator notes</b>  Prior to the workshop, participants were asked to share evaluation tools and techniques that they use in their practice. They were also asked to describe the technique by completing the “Evaluation tools and techniques form” provided as part of the pre-workshop questionnaire.  Prior to this session, set up an ‘Evaluation Techniques Gallery’ by posting the completed “Evaluation tools and techniques forms” submitted by participants, on the walls, separated by at least a meter on each side. Below each form, post a piece of flipchart paper that you will have divided into two equal-size columns labelled “advantages” and “disadvantages.” Clear the area in front of these forms to enable participants to move freely from one to another.
<b>Time</b>	1 hour 30 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipcharts and markers</li> <li>• Tape</li> <li>• Printed copies of participants’ <i>Evaluation tools and techniques form</i></li> </ul>	
<b>Description</b>	<p><b>Part A · Evaluation gallery (30 min)</b></p> <ol style="list-style-type: none"> <li>1. Ask participants to walk around the gallery and read each evaluation tools and techniques form.</li> <li>2. On the flipchart below each form, ask participants to briefly provide an advantage and a disadvantage of using this tool or technique.</li> <li>3. Invite participants to rely on their own experience when writing the comments.</li> </ol> <p><b>Part B · Participant presentations (60 min)</b></p> <ol style="list-style-type: none"> <li>1. After all the flipcharts are completed, ask participants to return to the form they provided.</li> <li>2. Invite participants to consider the advantages and disadvantages identified by the group.</li> <li>3. In a plenary format, invite any participant who would like to briefly (2-3 min) comment on the feedback received.</li> <li>4. Synthesize the discussion drawing on the information provided by the participants and highlighting the importance of the context in which the tool or technique is used and the type of evaluation.</li> <li>5. Reinforce the idea that many tools and techniques can be useful at various stages and with various types of evaluation.</li> <li>6. Stress to participants the importance of understanding the evaluation as well as the particular circumstances to ensure the selection of appropriate tools and techniques.</li> </ol>	

**Activity 5.1. continued on next page**

## Activity 5.1. Evaluation tools and techniques exchange (continued)

### Description

7. Close by discussing how the following factors should guide the selection of an evaluation technique:
  - Type of information needed (e.g. quantitative, qualitative)
  - Information source (e.g. literacy levels of respondents)
  - Context (e.g. indoor, outdoor)
  - Time and resources available (e.g. evaluating at a distance)
  - Complementarily (e.g. combining methods strategically)
  - Experience (e.g. level of familiarity with certain techniques or tools)

**End of activity**

## Session 6

# Increase effectiveness – formative evaluation (STEP 3)

Activity	Time
Activity 6.1. Formative evaluation	45 min

### Description

This session outlines STEP 3 of the evaluation design process: formative evaluation. Participants determine the purpose of a formative evaluation and identify appropriate techniques and data sources for the formative evaluation of their training course.



## Activity 6.1. Formative evaluation

<b>Objectives</b>	<ul style="list-style-type: none"> <li>To have participants determine the purpose of a formative evaluation</li> <li>To have participants identify appropriate techniques and data sources to conduct an evaluation during the development phase of a training course</li> </ul>	<b>Facilitator notes</b>  Organize tables in islands so that participants can work in their working groups.  Ask participants to sit with their working groups while you briefly go through the presentation on formative evaluation.  Review the following pages in the Evaluation Handbook to prepare for this activity: <ul style="list-style-type: none"> <li>pp. 68-80</li> <li>pp. 175-180</li> </ul>
<b>Time</b>	45 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Flipchart and markers</li> <li>Evaluation Handbook pp. 76-78, pp. 175-180</li> <li><b>Worksheet 9: STEP 3 – Increasing effectiveness</b></li> </ul>	
<b>Description</b>	<p><b>Part A • Presentation (15 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that we will now explore <i>STEP 3: Increase effectiveness</i> of the evaluation design process. (This is part of the development phase in the training design process).</li> <li>2. Explain formative evaluation by reviewing the information on p. 78 of the Evaluation Handbook with participants.</li> </ol> <p><b>Part B • Group work (30 min)</b></p> <ol style="list-style-type: none"> <li>1. Invite participants to work on <b>Worksheet 9: STEP 3 – Increasing effectiveness</b>.</li> <li>2. Note that participants can integrate to their evaluation plan the tools they shared during the “Evaluation techniques exchange”.</li> <li>3. For more information, refer participants to the Evaluation Handbook: <ul style="list-style-type: none"> <li>• “Cocktail of tools for effective formative evaluation of a human rights training session” p. 76 (Box 32)</li> <li>• “Evaluation tools for formative evaluation” pp. 175-180</li> </ul> </li> </ol>	

**End of activity**

## Worksheet 9: STEP 3 – Increasing effectiveness

Describe, using the chart below, how you will carry out each element of the formative evaluation process.

Evaluation tools/process	Description
Purpose of the formative evaluation	
Time frame	
What you want to learn from this evaluation	
Who will conduct this evaluation	
Intended audiences of this evaluation	
Data sources Evaluation Handbook pp. 75-76	
Data collection tools Evaluation Handbook: <ul style="list-style-type: none"> <li>• pp. 76-77 (Box 32)</li> <li>• “Evaluation tools for formative evaluation” pp. 175-180</li> </ul>	
Data analysis methods	
How results will be used	

# Session 7

## Determine the changes that have occurred (STEP 4)

<b>Activity</b>	<b>Time</b>
• Activity 7.1. Summative, transfer and impact evaluation	1 hr 15 min
• Activity 7.2. Tabulating results data	45 min

### **Description**

This session outlines STEP 4 of the evaluation design process, which includes end-of-training summative evaluation, transfer evaluation and impact evaluation. Participants identify appropriate evaluation techniques and data sources to determine the changes that have occurred as a result of their training course.

This session also has participants practice tabulating both quantitative and quantitative results data.

## Activity 7.1. Summative, transfer and impact evaluation

<b>Objective</b>	To have participants identify appropriate evaluation techniques and data sources to determine the changes that have occurred	<b>Facilitator notes</b>
<b>Time</b>	1 hour 15 min	Organize tables in islands so that participants can work in their working groups.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Evaluation Handbook pp. 27-29, p. 97, p. 114</li> <li>• <b>Worksheet 10: STEP 4 – Determining the change that has occurred</b></li> </ul>	Review the following pages in the Evaluation Handbook to prepare for this activity:
<b>Description</b>	<p><b>Part A · Whole group discussion (30 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that we will now explore <i>STEP 4: Determine the changes that have occurred</i>. This step occurs after a training course has been implemented. It can be done through three types of evaluation: end-of-training <i>summative evaluation</i> (short-term changes), and <i>transfer and impact evaluation</i> (medium- to long-term changes).</li> <li>2. Present a summarized description of summative, transfer and impact evaluation by referring to the Evaluation Handbook:                         <ul style="list-style-type: none"> <li>• Summative evaluation, p. 97</li> <li>• Transfer and impact evaluation, p. 114</li> </ul> </li> <li>3. Next explain that drawing on Kirkpatrick’s four-level model, the first 2 levels – reactions and learning- can be measured as part of the end-of-training summative evaluation, while the next 2 levels – transfer and impact can be measured as part of the follow up to an evaluation.</li> <li>4. Brainstorm with participants’ potential questions to ask at the different levels of Kirkpatrick’s four-level model. For examples, refer to the Evaluation Handbook pp. 27-29.</li> </ol> <p><b>Part B · Group work (45 min)</b></p> <p>Go over the relevant sections of <b>Worksheet 10: STEP 4 – Determining the change that has occurred</b> and invite participants to complete it in their working groups.</p>	<ul style="list-style-type: none"> <li>• pp. 27-29</li> <li>• pp. 81-116</li> </ul>

**End of activity**

## Worksheet 10: STEP 4 – Determining the change that has occurred

Describe, using the chart below, how you will carry out each element of the end-of-training summative evaluation process.

### Part A: End-of-training summative evaluation

Purpose of the end-of-training summative evaluation	
Time frame	

1. **Reaction-level evaluation** allows you to measure: learners' level of satisfaction; whether their expectations have been met; learners' sense of usefulness of the training; learners' level of motivation to apply learning.

- List the **critical questions** that your evaluation will address. Look back at the indicators you identified for **short-term results** in **Worksheet 8**. Ensure the questions you include will enable you to gather the relevant information. See the Evaluation Handbook for examples: *Kirkpatrick evaluation model: Level 1: Reactions* p. 27 (Box 14).

- List your **data sources and data collection tools**. See Evaluation Handbook for examples: *Data sources*: p. 89, *Data collection tools*: p. 91 (Box 42), and pp. 181-228.

## Worksheet 10: STEP 4 – Determining the change that has occurred (continued)

### Part A: End-of-training summative evaluation

2. **Learning-level evaluation** allows us to measure actual learning (i.e., changes in knowledge, skills, attitudes/behaviors as a result of the training) as well as the learning experience.

- List the **critical questions** that your evaluation will address. Look back at the indicators you identified for **short-term results** in Worksheet 8. Ensure the questions you include will enable you to gather the relevant information. See Evaluation Handbook for examples: *Kirkpatrick evaluation model: Level 2: Learning* p. 28 (Box 14).
  
- List your **data sources and data collection tools**. See Evaluation Handbook for examples: *Data sources*: p. 89, *Data collection tools*: p. 91 (Box 42) and pp. 181-228.

How will the data gathered in 1 and 2 above be used?

## Worksheet 10: STEP 4 – Determining the change that has occurred (continued)

### Part B: Evaluation of transfer

Purpose of the transfer evaluation

Time frame

**Transfer-level evaluation** allows you to measure: the application of learning in the learners' work and/or life context; the transfer of knowledge, skills, attitudes to others; changes perceived by the learner as a result of the human rights training; and information about different results for women and for men learners.

- List the **critical questions** that your evaluation will address. Look back at the indicators you identified for **medium-term results** in Worksheet 8. Ensure the questions you include in the transfer-level evaluation will enable you to gather the relevant information. See Evaluation Handbook for examples: *Kirkpatrick evaluation model: Level 3: Behaviour/transfer* p. 28 (Box 14).
  
- List your **data sources and data collection tools**. See Evaluation Handbook for examples: *Data sources*: p. 105, *Data collection tools*: pp. 108 (Box 50), and pp. 229-252.

How will the data gathered be used?

## Worksheet 10: STEP 4 – Determining the change that has occurred (continued)

### Part C: Evaluation of impact

Purpose of the impact evaluation

Time frame

**Impact-level evaluation** allows you to measure the impact of the human rights training on the broader context in which the learner works or lives and seeks to determine what contribution the human rights training may have made to social change in this broader context. Information can also be collected about the different results for women and for men.

- List the **critical questions** that your evaluation will address. See Evaluation Handbook for examples: *Kirkpatrick evaluation model: Level 4: Impacts* p. 29 (Box 14).
  
- List your **data sources and data collection tools**. See Evaluation Handbook for examples: *Data sources*: p. 105, *Data collection tools*: p. 108 (Box 50), and pp. 229-252.

How will the data gathered be used?



## Activity 7.2. Tabulating results data

<b>Objective</b>	To have participants examine two key ways to analyze results: tabulating quantitative data and qualitative data analysis	<b>Facilitator notes</b>  Organize tables in islands so that participants can work in their working groups.  Review the following pages in the Evaluation Handbook to prepare for this activity:  • pp. 81-116
<b>Time</b>	45 min	
<b>Materials</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• Evaluation Handbook pp. 93-94, p. 97 and p. 114</li><li>• <b>Reference Note: Analyzing qualitative data</b></li></ul>	
<b>Description</b>	<p><b>Part A · Whole group discussion (45 min)</b></p> <ol style="list-style-type: none"><li>1. Explain that after information has been gathered about the results of a human rights training course, the next step is to analyze quantitative and qualitative data.</li><li>2. First go over the example of tabulating quantitative data with participants in the Evaluation Handbook p. 93 (Box 44).</li><li>3. Next, explain that with qualitative data we need to code the data and briefly review the example in the Evaluation Handbook p. 94 (Box 45).</li><li>4. Lead participants through a process of coding qualitative data in the example provided in <b>Reference Note: Analyzing qualitative data</b>.</li><li>5. Lead a whole group discussion using the following questions as a guide:<ul style="list-style-type: none"><li>• What challenges do you foresee when compiling and analyzing data?</li><li>• What can we do to ensure that our data analysis is accurate?</li></ul></li></ol>	

**End of activity**

## Reference Note: Analyzing qualitative data

The following outlines a process for analyzing data.

The data in the chart below on participants' expectations was gathered from actual participants before they attended a training course on evaluation of HRE. Please note that the participants' responses have not been edited for grammar, spelling, etc. This was purposefully done so that users of this Workshop Guide could experience working with a "real" data set.

The process would entail steps A to F below.

- A.** Identify the type of information needed regarding participants' expectations. Then design questions to include in a needs assessment, for example:
  - **Question:** How will you use your learning from this workshop afterwards in your work? Please describe concrete future activities.
- B.** Read through raw data and make sense of it.

Participant	Raw Data
1	<ul style="list-style-type: none"><li>• <i>To learn how to build evaluation into my work from the beginning to the end and use its results to improve, and make it a reflex-type action. (because I do not always build it in from the very beginning)</i></li><li>• <i>Learn how to better conduct evaluation of impact</i></li><li>• <i>How to write the evaluation report (because I would like to be engaged in doing evaluations more)</i></li><li>• <i>Evaluation techniques for participants, which make them responsible learners</i></li></ul>
2	<p><i>I have limited skills and knowledge regarding evaluating human rights training, although I often applied several techniques in evaluating the training that I was involved in. I used to evaluate human rights training after learning from people who I've worked with on several human rights training. Thus, knowledge and skills in developing a cycle of evaluating human rights training will be very beneficial for me. Among the skills and tools that I am lack of knowledge of, the developing indicator for assessing results will be my main needs.</i></p>
3	<p><i>I have limited skills and knowledge regarding evaluating human rights training, although I often applied several techniques in evaluating the training that I was involved in. I used to evaluate human rights training after learning from people who I've worked with on several human rights training. Thus, knowledge and skills in developing a cycle of evaluating human rights training will be very beneficial for me. Among the skills and tools that I am lack of knowledge of, the developing indicator for assessing results will be my main needs.</i></p> <p><b>Note:</b> Participant from the same organization as Participant 2 above. Both provided the same response.</p>

## Reference Note: Analyzing qualitative data (continued)

Participant	Raw Data
4	<i>Evaluation of TRANSFORMATIVE LEARNING PROCESS – because it’s a BIG question what transformation is in itself, and what are the valid indicators for the transformation process, and how to measure it? I also would like to know the answer on mentioned question how to keep a balance between needed information (AB5# of questions) and participants willingness to fill in the form and resources available for analysis?</i>
5	<ul style="list-style-type: none"> <li>• <i>Developing an evaluation plan: we don’t always think of developing one at the same time we develop a training in human rights</i></li> <li>• <i>Data analysis (results): how to anticipate results/ how to better exploit results from evaluation</i></li> <li>• <i>Evaluation techniques: there is need to vary techniques and share best practices</i></li> </ul>
6	<i>I would like to learn about different methodologies of training. What is the best method for each category of training? For example, is the evaluation of law enforcement officials different from the evaluation for teachers for human rights activists. Is there anything common that we can use for different categories</i>
7	<ul style="list-style-type: none"> <li>• <i>How to make the evaluation and assessment objective and authentic; There is always a bias by the evaluator to want to hear what they want to hear</i></li> <li>• <i>How to develop creativity and creative tools that engage the respondents aesthetically during evaluation</i></li> <li>• <i>This makes evaluation engaging and interactive</i></li> <li>• <i>How to engage the learners in designing and undertaking evaluation</i></li> <li>• <i>I believe this is a key element in transformative learning</i></li> <li>• <i>How to analyze and generate meaning from the information collected from the evaluation</i></li> </ul>
8	<i>Development of indicators for assessing results and development of relevant evaluation tools</i>
9	<ul style="list-style-type: none"> <li>• <i>How the evaluation can be truly effective?</i></li> <li>• <i>How to be appropriate to the training program or the project</i></li> <li>• <i>The conception of the feedback forms</i></li> <li>• <i>The analysis of the feedback forms</i></li> <li>• <i>Who is responsible of the evaluation process (the staff or an external person)</i></li> </ul>

## Reference Note: Analyzing qualitative data (continued)

Participant	Raw Data
10	<ul style="list-style-type: none"><li>• <i>Developing a pre and post evaluation questionnaire</i></li><li>• <i>Strategies for effective analysis of data</i></li><li>• <i>Tips for effective evaluation with non literate participants</i></li></ul>
11	<p><i>How to write effective questionnaires and to test their effectiveness to receive GENUINE feedback. We often receive feedback that is only positive, I want to know how to ask the questions in other ways to get some genuine feedback.</i></p>
12	<p><i>Whatever is new and relevant that I could apply or enhance to my target audience. In the project that we will embark on, we are targeting the security sector (armed forces of the Philippines) who are mid level planners and decision makers and most of all human rights officers. One of the needs identified by the security sector in their previous human rights training is the weakness in conducting an evaluation and the method by which it will be implemented, as well as the tools that need to be used.</i></p> <p><i>So I hope I can contribute to their projects in terms of sharing to them the evaluation skills that I might learn.</i></p>
13	<p><i>Data analysis (results): how to anticipate results/ how to better exploit results from evaluation</i></p>

**C.** Discern categories based on the data. In this example, we used existing categories based on the five workshop objectives:

- 1 define evaluation in the context of HRE
- 2 explain how to design an evaluation process
- 3 identify different types of results
- 4 select appropriate data source and collection method
- 5 develop an evaluation plan

## Reference Note: Analyzing qualitative data (continued)

Next, we started the process of “coding” – or assigning a category (number) to each expectation. In the coding process, we tried to capture all the expectations. Some responses contained many expectations and were attributed to many categories. In this process, we realized that the initial categories did not capture all the responses. To remedy this, we:

- a) Added qualifiers to some of the existing categories (in parentheses) to broaden their applicability:
  1. define evaluation in the context of HRE
  2. explain how to design an evaluation process (how to integrate the evaluation cycle in one’s own work)
  3. identify different types of results (designing and developing objectives, indicators)
  4. select appropriate data source and collection method (acquiring/designing tools and methods/methodology)
  5. develop an evaluation plan
- b) Created new categories as certain responses emerged more than once:
  6. how to evaluate impacts of HRE work
  7. how to analyze/report on evaluation data
  8. how to engage participants/colleagues in evaluation
- c) Created an “other” category for responses that did not correspond to any category and that occurred only once. These included:
  - Improve effectiveness/impact of training activities
  - Acquire the ability to determine roles (and responsibilities) in conducting evaluation
  - Obtain tips for effective evaluation with non-literate participants (inclusive evaluation)

## Reference Note: Analyzing qualitative data (continued)

Here is an example of how the raw data was coded.

Participant	Response	Category	Code
1	1. How to learn to build evaluation into my work from the beginning to the end and use its results to improve and make it a reflex-type action. (because I do not always build it in from the very beginning)	Explain how to design evaluation process (how to integrate evaluation cycle in own work)	2
	2. Learn better to conduct an evaluation of impact	How to evaluate impacts of HRE work	6
	3. How to write the evaluation report (because I would like to be engaged in doing evaluations more)	How to analyze/report on evaluation data	7
	4. Evaluation techniques for participants, which make them responsible learners	How to engage participants/colleagues in evaluation	8

**D.** Code responses. Here is the complete list of coded responses:

Participant	Code
1	2, 6, 7, 8, Other
2	2, 3
3	3, 4, 7
4	3, 4
5	5, 7, 4
6	4
7	3, 4, 8, 7
8	3, 4
9	2, 8, 4, Other
10	4, 7, Other
11	4, 8
12	1, 3, 4, 8
13	3, 4

## Reference Note: Analyzing qualitative data (continued)

**E.** Count the frequency of occurrence of responses in each category.

Categories	Frequency of Occurrence
4. select appropriate data source and collection method (acquiring/designing tools and methods/methodology)	11
3. identify different types of results (designing and developing objectives, indicators)	7
7. how to analyze/report on evaluation data	5
8. how to engage participants/colleagues in evaluation	5
2. explain how to design evaluation process (how to integrate evaluation cycle in own work)	3
1. defining evaluation in context of HRE	1
5. develop an evaluation plan	1
6. how to evaluate impacts of HRE work	1
Other – Improve effectiveness (impacts?) of training activities	1
Other – Acquire ability to determine roles (and responsibilities) in conducting evaluation	1
Other – Obtain tips for effective evaluation with non-literate participants (inclusive evaluation)	1

**F.** Look for overall trends, draw some conclusions and report on the findings.

## Session 8

# Communicate results – the evaluation report (STEP 5)

<b>Activity</b>	<b>Time</b>
Activity 8.1. Communicating the results – Main features of an evaluation report	45 min

### **Description**

This session outlines STEP 5 of the evaluation design process: communicate results – the evaluation report. Participants explore a suggested framework for organizing an effective report.



## Activity 8.1. Communicating the results – Main features of an evaluation report

<b>Objective</b>	To have participants articulate the key components of an evaluation report	<b>Facilitator notes</b>
<b>Time</b>	45 min	Organize tables in islands so that participants can work in their working groups.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Evaluation Handbook pp. 120-127</li> </ul>	Review the following pages in the Evaluation Handbook to prepare for this activity:
<b>Description</b>	<p><b>Part A · Group work (15 min)</b></p> <ol style="list-style-type: none"> <li>1. In three groups, participants will examine specific sections of an evaluation report, as follows:             <ul style="list-style-type: none"> <li>• <b>Group 1:</b> Opening Pages and Part I: Description of the training (Evaluation Handbook pp. 120-123).</li> <li>• <b>Group 2:</b> Part II: Evaluation of the training (Evaluation Handbook pp. 124-125)</li> <li>• <b>Group 3:</b> Part III: Conclusions and Recommendations (Evaluation Handbook pp. 126-127)</li> </ul> </li> <li>2. Ask each group to become familiar with its respective sections and prepare a brief presentation to explain the main points and components.</li> <li>3. Encourage participants to reflect on why this is an important part of the evaluation report, and invite them to come up with creative (preferably visual) ways to present this information to the other groups.</li> </ol> <p><b>Part B · Presentation (30 min)</b></p> <ol style="list-style-type: none"> <li>1. Invite each group to present the part(s) of the report assigned to their respective group (10 min per group).</li> <li>2. Ensure that key concepts are clear and encourage participants to think about this in terms of their own work.</li> </ol>	• pp. 117-127

**End of activity**

# Session 9

## Next steps

Activity	Time
• Activity 9.1. Presentation of evaluation plans	2 hrs 15 min
• Activity 9.2. Final evaluations and feedback	45 min

### Description

In this session, participants synthesize what they have learned throughout the workshop. They work with one another to exchange feedback on their evaluation plans.

This final session also has participants reflect on the workshop itself. It involves a final end-of-workshop evaluation.

## Activity 9.1. Presentation of evaluation plans

<b>Objectives</b>	<ul style="list-style-type: none"><li>• To have participants synthesize what they learned throughout the workshop</li><li>• To have participants provide and receive feedback on their evaluation plans</li></ul>	<b>Facilitator notes</b> Ensure that participants have completed Worksheets 7, 8, 9 and 10 prior to this activity.
<b>Time</b>	2 hours 15 min	
<b>Materials</b>	<ul style="list-style-type: none"><li>• Flipchart and markers</li><li>• <b>Worksheet 11: Presentation template</b></li></ul>	
<b>Description</b>	<p><b>Part A • Group work (30 min)</b></p> <ol style="list-style-type: none"><li>1. Ask groups to replicate <b>Worksheet 11: Presentation template</b> on a flipchart and complete it.</li><li>2. Provide an example of the “actions” section to ensure participants understand: Example: <i>In the first week</i> (time frame) <i>conduct interviews</i> (data collection tool) <i>with potential learners</i>.</li></ol> <p><b>Part B • Presentations (1 hour 45 min)</b></p> <ol style="list-style-type: none"><li>1. Invite each group to present their part of the evaluation plan using the flipchart version of <b>Worksheet 11: Presentation template</b> (10-15 min).</li><li>2. After each presentation, invite other participants to provide constructive feedback (5-10 min).</li></ol>	

**End of activity**

## Worksheet 11: Presentation template

Title of your human rights training course

Expected results of the human rights training course

Short-term results:

Medium-term results:

Course goal

Course learning objectives

Evaluation tools/process	Training needs assessment	Formative evaluation	End-of-training evaluation (summative)	Evaluation of transfer and impact
Purpose of the evaluation				
Time frame				
Data sources and data collection tool(s)				
How evaluations results will be used				

## Activity 9.2. Final evaluation and feedback

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To have participants evaluate the workshop</li> <li>• To have participants reflect on the applicability of the workshop</li> <li>• To have participants explore the use of the Evaluation Handbook</li> </ul>	<b>Facilitator notes</b>  On a flipchart draw a target with a bull's eye and two additional rings. In the bull's eye, write "completely." In the next ring, write "partially." In the outer ring, write "not at all."  This is a modified version of the activity "Are we on target?" available in the Evaluation Handbook:  • pp. 184-186
<b>Time</b>	45 min	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• <b>Final evaluation questionnaire</b></li> <li>• Sticky notes</li> </ul>	
<b>Description</b>	<p><b>Part A · Individual work (20 min)</b></p> <ol style="list-style-type: none"> <li>1. Distribute the final evaluation questionnaire.</li> <li>2. Invite participants to fill it out individually.</li> </ol> <p><b>Part B · Whole group discussion (25 min)</b></p> <ol style="list-style-type: none"> <li>1. Place the flipchart with the target on the floor in the middle of the room.</li> <li>2. Invite participants to stand in a circle around the target.</li> <li>3. Distribute sticky notes to each participant.</li> <li>4. Explain that you will make a statement and participants should respond by placing their sticky notes on the corresponding place in the target. The closer they place them to the centre, the more strongly they agree with the statement, and vice-versa.</li> <li>5. Read the statement: <i>The workshop was what I expected</i></li> <li>6. Once everyone placed their sticky note, allow a moment for the group to look at the spread and see the big picture.</li> <li>7. Ask participants if they would like to share their observations.</li> <li>8. Next, lead a discussion on using the Evaluation Handbook with the following questions as a guide:             <ul style="list-style-type: none"> <li>• How do you think you will use the Evaluation Handbook in your work?</li> <li>• What aspects or sections are you most likely to use?</li> <li>• What challenges do you foresee in working with the Handbook?</li> <li>• What strategies can you use to overcome this?</li> </ul> </li> </ol>	

**End of activity**



# Part 3

## Annexes

This part presents a number of tools which complement the many evaluation tools and techniques presented in Part 4 of the Evaluation Handbook. These can easily be adapted, or used as inspiration, for particular human rights training courses and sessions, keeping in mind that any specific material used in a training course must respond to the specific learners' needs.

Additional audience-specific tools are available in the training materials published by OHCHR for professional groups or on particular thematic issues. These materials are available under the Professional Training Series of the OHCHR publications web pages.

## Annex 1

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### Sample pre-workshop questionnaire

#### Part 1 – Participant information

Family name	
First name	
Gender	
Date of birth	
Nationality	
Job title	
Organization	
Address	
Telephone number	
Email	
Description of your current responsibilities	
Since when have you been in your current job?	



## Part 2 – Participant’s experience in human rights training and evaluation

1. Please describe your experience in designing, organizing, delivering and evaluating human rights training (number of years, methods used, frequency).

2. Have you been evaluating your training activities? Yes  No

a. If yes, what was the objective of the evaluation?

b. Have you taken the evaluation results into consideration in delivering other training activities? If yes, please explain.

c. What are the main challenges you find in evaluating?

3. How will you use your learning from this workshop afterwards in your work? Please describe concrete future activities.

4. Please rate yourself on a scale from 1-5 on how comfortable you feel using evaluation tools and techniques such as:

	not comfortable			very comfortable	
a. Conducting training needs assessments	1	2	3	4	5
b. Developing indicators for assessing results	1	2	3	4	5
c. Writing questionnaires	1	2	3	4	5
d. Conducting interviews	1	2	3	4	5
e. Conducting focus groups	1	2	3	4	5
f. Others. <i>Please specify</i> (.....)	1	2	3	4	5

5. Have you already participated in a workshop/course on education/training evaluation (or similar)?

Yes  No

If yes, please indicate when it was organized and by whom, and provide some details.

6. Indicate in the space provided below, two (2) of your learning needs (what you expect to learn during the workshop) and two (2) contributions (what you have to offer in terms of knowledge, skills and experience).

Needs:

1.

2.

Contributions:

1.

2.

7. During the workshop you will develop an evaluation plan for a human rights training course addressing one of your main audiences. Based on existing information, we have identified 3 main audiences which may be relevant to you. In order to organize working groups in advance to the workshop, could please indicate your main audience/s? (Please use the category "Other" only if you are not working with any of the three audiences below.)

- a. UN staff
- b. Civil society human rights defenders
- c. Government officials
- d. Other (*Please specify*) \_\_\_\_\_

8. What evaluation issues, skills or tools would you like to learn more about during this workshop? Please indicate the main reasons for each one of your choices.

### Part 3 – Example of evaluation tools and techniques from participants

During the workshop we will ask you to share evaluation tools and techniques that you use in your own practice. Please bring any tools and techniques that you use to evaluate your human rights training activities, and provide a brief description of each tool using the template below.

<b>Evaluation tools and techniques form</b>	
Evaluation tool	
Aim	
Description	
Materials required	
Brief description of the context in which the tool was used	
Notes	

## Annex 2

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### Sample end-of-day evaluation form

Reflect on all aspects of today's workshop as you complete each statement.

1. *The most useful activities were...*

2. *What I found really effective was...*

3. *The facilitators were...*

4. *What we could have done better today was...*

## Annex 3

### Sample final evaluation questionnaire

Please rate the following by marking the appropriate boxes.

1. Indicate your level of satisfaction with:					
	100%	75%	50%	25%	<25%
Your participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
2. Did we meet our workshop objectives?					
Objectives	Strongly agree	Agree	Disagree	Strongly disagree	
<i>Now that I have completed the workshop, I feel I am better able to:</i>					
a. Define educational evaluation in the context of HRE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Please explain your response:					
b. Explain how to design an evaluation process for a human rights training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Please explain your response:					

## 2. Did we meet our workshop objectives? (continued)

<b>Objectives</b> <i>Now that I have completed the workshop, I feel I am better able to:</i>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
c. Identify different types of results in HRE activities  Please explain your response:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Select appropriate data sources and techniques to use in an evaluation process  Please explain your response:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Develop an evaluation plan for a human rights training course  Please explain your response:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. Workshop activities

<i>Please indicate your answer by checking the appropriate box.</i>	<b>Yes</b>	<b>Partially</b>	<b>No</b>
a. Were the activities effective in promoting the sharing of experience among the participants?  Please explain your response:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Was the amount of time allotted for activities throughout the workshop adequate?  Please explain your response:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Workshop activities (continued)

<i>Please indicate your answer by checking the appropriate box.</i>	Yes	Partially	No
c. Was the combination of presentations, plenary discussions and small group work appropriate?  Please explain your response:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Workshop Guide

<i>Please rate the Workshop Guide by checking the appropriate box.</i>	Very good	Good	Average	Poor
a. General quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Usefulness of the worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Comments				

### 5. Workshop Team

<i>Please rate the workshop team on the skills listed below by checking the appropriate box.</i>	Very good	Good	Average	Poor
a. Ability to communicate information clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Ability to summarize discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ability to show connections between different workshop activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Commitment to developing and maintaining positive interpersonal relations in the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



e. Ability to create a safe and open learning environment (e.g., for expressing opinions and sharing ideas)

Comments

## 6. Overall workshop design and delivery

*Please answer the following questions.*

a. What aspects of the workshop did you find most useful? Please explain.

b. What aspects of the workshop would you like to see improved? Please explain.

c. Do you feel that your ideas/perceptions have changed as a result of your participation in this workshop? Please explain and provide examples.

## 6. Overall workshop design and delivery (continued)

*Please answer the following questions.*

d. What suggestions do you have for improving the workshop?

e. What other activities could the organizers undertake to strengthen educational evaluation in HRE?

1. Name (optional)

2. Type of organization    UN     NGO     Other (specify)  \_\_\_\_\_

3. Job title

4. Gender

**THANK YOU!**



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

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



UNITED NATIONS  
**HUMAN RIGHTS**  
OFFICE OF THE HIGH COMMISSIONER

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

666 Sherbrooke Ouest, Suite 1100  
Montréal, Québec H3A 1E7  
Canada  
Email: [info@equitas.org](mailto:info@equitas.org)  
Website: [www.equitas.org](http://www.equitas.org)

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