



Research in **H**uman **R**ights  
Education **P**apers

# Human Rights Training for Adults:

What Twenty-Six Evaluation Studies  
Say About Design, Implementation  
and Follow-Up

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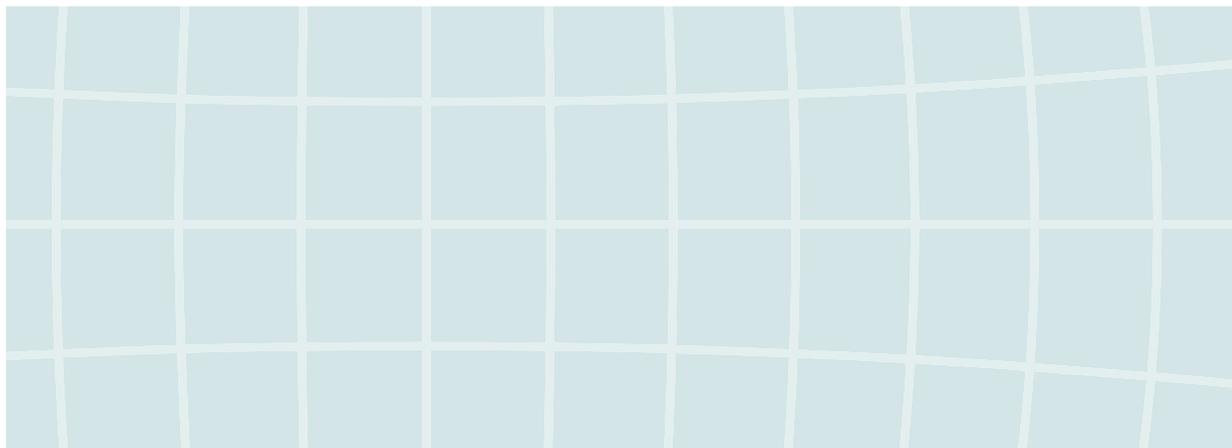
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## About the Series



The Research in Human Rights Education Paper Series intends to foster and disseminate research and evaluation in the practice of human rights education, training and learning. Human Rights Education Associates (HREA) invites authors to submit research for publication by contacting the editor, Ms. Felisa Tibbitts at [ftibbitts@hrea.org](mailto:ftibbitts@hrea.org).

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## Abstract

The field of human rights education and training continues to mature and diversify, demonstrating its potential impact in promoting the global human rights movement. As practitioners develop a shared vision for standards, documented practice is a promising resource from which to draw guidance and to improve practice. To date, few written research has been carried out that comparatively examines training programs in the human rights education field.

The first paper in HREA's Research in Human Rights Education Papers Series reviews twenty-six evaluation reports of human rights training programs, as well as supportive literature. The programs examined are focused on trainings for adults, including target groups such as human rights defenders, police officers, government officials and the general public.

Based on the recommendations of the referenced program evaluations and the independent analysis of all reports, the author identifies challenges and makes recommendations for improving the quality of human rights training programs at the stages of design, implementation, follow-up and evaluation. The following cross-cutting recommendations stand out as being particularly important for guaranteeing successful and effective trainings:

Programs need to more consistently deliver the interactive, experiential and transformative adult education methodologies that they all agree are essential to effective human rights training.

Programs need to emphasize comprehensive mechanisms to follow-up with participants after the formal training program is complete.

Programs should explore how they might carry out reliable and comprehensive research and documentation of their work as the field as a whole lacks solid longitudinal evaluation data of the long-term impact of human rights trainings on participants.

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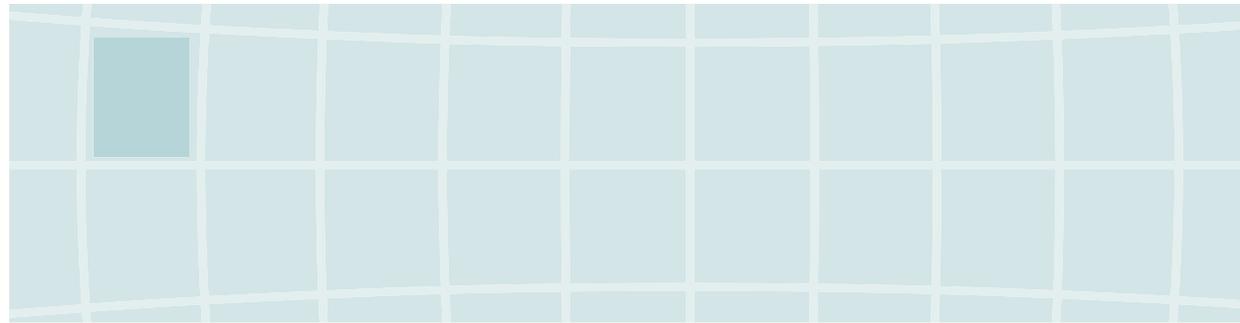
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# I. Introduction<sup>1</sup>

Human rights education is a relatively young field, rooted in the promotion of human rights standards set forth in the Universal Declaration of Human Rights and international treaties. Recently, human rights education has been increasingly emphasized by the United Nations (UN) “as a strategy to prevent human rights violations and to foster respect for human rights as well as the aims and goals of the work of the United Nations.”<sup>2</sup>

Notably, the UN declared 1995-2004 the Decade of Human Rights Education. Other UN forums such as the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance also emphasized human rights education “as a powerful strategy to combat racism and discrimination in all spheres of education, e.g. in schools, in vocational training and in-service education of various professions, like teachers, lawyers, or police officers.”<sup>3</sup> Human rights education (HRE) programs target a wide range of participants, from schoolchildren to community leaders to top government officials. Although human rights education has been defined and promoted recently in official forums like the UN, its origins stretch far back to popular education and community activist methods developed around the world.<sup>4</sup>

As its practitioners develop a shared vision for standards, there are a multitude of resources and experiences from which to draw guidance, as well as a future that promises the increased inclusion of human rights values and vocabulary in daily life and political discourse around the world. This report explores the developing practices in one subset of the field: human rights training programs targeting adults.

Not surprisingly, training programs in human rights that target adults are extremely diverse. Month-long intensive courses on the international human rights legal framework for human rights advocates, weekend seminars for police officers, and online courses that bring together participants from around the globe all fall into the category of human rights training.

These trainings occur in university settings, in the field, at conferences, or in the virtual online world and are often disconnected from each other. They each offer specific topics and teaching methodologies to adult participants who have a range of needs. These trainings are different from other professional education not only in content but also in goals. Participants in human rights trainings are expected to become personally and collectively empowered to take action on behalf of human rights, and to ultimately create social and political change. Therefore, the design and delivery of human rights trainings face unique challenges that require unique solutions.

The process of developing and delivering a human rights training program can be divided into four general steps: design, implementation, follow-up, and evaluation.

The process of developing and delivering a human rights training program can be divided into four general steps: design, implementation, follow-up, and evaluation. **Design** refers to the planning that occurs before the training takes place. Elements of this step include for example: setting of project goals, recruitment and selection of participants, determining learner goals, choice of training methodology, and selection of trainers. **Implementation** refers to important logistical issues such as the training site and scheduling considerations. **Follow-up** refers to contact with the participants after the training to support their work and increase the impact of the training program. **Evaluation** is the final step and involves collecting participant feedback in a systematic way so that the training can be assessed and improved.

### A. Purpose

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The purpose of the following analysis was to compare and analyze a varied sample of human rights trainings in order to initially identify the common challenges that these programs face. Although the programs studied for this report are extremely diverse, they face surprisingly similar challenges. In addition to summarizing the common challenges that these programs face, the report provides specific examples of and general conclusions about best practices in design, implementation, follow-up and evaluation of training programs. The recommendations presented are based on the observations of the evaluators whose reports are referenced, as well as the judgment of the author. This paper is intended to be a resource for those planning human rights education trainings for adults, one that will enhance the effectiveness of these trainings.

### B. Sources

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The author researched primarily English-language reports and journals published by training organizations and funders that involved human rights education of adults. The primary source of data for this study is evaluation reports of twenty-six training programs located in twenty-two different countries. About half of the studies were carried out by external evaluators; the others were produced internally by the sponsoring organizations. All of the reports are either available for public viewing on the Internet or were provided in hard copy by the organizations upon request.

Examples of the human rights trainings studied for this report include: the Raoul Wallenberg Institute's programs targeting police officers and public officials in Uganda, Vietnam, and Ethiopia; Equitas' (formerly Canadian Human Rights Foundation) annual three-week International Human Rights Training Program for human rights advocates; and the Women for Women's Rights Women (WWHR)'s Human Rights Training Program in Turkey.

## Human Rights Training for Adults - Introduction

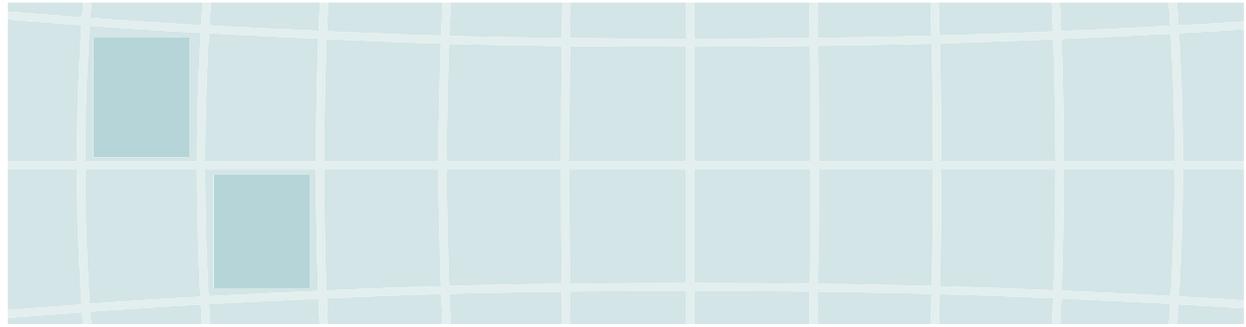
Table 1 summarizes the different types of programs that were analyzed for this report by target group. Out of the twenty-six programs studied for this report, two targeted the general population, ten were intended for human rights defenders, seven targeted local law enforcement/ government officials, and three were academic programs for graduate students. These programs range from one-day workshops to year-long academic programs. Most were between three days and two weeks in length. A detailed listing is available in the Appendix.

**Table 1. Evaluation Reports Referenced for Working Paper**

Target Group	Number of Programs Analyzed for this Report	Locations
Local law enforcement/ government officials (police officers, lawyers, judges, ministry officials, etc.)	11	Uganda, Vietnam, Ethiopia, Georgia (former USSR), Sri Lanka, Northern Ireland, Tanzania
Human rights advocates (international or regional programs)	10	Canada, Thailand, Costa Rica, USA, India, Croatia, Russia, Nepal, South Africa, Internet
Master's degree students	3	Malta, South Africa, Italy
General population (human rights awareness programs)	2	Turkey, Peru

### C. Limitations

The studies represent only a sub-section of all human rights trainings carried out. This paper is based almost exclusively on English-language evaluations. It can be assumed that only organizations that are fairly well established or sufficiently large have the capacity to carry out evaluations. Thus the reports relied upon for this analysis likely are not representative of trainings carried out worldwide in the human rights education field, as many trainings are organized by smaller NGOs, and if available, may not be produced in English. Additional challenges were presented by attempting to compare evaluations of training programs that differ in terms of internal structure; external context; and evaluation method employed. Despite these methodological challenges, the evaluation reports revealed a striking similarity of patterns in terms of design, implementation and follow-up across trainings. This paper attempts to capture these.



## II. Design Stages of Trainings

The design of any training sets the foundation for every step that follows. Many problems that surface in the evaluation reports stem from a failure to successfully address one or more challenges in the design phase. Therefore, the following analysis of design issues is the most substantive of the four components of design, implementation, follow-up and evaluation.

### A. Initiation of Project

How the training is initiated, including collaborating with other organizations, securing funding, and performing an analysis of the training's context are key design issues at a program's "ground zero."

#### A.1. Collaboration

Several organizations reported challenges associated with collaboration. This challenge was most pronounced for programs that targeted local law enforcement or government officials for human rights training. For example, the human rights training program for police officers in Northern Ireland faced challenges in integrating human rights topics and skills into an already established and busy police training schedule.<sup>5</sup> In another example, the Raoul Wallenberg Institute's (RWI's) programs in Ethiopia, Uganda and Vietnam

each were challenged to coordinate training of government and law enforcement officials in delicate political climates. RWI mitigated this challenge by forming successful partnerships with local human rights organizations.<sup>6</sup>

#### A.2. North-South Coordination

Many human rights training projects have the added challenge of coordinating between "northern" (from "developed" countries) and "southern" ("developing") organizations, which often raises questions of power dynamics and control. This issue was discussed in detail at the 2002 Roundtable on Capacity Building by Human Rights Organizations hosted by Columbia University. At this meeting, "a number of sources of power were cited in influencing relations between Northern and Southern organizations."<sup>7</sup> These sources include access to information and

funding, language skills, and use of jargon. In addition, the political context can be an important source of power, even for non-governmental organizations. For example, the Training Program for Community Leaders in Human Rights, Democracy and Citizen Participation in Peru (founded in the late 1980s) was accused of being “agents of the American imperialists,” in part because of “total dependency on outside sources of funding.”<sup>8</sup> In some cases the perception develops that powerful, Northern organizations will crowd-out, co-opt, or undermine the work of locally based groups.<sup>9</sup> In the evaluations analyzed for this report, programs based in “southern” countries were most likely to face these types of challenges.

flexibility with which they have been employed. The funding has been very responsive to changing political circumstances, and has not been administered in a bureaucratic fashion . . . Many of the most effective initiatives must be undertaken quickly in response to changing circumstances . . . With the expenditure of relatively limited financial resources, significant benefits can be achieved.”<sup>11</sup> Therefore, funding mechanisms that are able to match the needs of host organizations are a key component of successful training design.

### A.4. Contextual Analysis

Finally, an important element of training design reflected in many of the training evaluations is

Program designers can not be aware of side-effects unless they make a specific effort while designing the program to analyze the range of possible consequences the training could produce.

### A.3. Funding Issues

Securing adequate funding is an obvious obstacle that every program must overcome in order to exist. Less apparent is the challenge of managing and distributing the funds. In cases where large funders such as private foundations or government entities collaborate with smaller, locally-based organizations, problems with disbursement of funds can cause major logistical problems for training programs. An example is the University of Malta Human Rights Masters Program, which was funded 80% by the European Union. However, the funding cycle did not match the program’s needs: the program began incurring expenses in January but funds were not available until July. The external evaluators of this program wrote that, “[a]s a consequence, the host institution [was] forced into financial uncertainty verging on the brink of irresponsibility.”<sup>10</sup> In another example, evaluators praised the Canadian International Development Agency’s Human Rights Programs in Sri Lanka for their funding mechanisms. “One of the great strengths of the human-rights funding mechanisms used in Sri Lanka has been the

background research, sometimes referred to as “contextual analysis,” that takes into account political and institutional factors that could promote or impede social change. Contextual analysis includes background research into “the overall political and social environment in which a process takes place.”<sup>12</sup> This analysis should occur on many levels, from the overall international situation to observing cultural differences or standards as they relate to specific human rights and training methodologies (including use of language and vocabulary).

Most training programs did summarize the broad political and human rights context of their trainings in the evaluation reports. However, few programs reported a more in-depth analysis that considered the possible short-term unintended side effects of the human rights training (positive and negative). Program designers can not be aware of these side-effects unless they make a specific effort while designing the program to analyze the range of possible consequences the training could produce. This inquiry is especially important for country-based programs, where

“the larger context for the human rights learner is a political and social one, marked by inequities in power and justice.”<sup>13</sup> One aspect of this type of inquiry is examining the possibility that the training itself may put certain participants at risk of experiencing human rights violations. For example, the Women for Women’s Human Rights – New Ways (WWHR) Women’s Human Rights Training Program in Turkey found that “some neighbors reacted negatively, and tried to exclude and blame the participant.” Although most women who participated in the program reported greater power in and control over their lives, a small number (1%) experienced increased violence, usually from husbands “when the wife no longer acquiesces automatically to the husband’s wishes, and applies her right of freedom of movement by leaving the house.”<sup>14</sup> By understanding this issue beforehand, the program was able to both prepare for and mitigate the occurrence of these possible negative outcomes.

### B. Training Goals

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A surprising number of training programs did not state clearly defined or measurable goals in their evaluation reports. This weakness creates problems for every subsequent stage of these training programs, from selection of participants to evaluation. Setting appropriate and meaningful goals is particularly challenging for human rights training programs for two main reasons. First, when setting goals, program designers often confuse outcomes (e.g., “human rights situation improves”) with outputs (e.g., “five people attended program”). Second, this confusion extends to the field as a whole, which does not have a widely accepted vocabulary to describe appropriate goals and/or methods to measure success.

#### B.1. Outcomes versus Outputs

Human rights trainings often have a range of possible effects, from impact on one individual’s specific skills as an advocate to a more general effect of strengthening an entire community or group’s general awareness of human rights. When programs did not differentiate these layers, they did not have a clear method to understand or evaluate their success.

Connected to the issue of specific versus general goals is the persistent confusion between outcomes and outputs. An example of outputs is “number of judges trained” or “number of human rights trainings conducted.” Output-related goals are important, but they do not get at the heart of what human rights trainings are meant to accomplish. Training outcomes are much more difficult to measure, such as “improvement in human rights culture” or “effective human rights advocacy by participants.” The inherent methodological difficulty in evaluating long-term outcomes related to short-term trainings is a major challenge for programming and an inhibitor for setting long-term impact goals, but should not prevent training designers from creating outcomes-based goals altogether.

For example, the Raoul Wallenberg Institute and the Vietnamese Research Centre for Human Rights collaborated on a series of human rights training initiatives from 1997-2001. The stated goal of Phase I of the project was simply “human rights awareness and competence-raising” targeted at “high-level decision makers” in the media, government and law enforcement. Progress on this goal was primarily evaluated by the number of training seminars held and the establishment of a human rights library.<sup>15</sup> By contrast, Equitas developed an overall goal for their training program: “to strengthen the capacity of human rights organizations to undertake human rights education efforts (e.g., training, awareness campaigns, information dissemination, and advocacy) aimed at building a global culture of human rights.” In addition to this broad goal, they also developed specific program objectives which focused on enabling participants to “analyze the issues and situations encountered in the work of their organizations using a framework based on internationally accepted human rights values and principles; explore ways in which human rights education can increase the effectiveness of their human rights work; increase their capacity to apply their learning within their organizations and their society; and facilitate networking and partnership activities essential to furthering the cause of human rights.”<sup>16</sup>

Although these program objectives may be difficult to measure, they get at the core of what the training program is attempting to accomplish. These goals also provide a rationale and framework that link up methodology, follow-up and evaluation strategies.

To guarantee genuine participation in the development of effective . . . programs it is important to develop a common language; this ensures that individuals and institutions can clearly communicate their needs as well as their vision for change.

### B.2. Lack of Common Language and Methods

The second, more theoretical challenge to effective goal setting within human rights trainings is the relative youth of the field of human rights training which has not yet completely developed consensus on its vocabulary and methodology. In addition, development and capacity-building programs sometimes overlap with or are combined within the same program as human rights training. The participants of the Columbia University Roundtable on Capacity Building noted that “the ‘jargon’ of the field . . . can be particularly difficult to understand . . . To guarantee genuine participation in the development of effective . . . programs it is important to develop a common language; this ensures that individuals and institutions can clearly communicate their needs as well as their vision for change.”<sup>17</sup> The lack of consistency in language used in the evaluation reports points to this problem. For example, adult education-theory based methodologies are discussed alternately as “problem-oriented,”<sup>18</sup> “practical-experience”<sup>19</sup> or “active learning”<sup>20</sup> focused, or “participatory.”<sup>21</sup> These methods are rarely defined or described in further detail, and although they all point to the same underlying concepts, the lack of standard vocabulary can create confusion. Therefore, programs should pay special attention to the terms they use to describe the theories and methods behind their trainings. Future definition of these terms across the field of human rights training would be helpful in clarifying the use of specific vocabulary.

## C. Participants

The success of human rights trainings ultimately depends on the recruitment and selection of individuals who will be willing and able to use the information and skills they learn. Several organizations reported challenges in finding these types

of participants within their target audience or of delivering training that matched the participants’ specific needs. Both factors can seriously impact the training’s effectiveness and reputation.

### C.1. Selection Criteria

The most basic challenge is developing selection criteria that are closely linked to the program’s goals. Many programs either did not have or did not report specific selection criteria for their participants. These criteria are essential to ensuring that training is delivered to the appropriate target group, and that training content and methodology is correctly matched with the participants’ backgrounds and needs. For example, the Fifth South Asian Orientation Course in Human Rights and Peace Studies placed special emphasis on the selection process. Its policy was to be “sensitive not only to ensuring adequate representation of women activists and professionals representing relativistic perspectives, especially those belonging to minority and suppressed communities and others working in arduous conditions of conflict, but also in incorporating their distinct perspectives and ratiocinations [sic] on the issues of human rights and peace within the structure of the program.”<sup>22</sup>

### C.2. Outreach

Closely related to developing selection criteria is creating a plan for advertising the training to appropriate audiences and recruiting suitable participants from a specific pool (i.e. law enforcement officials). One example of this common challenge is the Human Rights Education and Advocacy Training in Chelyabinsk, Russia in 1996. The evaluation report of this program stated that, "According to the regional coordinator, those invited to the workshop were individuals or organizations that had pre-workshop relations with the organizer of the workshop. Participants . . . said that they had not received any announcement of the training and learned of it only by chance communication with the workshop organizer or with other colleagues. Publicity for the workshop was minimal . . . and did not reach the regional human rights NGO community-at large."<sup>23</sup> In contrast, selection for the USAID-funded NGO development project in Croatia was highly competitive. Information about the trainings were widely publicized throughout the country and consequently 123 people applied for 19 places.<sup>24</sup> Although not all organizations have the capacity to consider such a wide pool, a diverse set of applicants clearly increases the likelihood that participants are selected that will be willing and able to act upon the resources invested in them.

### C.3. Collaboration

In addition, many programs face problems recruiting appropriate participants if they fail to collaborate closely with the structures (i.e. NGOs or police departments) where the target participants live or work. Programs must be especially careful when delivering training to law enforcement officials or employees of local NGOs who may be required to attend the training by their superiors. Additionally, employers have valuable information about their employees that can be incorporated into the selection process if training programs collaborate with them. An extreme example of this issue is demonstrated in the evaluation report of a human rights training program in the former Soviet republic of Georgia which was coordinated by three Swedish partner organizations from 1996-2001.

Problems relating to training methods generally stem from a disconnect between theory and practice.

"Out of 50 supposed participants at the first seminar and 60 at the second, only around 75% showed up. Of these, many participants did not stay for the entire week. One reason for the poor attendance was that the selection of participants was made without involving the employers."<sup>25</sup> As this example demonstrates, a strong collaborative relationship between training programs and participants' institutions in selecting appropriate participants is essential.

### C.4. Communication of Training Goals and Methods

Several programs reported problems arising from a lack of clear communication about program goals and methods to participants. For example, at Equitas' International Human Rights Training Program (IH RTP), "the focus . . . is on how to develop and carry out human rights education activities that are appropriate to participants' particular contexts. Although the international human rights system is dealt with in the program, IH RTP does not provide for in-depth learning about international human rights law. Therefore participants' expectations about the content of the program must be addressed early on." Evaluation reports of the program from 2002-2004 demonstrate that Equitas has taken steps to better communicate course content to applicants and participants.<sup>26</sup>

### D. Methodology

Methodology refers to the “how” of human rights training. Problems relating to training methods generally stem from a disconnect between theory and practice. The evaluation reports confirm the assertion that “nearly all formal literature associated with Human Rights Education will mention the importance of using participatory methods.”<sup>27</sup> These reports suggest an understanding that adult education theory, participatory approaches, a focus on skill building, attention to local concerns, and support of peer-to-peer learning are necessary elements of any human rights training program. However, many programs were unable to translate all of this understanding into practice. Issues to consider include: aligning trainings to participant needs using adult education methods, integrating varied program elements, the use of transformative learning to address sensitive issues, and the use of distance learning.

#### D.1. Aligning Training Content to Participant Needs with Adult Education Methods

Across the board, the most common participant criticisms were that trainings do not relate closely enough to their daily work or local situation, or that even after the training they do not feel they have the skills to translate theoretical information to action. Program designers are challenged both by the need to accurately assess what information participants are lacking and the need to deliver that information in an interactive and skills-building manner. Adult education theory is clear on the need to incorporate participatory methods into training curriculum (including role-plays, case studies, and other interactive exercises). In human rights training, these participatory methods are only as useful as how relevant the subject matter is to the participants’ particular human rights area of interest. Therefore, the need for pre-training assessment and contextual analysis is clear. One program that has taken this concept to heart is the Training Program for Community Leaders in Human Rights, Democracy and Citizen Participation in Peru. “From the time the training course begins, emphasis is placed on living what one learns, using as a point of departure the participants’ daily experiences.

The training is built on the day to day life experiences of the participants . . . [and they] learn by doing role plays, working in small discussion groups.”<sup>28</sup> The evaluator of this program concluded that these and other elements “make [the program] stand out as a very effective program that is worth replicating outside of Peru.”<sup>29</sup>

Failure to link human rights issues to the local context clearly weakened the program’s effectiveness.

#### D.2. Integrating Varied Program Elements

In addition, many programs identified the use of technology, conflict resolution models, peer-to-peer learning opportunities, and development of critical thinking skills as important elements of their programs, but were not always able to integrate these issues. It is clear that balancing a range of methodologies and resources is a major challenge in developing effective human rights trainings. For example, human rights training of police officers in Northern Ireland requires a diversified approach which is reflected in the course design but remains difficult to achieve. Course manuals focus on a “problem-solving and partnership approach” including “scenario exercises, case studies, and role plays.”<sup>30</sup> However, evaluators found that “group work scenarios were the weakest elements of the human right lessons” which were mostly delivered by experts in lecture format. Like in several other programs, local issues seem to have been left out of the course content. “Almost without exception, the student officers interviewed had gained the distinct impression from trainers that discussion of the questions which they referred to as the ‘big issues’ in Northern Ireland – religion and politics – was a ‘no-go’ area.”<sup>31</sup> In this case, failure to link human rights issues to the local context clearly weakened the program’s effectiveness.

### D.3. Sensitivity Issues and Transformative Learning

Programs are sometimes challenged by the fact that due to the human rights subject matter, training methods are held to a higher standard than other types of technical assistance trainings. Self-reflection (in addition to thorough contextual analysis) is needed to avoid potentially damaging situations in which participants feel that stereotypes or power dynamics have been reinforced by the training methods. In fact, addressing these types of issues directly can be one of the most powerful elements of a human rights training. These types of “transformative” learning experiences empower participants “to make changes in their own lives, as well as in their families, communities, and institutions around them.”<sup>32</sup> For example, in the Training Program for Community Leaders in Peru, “participants begin by examining themselves – the extent to which they are being democratic in their households and communities, the extent to which they are upholding basic human rights . . . they learn together in an open and supportive atmosphere . . . and break down stereotypes and barriers of mistrust.”<sup>33</sup>

Another related challenge is the often politically-sensitive nature of human rights issues, especially for programs that collaborate with government entities. These programs must balance the need to address sensitive human rights issues directly with the need to preserve their ability to carry out additional trainings in the future. This challenge is demonstrated by the Raoul Wallenberg Institute’s Human Rights Awareness-Raising Programme in Uganda. Evaluators questioned why women’s rights were not integrated into all of the trainings (instead, one women’s rights workshop was held with only women participants). “We cannot see the reason why [women] were gathered in a workshop of their own, which focused on women’s rights only. As many of the interviewees point out, gender discrimination and women’s rights should have been on the agenda in all district workshops . . . As it was organized, the four workshops with a majority of male participants learnt very little about gender issues.”<sup>34</sup> The training’s organizers avoided immediate controversy by excluding women’s issues from many of the workshops, yet this exclusion ultimately threatened the program’s legitimacy.

### D.4. Distance Learning

One new training delivery medium that addresses many of the challenges of designing human rights training for adults is online or distance learning. For example, the online course “Leading to Choices: A Distance Learning Course on Participatory Leadership” creatively combined a variety of methods including a course website, online discussion board, email, real-time chat rooms, video, and group projects that brought together participants from across the globe. “The finalized eLearning course curriculum utilized an interactive, problem-solving, and active-learning approach that emphasizes peer-to-peer learning. It is premised upon the concept that effective learning takes place when participants are actively engaged around themes and questions related to real life concerns, and rich diversity of participants’ experiences becomes a principal resource of the course.”<sup>35</sup> At the Fifth South Asian Orientation Course in Human Rights and Peace Studies, several months of distance learning were combined with a two-week face-to-face training session. In this case, the use of distance learning helped solve some major logistical problems the program encountered with the physical training site.<sup>36</sup>

Of course, distance learning presents its own unique challenges. An independent evaluation of online courses provided for members of human rights organizations in South Africa found that “like most distance learners, [the course participants were] continually preoccupied with issues of time management – juggling study priorities with full-time jobs and personal responsibilities.”<sup>37</sup> In addition, technical difficulties, cost of developing high-tech materials, and management of the program were all challenges the sponsoring organization faced.<sup>38</sup> However, the evaluators concluded that “it is quite clear that this approach breaks new ground.”<sup>39</sup> In the future, it is likely that more human rights training programs will move to incorporate distance learning and technology into their methodology. The evaluation reports of courses that included such methods indicate that distance and online learning has much potential to strengthen existing human rights training programs and to introduce new, innovate approaches to the field.

### E. Trainers

Two key challenges relating to trainers emerged from the evaluation reports. First, programs must secure trainers that are both familiar with the human rights content and knowledgeable about adult education training methods. Second, programs often struggle to balance the use of local and international experts and/or trainers.

#### E.2. Use of Local vs. International Trainers

Another related challenge, especially for country-based trainings, is balancing the use of local trainers with international experts who are brought in from the outside. In many cases, participants felt that the international trainers did not understand all aspects of their local situation; conversely, participants expressed appreciation of a fresh,

A final challenge in training design is assembling appropriate resource materials for participants to reference after the program is completed.

#### E.1. Identification of Skilled Trainers

A challenge closely connected to the methodology issues presented above is locating experienced trainers to design and lead participants through the program. A common criticism of trainings is that too much time is spent in content focused lecture settings and not enough time on practical skills-building. Often, human rights experts are brought in to lecture on topics in their area of expertise. Although most training programs profess a commitment to participatory, skills-based methods, these approaches are difficult to carry out without knowledgeable trainers and if not planned and executed properly, can fall flat. Therefore, a key challenge in creating a successful training program is paying attention not only to the stated methodology but the skills of the people who will be putting those methods into practice. It is important to note that in the majority of the training evaluations, little or no information was provided about the experience or background of the trainers. Although this omission does not mean that the trainers were inexperienced, it does indicate a lack of focus on this issue by many of the training programs and/or evaluators.

outside perspective that placed their local issues within an international context. The key challenge is balancing a mixture of both local and international trainers while building awareness and attention to local issues into all levels of the program's design. For example, the Raoul Wallenberg Institute's Human Rights Training Program in Vietnam was criticized for not having enough local trainers, while evaluators of the human rights training program for police officers in Northern Ireland called for more external trainers with specialty in the area of human rights.<sup>40</sup>

#### E.3. Materials

A final challenge in training design is assembling appropriate resource materials for participants to reference after the program is completed. Although this issue is often disregarded or overlooked, materials are an important supplement to any training program, and a surprisingly frequent source of criticism. The most common criticisms are: too much information, outdated information, not enough local information or information on funding resources, improperly translated (or not translated at all), and lack of contact information or alumni networking tools.

### F. Recommendations for Meeting Design Challenges

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#### F.1. Initiation of project

- Specific projects should grow out of local interest and need within a strategic framework promoting human rights-based reforms at the individual, institutional and socio-political levels.
- Collaborations between local and international organizations or government entities, particularly between Northern and Southern groups, should be managed with careful attention to power dynamics, particularly regarding the logistics of funding.
- Contextual analysis (background research), especially for local and regional trainings, needs to be thorough, with unintended consequences anticipated.

#### F.2. Goals

- Learner and program goals should be clearly stated and measurable. Goals are layered to express both general and specific intended effects. Anticipated outputs and outcomes should be clearly defined and differentiated.
- Human rights vocabulary and specific terminology should be defined. The role of human rights training within other development or capacity building programs should be clearly explained.

#### F.3. Participants

- Selection criteria for participants should be developed and tied directly to program goals.
- The training needs to be advertised as widely as possible to appropriate target groups. Recruitment should take place in collaboration with institutions or organizations where potential participants live or work.

- Training goals and methodology should be clearly communicated to potential applicants and selected participants.
- Selected participants should be assessed on their level of knowledge and needs for the training well before the program begins.

#### F.4. Methodology

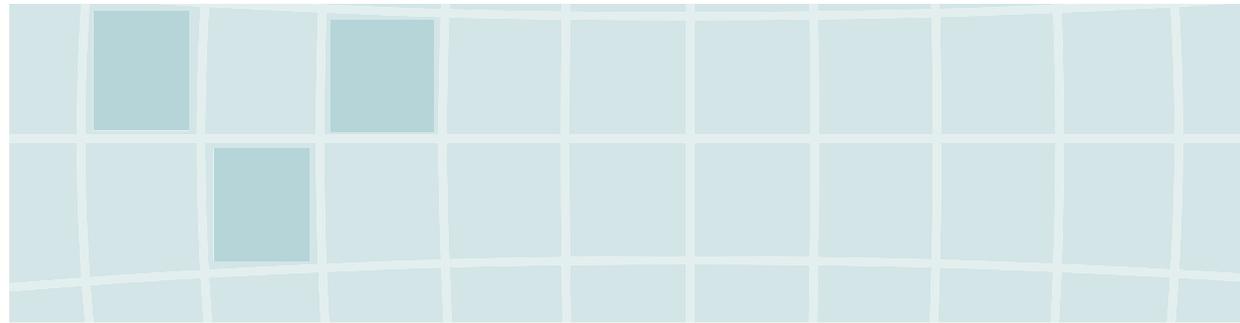
- Adult education theory, including the use of participatory methods, should be central to the training.
- Participants' daily challenges and life experiences should be frequently incorporated into the training.
- Participants should be viewed as resources and are tapped for their skills and expertise.
- Methods should be self-reflective and avoid reproducing stereotypes or other discrimination
- Participants should leave with an action plan in hand.

#### F.5. Trainers

- Program facilitators should be knowledgeable not only of human rights content but also of adult education training methods.
- Invited experts can coach on appropriate delivery styles; frontal lecture and panel discussions should be limited.
- There should be a balance of local and international trainers and never an imbalance towards international trainers.

#### F.6. Materials

- Resource packets should be updated before trainings and include funding resources, alumni networking information, and are translated with sensitivity. They should be simple, condensed, and easy to use.



# III. Implementation

## Stage of Trainings

Implementation refers to the logistical issues that can easily thwart even the most carefully planned training curriculum. Following is an explanation of the two most common challenges relating to training implementation: the training site and scheduling issues.

### A. Training Site

Securing an appropriate site for the training as well as accommodations for the participants can be challenging for a range of reasons. Funding often limits the available options, and depending on the location of the training, appropriate facilities may not be available at all, and the program may have to improvise. However, it is important not to underestimate the importance the site can have to the quality of the training. Facilities without appropriate space to accommodate training methods or with poorly organized support for trainers can cause great distraction and frustration among all people involved who may not be willing to return to subsequent events. Examples of these important logistical elements include moveable furniture, amenities such as access to the Internet, telephone, and food, and proximity to areas of entertainment or cultural interest.

In addition, the training's geographic location, the availability of interpreters (if necessary) and ability to acquire visas for participants are also important considerations.

One example of logistical problems is the police school facilities used in Northern Ireland. Evaluators found that "current classroom, residential accommodation and specialist training facilities were inadequate . . . the current physical limitations will have an impact on the capacity of training, both for growth as well as training recruits and current police officers. Partnership and problem-solving approaches were seen by the Independent Commission as being central to the recruit training process, and inadequate facilities are not conducive to achieving this goal."<sup>41</sup>

Another example illustrates the importance of the geographic location of the training program. Due to increasing violence in the region around Kathmandu in August of 2004,

the Fifth South Asian Orientation Course in Human Rights and Peace Studies attempted to change the location of their training to New Delhi or Lahore. Logistics made both of these choices impossible, so after delaying the course, the organizers decided to hold a shorter training session in Kathmandu, despite the risk involved and the fact that several trainers and participants were unable to secure transportation there. Organizers of this training understood the symbolic importance of location. Choosing Kathmandu as their site “was an expression of faith in the potential of Nepal’s democratic transformation.”<sup>42</sup> However, an explosion in the city a day after the end of the training “was a grim reminder of the risk [they] had taken” by holding the training there.<sup>43</sup> In this dramatic example, the training’s location was central to its legitimacy in promoting human rights in the region and also a major obstacle for organizers to overcome.

### B. Scheduling

The most common criticism relating to program schedules is that they are too busy or exhausting (especially if the methodology depends on lectures and panel discussions). However, when enough down-time or social activities are built into the schedule, participants often report that the personal connections they made with other participants are the most rewarding part of their experience. For example, at the 14th Annual Human Rights & People’s Diplomacy Training Program in Bangkok, Thailand, ample space was created for peer-to-peer learning outside of the classroom. “Participants showed videos and made presentations on their own situations to interested participants in a room that was made available for that purpose. Participants organized a wonderful solidarity evening in the last week of the training – with folk songs and dances from the different countries of the region.”<sup>44</sup> Therefore, the major scheduling challenge is to temper the impulse to pack in as much training curriculum as possible with a reasonable space to allow for learning to occur outside of the official program.

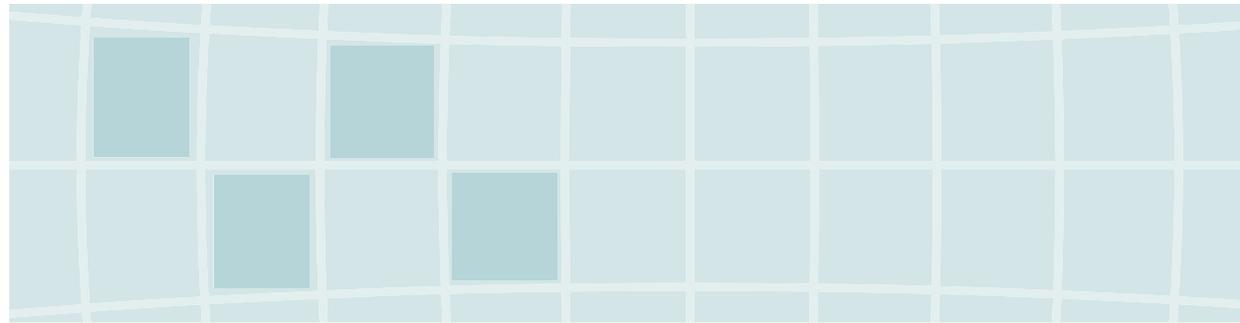
### C. Recommendations for Meeting Implementation Challenges

#### C. 1. Training Site

- Both the site of the training and the physical state of the facilities used for the training should add to, not detract from, the program’s quality. Every effort should be made to assist participants with acquisition of visas and other official documents, if necessary.
- Every effort should be made to provide adequate space for interactive methods, minimize distractions caused by logistical problems, and create space for peer-to-peer learning. These include but are not limited to: moveable furniture, amenities such as access to the Internet, telephone, and food, and proximity to areas of entertainment and cultural interest.

#### C.2. Scheduling

- The program agenda should include “down-time” that allows unstructured peer-to-peer learning and networking to occur outside of the formal schedule.
- Planners should be willing to make reasonable last-minute changes at the request of trainers or participants, if possible.



## IV. Follow-up Stage of Trainings

Nearly every training program reported challenges with follow-up. Few, if any, have developed completely successful mechanisms to ascertain the impact of the training following its conclusion and to offer additional supports for continued learning and motivation. The following two topics cover the most important elements of follow-up: accountability and support.

### A. Accountability

Instilling a sense of accountability in participants to use the new information and skills they have gained at the training is the first and most important step in follow-up. At a basic level, participant selection is central to this challenge – if inappropriate participants are chosen, it is likely the training will not have the desired impact upon them. How well the program is designed and implemented also has a strong impact on how invested participants feel afterwards. In addition, program designers are challenged to make the event an eye-opening and in some cases, life-changing event that will impress upon participants their ability to work effectively on behalf of human rights. This issue is closely connected to methodology, specifically that “the practice of human rights education, which is extremely general in conception and varied in practice, could clearly

benefit from a more concerted embracing of transformative learning.”<sup>45</sup> In this way, accountability is shared by both the learners and the trainers, as both are part of the change process.

The accountability issue is most challenging in trainings of government or law enforcement officials who may not have applied to be in the program but rather were “selected” to attend, and may be skeptical of course content from the beginning. In addition, many programs targeting local government officials are challenged by the high turnover rate of these positions. As the evaluators of the Raoul Wallenberg Institute’s Human Rights Awareness Raising Programme in Uganda noted, “An inevitable problem when targeting participants holding elected offices is that many are not re-elected. As individuals, they may use their human rights knowledge in the districts . . . however, some of them saw problems in doing so.”<sup>46</sup>

### B. Support

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#### B.1. Planning for Follow-Up

A sense of accountability alone cannot go very far if participants do not have access to practical support after the training is over. The most common problem occurs when there is not a plan for follow-up built into the program's design. As a result, many of the support and follow-up plans are created after the program is already completed and are therefore not very effective. For example, the purpose of Amnesty International's South Asia Human Rights Defenders Project was to strengthen human rights activists in South Asia, who developed action plans at regional conferences. Although the project succeeded in many of its goals, "there was clearly frustration amongst respondents at the lack of concrete mechanisms put in place to follow up on aspects of the action plans . . . a large majority felt that there should have been follow-up discussions on particular aspects of the regional action plans."<sup>47</sup> By contrast, participants in Equitas' International Human Rights Training Program were asked to develop an Individual Plan starting in the first week of the program and to continue to develop it over the three-week course. The program "is designed to provide participants with a framework for developing a concrete plan for putting their learning into practice with the aim of increasing their own organization's capacity to conduct human rights education." Participants are contacted four and six months after the Training Program and asked to report on the progress of their Individual Plans. In addition, regional and country-specific follow-up meetings are organized with alumni to provide advanced training and gather recommendations.<sup>48</sup>

#### B.2. Supplementary Materials are Tools for Follow-Up

As noted above, supplementary materials are often a lost opportunity at trainings and are often criticized for being inadequate. A well-designed and assembled resource packet that participants can reference for information and contacts is an invaluable support tool if crafted well.

#### B.3. Staying in Touch

Another challenge is remaining in contact with participants, which requires maintaining a database and updating information regularly, and facilitating an alumni network so that participants can continue to use each other as resources. A surprising number of programs did not report continued communication between past participants. This communication, which can be as simple as an email list-serve, benefits not only the participants but the program itself which can form a larger network of supporters after each training.

#### B.4. Funding Support

A final common criticism is that programs do not give participants enough practical information and support regarding funding. Because many participants of human rights training programs are working on small-scale projects, their access to funding is both extremely limited and essential to their ability to be successful in their work. Therefore, a focus on providing funding support could greatly increase the success of participants in their local work. This support does not necessarily entail the programs themselves giving funding (since most are on very tight budgets), but rather helping their participants link with other organizations and grant opportunities.

Special emphasis should be placed on providing alumni networks with information on future trainings and funding opportunities in the participants' area of interest.

### C. Recommendations for Meeting Follow-Up Challenges

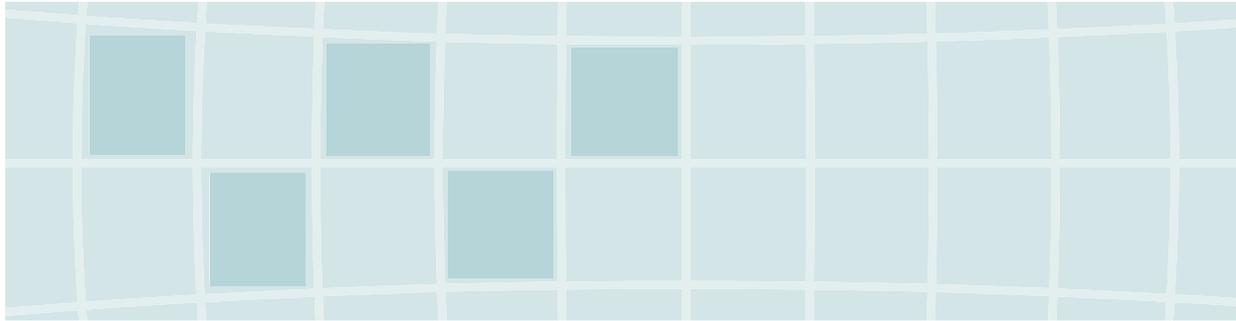
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#### C.1. Accountability

- The program should be implemented well and be inspirational enough that participants have the energy and confidence they need to use the resources that have been invested in them effectively.
- Participants should be asked to provide written or oral confirmation of their intention to use the skills and information they have gained at the training. This type of “contract” can be built into the registration process. These confirmations can be used in later follow-up.

#### C.2. Support

- Training should be viewed as an on-going process. Follow-up is not an afterthought but built into the program’s design from the beginning. Participants should be encouraged to attend advanced trainings or other opportunities to continue their own human rights education.
- Alumni networks should be prioritized and supported. These can take various forms, for example, on-line through use of list-serves and websites, or in-person for regional/local trainings. Past participants should be contacted at regular intervals in order to update information and track their progress after the training. Participant involvement in an active alumni network should be one of the training goals.
- Special emphasis should be placed on providing alumni networks with information on future trainings and funding opportunities in the participants’ area of interest.



# V. Evaluation

Almost all programs are evaluated in some way, usually because funders require a record of a program's strengths before or in order to continue funding it. However, across-the-board, evaluation is one of the weakest elements in many human rights training programs. The following topics outline the most common challenges faced in program evaluation.

## A. Design

The most important aspect of evaluation is also the most often overlooked -- the need to include mechanisms to collect evaluation data into the program's design from the beginning. Often, internal and external evaluators are left to make conclusions about programs with insufficient and incomplete information. Evaluators for the Raoul Wallenberg Institute's Human Training Programs in Vietnam summed up this common problem: "The lack of a systematic approach with impact measurement in mind at the beginning of the Project or up to present makes it difficult to objectively confirm impact now."<sup>49</sup> Occasionally, poorly designed evaluations do not produce useful data because they are not varied in methodology --for example, involving both written and oral evaluations-- or are not culturally competent, that is they don't take into account language or

cultural barriers to criticism. In addition, programs are challenged to ask the right evaluation questions, which ultimately refers to the quality of goal-setting during the program's initial design.

Human rights training programs are challenged to collect appropriate evaluation data at several different stages during the training program: before, during, and after.

### A.1. Baseline Data

After participants are selected, programs report varying degrees of attention to accurately assessing their pre-training needs and knowledge of the issues at hand through pre-training assignments or surveys. This type of information is usually based on participants' self-assessments of their knowledge, skills, and needs before the training begins --for example, through a survey mailed in advance of the training or handed out on the first

## V. Evaluation - Human Rights Training for Adults

day--, and compared to a similar assessment at the conclusion of the training. For example, Equitas requires each participant to complete a pre-training assessment before the start of the program. These assessments asked participants to “rate their pre-training knowledge; . . . reflect on their training needs; . . . [and] prepare a description of the situations in their respective countries . . . Information from participants’ pre-training assignments was used at different points throughout the three weeks,” and was also a useful tool for the program’s evaluators.<sup>50</sup> Although this type of pre-training assessment can greatly enhance the effectiveness of the trainings and the accuracy of evaluation, many programs did not pay significant attention to this important tool (only four of the twenty-six programs analyzed reported conducting pre-training assessment of participants).<sup>51</sup>

Only two programs analyzed for this report formalized the process of collecting mid-training data and included this information in their evaluation reports.<sup>52</sup> In one of these cases, the Fifth South Asian Orientation Course on Human Rights and Peace Studies incorporated mid-training evaluations into its program by appointing special rapporteurs each day. Each morning, these rapporteurs gave a 30-minute report on “the comments, criticism, and suggestions of participants on the prior day’s events and lectures, and on the running of the direct orientation program more generally . . . these sessions also contributed to setting the tone for the entire . . . programme by fostering an atmosphere of mutual respect and attentiveness, of constructive criticism and candor.”<sup>53</sup>

It is clear from analyzing several years of evaluation reports of the same training programs that useful information about training methodology, logistics, and other aspects of the training is sometimes not incorporated into the next year’s design.

### A.2. Mid-Training Evaluations

Collecting feedback mid-training can be helpful for several reasons: (1) it gives trainers an idea of how the program is going and allows them to make changes if necessary; (2) it becomes a learning tool for participants because they are able to express their opinions and sometimes impact the remainder of the session; and (3) it gives useful information for evaluation purposes. It is important to note that many trainers collect this type of mid-training evaluation data informally, often verbally, during the course of trainings. However, this useful information is rarely captured in formal evaluations. Ultimately, the administration of formal mid-term evaluations is related to the trainers’ assessment of the availability of time as well as their willingness to change the format of the training. Therefore, if organizers of a program feel that mid-training evaluations are important, trainers should be informed of the rationale behind conducting such assessments and allocated extra time to administer them.

### A.3. End-of-Training Evaluations

Almost all training programs conduct some form of end-of-training evaluation, most commonly through written evaluation forms the participants are asked to complete. Often these forms make a series of statements with standardized responses on a scale (“10” for strongly agree, etc.). Usually these types of evaluations also ask several open-ended questions, such as “What was the most useful part of the training to you?” Some programs conducted in-depth interviews with participants several weeks or months after the training’s conclusion, or conducted group evaluation sessions after the training was complete. A significant challenge for these end-of-training evaluations is combining different types of methods (written/oral, group/individual) and compiling and analyzing the data after it is collected. The Adilisha training program in South Africa successfully used a combination of methods in its evaluation plan, including pre- and post-individual and group evaluations, focus group discussions, and a final evaluation workshop.<sup>54</sup>

### A.4. Longitudinal Studies

The need for long-term assessment of the impact of human rights trainings on participants is an ongoing challenge for all human rights training programs. For example, the evaluator of the Training Program for Community Leaders in Peru noted that “a generalized concern of citizen education is that the methodology to measure the true impact of programs of this type is still in its infancy.”<sup>55</sup> Because of the complexity and expense involved in longitudinal studies as well as the methodological concerns, training programs do not generally attempt to measure their long-term impact on participants. (For the Peru program, USAID funded an independent evaluator to carry out a comprehensive, long-term evaluation project.)<sup>56</sup> Two programs considered for this report that conducted limited longitudinal studies of their work were the Women’s Human Rights Training Program in Turkey and the Human Rights Advocates Training Program at Columbia University.

Another challenge to longitudinal studies is that by definition, they require that training programs be active in an area for several years and have clearly defined goals to measure. As an evaluator of the Canadian International Development Agency’s Human Rights Program Mechanisms in Sri Lanka concluded, “One must recognize the long-term investment that is required before any ‘attitudinal change’ can be measured . . . some of these indicators might include: fewer court cases brought against police or military for abusive authority, greater cooperation between the civilian government and police and military authorities, public criticism of the military and police appearing regularly in the media, and better relations between security forces and the NGO community.”<sup>57</sup> Although this issue is somewhat outside the scope of a training designer’s responsibility or power, it is important for program designers and evaluators to be aware of and support it if possible. Hopefully, longitudinal evaluations will become increasingly feasible as human rights trainings develop in the future.

## B. Application of Evaluation Data

Even if a program has dutifully collected evaluation data at all of the above stages and analyzed

Overall, the field of human rights training does not have good longitudinal evaluation data. Therefore, every program should explore how it might be able to add to the field by supporting a longitudinal study.

its strengths and weaknesses, a final challenge remains in how that information is used. Evaluators are challenged to connect evaluation results to the program goals, and to incorporate the evaluation information into the design of future training programs. It is clear from analyzing several years of evaluation reports of the same training programs that useful information about training methodology, logistics, and other aspects of the training is sometimes not incorporated into the next year’s design. It is difficult for evaluations to be formally digested by an organization, even if they are read by the individual trainers, who may change from program to program. Therefore, too often, the same issues can surface year after year.

In addition to using evaluation internally to improve trainings, program designers are also challenged by how to communicate the evaluation information to the outside world. This entails report writing for funders, partners, alumni networks, and the media. It also includes the challenge of appropriately celebrating the program’s successes, while at the same time being honest about possible areas of improvement.

Problems with staff turnover are frequently reported by NGOs but can be mitigated by well-designed and implemented evaluation plans. Consistent yearly evaluation data and report-writing can help create institutional history within the organization and prevent new staff members from “reinventing the wheel” each time a new training is planned.

### C. Recommendations for Meeting Challenges of Evaluation Stage

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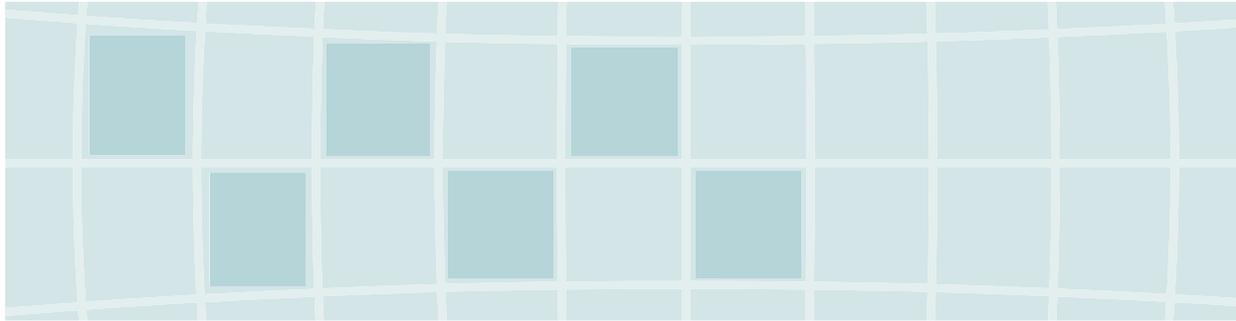
From the above analysis and recommendations in the evaluation reports, the following best practices are suggested for training evaluation:

#### C.1. Design

- Evaluation should not be an afterthought. If possible, the following multi-stage mechanisms should be built into the program from the beginning. Evaluation questions should be crafted to test the success of the specific stated goals of the program.
- Pre-training assessments of participants will provide baseline data that is valuable for evaluation purposes. They can take the form of simple surveys or more lengthy interviews. These assessments are also learning tools for participants who can gauge their own progress through the course. This data can be compared to results from a similar questionnaire administered at the conclusion of the training program.
- Mid-training evaluations are especially important for more lengthy programs (longer than one day) and can be informal (verbal) or formal (written). In addition to providing valuable information that trainers and planners immediately utilize, these types of evaluations are valuable learning tools. If crafted well, they create a feedback loop whereby participants can become invested in the learning process.
- Evaluations at the conclusion of the training are more in-depth and utilize more methods than the pre- or mid-training evaluations. The best evaluation plans have a mixture of written (survey) data and oral interviews (with both individuals and groups). In addition, a comprehensive evaluation tests the success of the programs' short and long-term objectives by contacting participants at various intervals after the program is complete, and can be an important starting point for a more in-depth longitudinal study.
- These types of studies seek to ascertain the long-term impact of human rights training programs on participants and the communities in which they live. Overall, the field of human rights training does not have good longitudinal evaluation data. Therefore, every program should explore how it might be able to add to the field by supporting a longitudinal study.

#### C.2. Application of Evaluation Data

- Evaluation results should be connected back to the program's stated goals, specific topics, methodology, timing, and overall structure. Information learned from each evaluation impacts how the next training is conducted.
- Evaluation information should be written up in a formal report that is distributed to funders, partners, and potential trainers and participants. These reports will form an important basis of institutional memory for programs that can experience high staff turnover. These reports prevent new staff from "reinventing the wheel" or repeating old mistakes.



## VI. Conclusion

Human rights education is a difficult field to precisely define or analyze. Nancy Flowers, a pre-eminent human rights educator, concluded that “a definition is elusive because today such a variety and quantity of activity is taking place in the name of human rights education.”<sup>58</sup>

As the list of programs studied for this report indicates, even when narrowing the field to human rights trainings of adults, there remains a large diversity of programs persists.

It is clear from the range of programs analyzed for this report that human rights trainings do in fact represent the creativity and fluidity in program design and implementation that Flowers describes. The recent development of online and distance learning methods supports this perspective. However, it is also clear from the evaluations that strong similarities do exist between these programs, even when many of their internal and external factors are significantly different. Exploring these similarities has been the basis for this report.

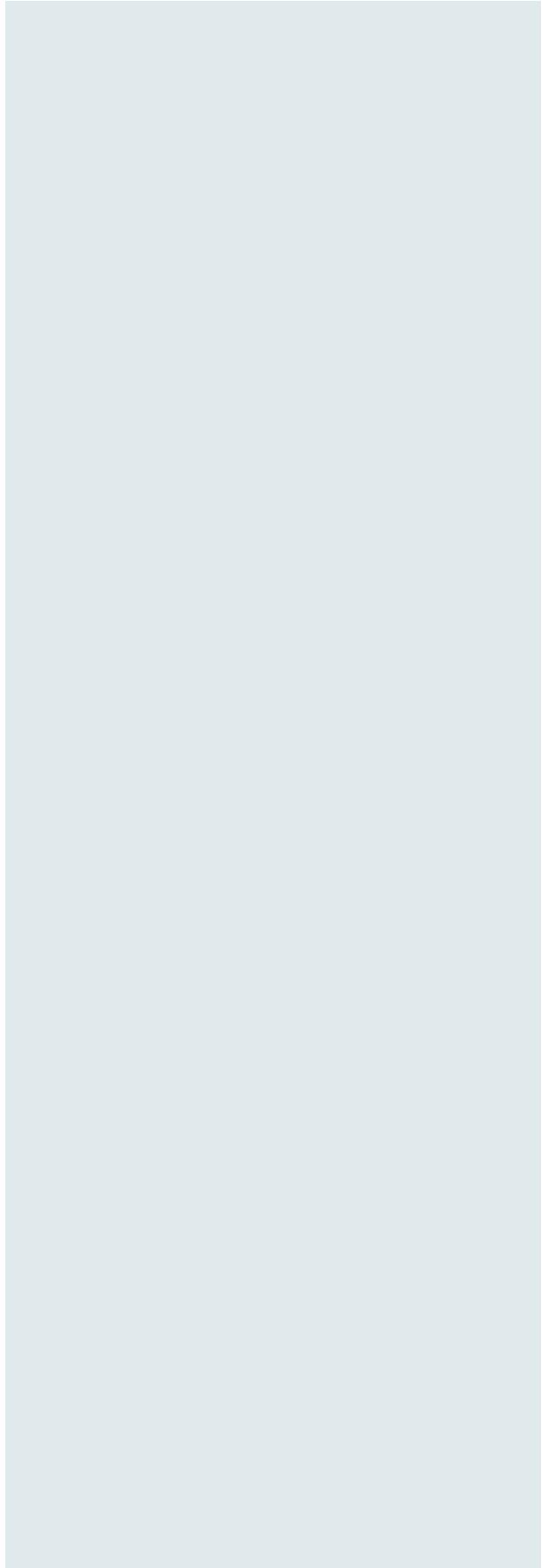
As this report has elaborated, human rights training programs face many similar challenges.

Three areas in particular stand out as needing the most improvement across-the-board:

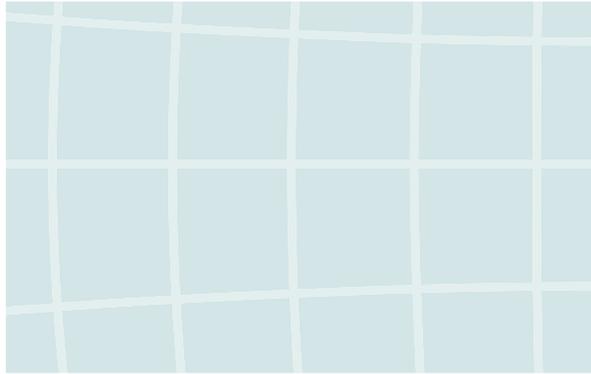
- Programs need to more consistently deliver the adult education methodologies that they all agree are essential to effective human rights training.
- Programs need to emphasize comprehensive mechanisms to follow-up with participants after the formal training program is complete.
- The field as a whole lacks solid longitudinal evaluation data of the long-term impact of human rights trainings on participants. Therefore, programs should explore how they might support more comprehensive research and documentation of their work.

## Human Rights Training for Adults - Conclusion

At the end of the United Nations Decade for Human Rights Education (1995-2004) and the beginning of the permanent World Programme for Human Rights Education (2005-ongoing), training in human rights continues to be emphasized as essential to most development programs, from projects that seek to strengthen democracy and civil society to those designed to empower individuals and groups whose rights have historically been violated. Incorporating the best practices of program design, implementation, follow-up, and evaluation suggested in this report can both maximize the impact of these programs and ensure that human rights training continues to be emphasized on a global scale into the future.



# Endnotes



1

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Bernbaum, "Weaving Ties of Friendship, Trust, and Commitment to Build Democracy and Human Rights in Peru," p. 58.

29

Ibid, p. iv.

30

"An Evaluation of Human Rights Training for Student Police Officers in the Police Service of Northern Ireland," pp. 14, 16, 18.

31

Ibid.

32

Tibbitts, "Transformative Learning and Human Rights Education," p. 107-108.

33

Bernbaum, "Weaving Ties of Friendship, Trust, and Commitment to Build Democracy and Human Rights in Peru," p. vi.

34

"Raoul Wallenberg Institute's Human Rights Awareness-Raising Programme in Uganda: Evaluation Report," p.16.

35

"WLP Implements Distance Learning Course on Participatory Leadership Skills Development," p. 2.

36

"The Fifth South Asian Orientation Course in Human Rights and Peace Studies: Report, Retrospection and Recommendations," p. 19.

37

Terry Allsop and Michelle Odayan, "Adilisha: Evaluation Report," October 2003, p. 8.

38

Ibid, p. 6-10.

39

Ibid, p. 3.

40

"Human Rights Training in Vietnam," p. 24, 27, and "An Evaluation of Human Rights Training for Student Police Officers in the Police Service of Northern Ireland," p. 35.

41

"An Evaluation of Human Rights Training For Student Police Officers in the Police Service of Northern Ireland," p. 39.

42

"The Fifth South Asian Orientation Course in Human Rights and Peace Studies: Report, Retrospection and Recommendations," p. 2.

43

Ibid, p. 3.

44

"14th Annual Human Rights and Peoples' Diplomacy Training Program: Report," 2004, p. 4. Available online: [http://www.dtp.unsw.edu.au/14th\\_Annual\\_Report.html](http://www.dtp.unsw.edu.au/14th_Annual_Report.html).

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Tibbitts, "Transformative Learning and Human Rights Education: Taking a Closer Look," p. 112.

46

"Raoul Wallenberg Institute's Human Rights Awareness Raising Programme in Uganda," p. 16.

47

"Evaluation of the South Asia Human Rights Defenders Project," Amnesty International, January 2002, p. 2. Available online: <http://web.amnesty.org/library/print/ENGASA040022002>.

48

"International Human Rights Training Program 2004 Evaluation Report," p. 10-11.

49

"Human Rights Training in Vietnam," p.12.

50

"International Human Rights Training Program 2004 Evaluation Report," p. 9.

51

The four programs are: the Women for Women's Human Rights-New Ways training program in Turkey, the Canadian Human Rights Foundation Annual Human Rights Training Program, Amnesty International's South Asia Human Rights Defenders Project, and the Adilisha Training Program in South Africa.

52

The Canadian Human Rights Foundation International Human Rights Training Program and the Fifth South Asian Orientation Course on Human Rights and Peace Studies.

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"The Fifth South Asian Orientation Course in Human Rights and Peace Studies: Report, Retrospection and Recommendations," p. 25.

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Allsop and Odayan, "Adilisha: Evaluation Report," Annex B: Evaluation Instruments Used.

55

Bernbaum, "Weaving Ties of Friendship, Trust and Commitment to Build Democracy and Human Rights in Peru," p. 65.

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Ibid, p. 66.

57

Toope, "Evaluation of CIDA's Human Rights Mechanisms in Sri Lanka," p. 6.

58

Nancy Flowers, "What is Human Rights Education?" A Survey of Human Rights Education (Hamburg: Bertelsmann Verlag, 2003), p. 1. Available online: [http://www.hrea.org/erc/Library/curriculum\\_methodology/flowers03.pdf](http://www.hrea.org/erc/Library/curriculum_methodology/flowers03.pdf).

# Appendix

## Evaluation Reports of Human Rights Training Programs Analyzed for this Report

Name of Program/ Report	Sponsoring Organization (s)	Program Location	Year	Target Groups	I or 1	Program Length	Report Location
Women's Human Rights Training Program 1995-2003	Women for Women's Rights – New Ways	Turkey		general population (women)	I	16 weeks	<a href="http://www.wwhr.org/images/evaluation_report.pdf">http://www.wwhr.org/images/evaluation_report.pdf</a>
Weaving Ties of Friendship, Trust, and Commitment to Build Democracy and Human Rights in Peru	Peruvian Institute for Education in Human Rights and Peace	Peru	1999	general population (community leaders)	E	3 days (multiple)	<a href="http://www.hrea.org/erc/Library/research/IPEDHP/study_english/">http://www.hrea.org/erc/Library/research/IPEDHP/study_english/</a>
International Human Rights Training Program	Equitas	Canada		human rights advocates	I	3 weeks	
Annual Human Rights and Peoples Diplomacy Training Program	University of New South Wales, Australia; Asian Forum for Human Rights & Development (Forum Asia); Asian Regional Resource Center for Human Rights Education (ARRC)	Thailand	2004	human rights advocates	I	3 weeks	<a href="http://www.dtp.unsw.edu.au/14th_Annual_Report.html">http://www.dtp.unsw.edu.au/14th_Annual_Report.html</a>
	IIDH (Instituto Interamericano de Derechos Humanos)	Costa Rica		human rights advocates	I & E	10 days	Hard copies (Spanish) in HREA library (2002-2004)

## Appendix - Human Rights Training for Adults

Human Rights Advocates Training Program	Columbia University	USA (NYC)	2001	human rights advocates	E	4 months	<a href="http://www.columbia.edu/cu/humanrights/training/adv/advocates_evaluation.htm">http://www.columbia.edu/cu/humanrights/training/adv/advocates_evaluation.htm</a>
South Asia Human Rights Defenders Project	Amnesty International- IS and AI- Netherlands	India		human rights advocates	I	3-4 days (multiple)	<a href="http://web.amnesty.org/library/index/ENGASA040022002">http://web.amnesty.org/library/index/ENGASA040022002</a>
Participatory Leadership Skills Development	Women's Learning Partnership for Rights, Development, and Peace; Human Rights Education Associates	Online (Distance Learning Course)	2003	human rights advocates	I	10 weeks	
Croatia NGO Development Program	USAID, The Academy for Educational Development	Croatia	2001	human rights advocates	I	6 months	<a href="http://www.aed-ccsg.org/reports/croatia.pdf">http://www.aed-ccsg.org/reports/croatia.pdf</a>
IPP Technical Evaluation Report	America's Development Foundation, Moscow Research Center for Human Rights	Russia	1996	human rights advocates	E	2-3 days (multiple)	<a href="http://www.dec.org/pdf_docs/PDABP164.pdf">http://www.dec.org/pdf_docs/PDABP164.pdf</a>
The Fifth South Asian Orientation Course in Human Rights & Peace Studies	South Asia Forum for Human Rights	Nepal	2004	human rights advocates	I	distance: 2 months; face-to-face: 1 week	<a href="http://www.safhr.org/pdf/Peace%20studies%20report5.pdf">http://www.safhr.org/pdf/Peace%20studies%20report5.pdf</a>
Adilisha: Evaluation Report	Fahamu	South Africa	2003	human rights advocates	E	2-8 weeks (multiple)	Hard copy of report in HREA library

## Appendix - Human Rights Training for Adults

Human Rights Awareness Raising  Program in Uganda	Raoul Wallenberg Institute (RWI),  Government of Uganda, Sida (Swedish International Development Cooperation Agency)	Uganda		law enforcement/ government officials	E	2 days-2 weeks (multiple)	
Human Rights Training in Vietnam	RWI, Vietnamese Research Center for Human Rights (VRCHR), Sida	Vietnam		law enforcement/ government officials	E	1-5 days (multiple)	
RWI's Educational Programmes in Human Rights in Ethiopia 1998-2001	RWI, Amhara National Regional State Supreme Court and Justice Bureau, Action Professionals' Association for the People, Sida	Ethiopia		law enforcement/ government officials	E	3 days-2 weeks (multiple)	
Democracy and Human Rights: An Evaluation of SIDA's support to 5 projects in Georgia	Evaluates 5 different programs/ variety of local partners; all have three Swedish partners: RWI, Sida, and SIPU International	Georgia		Law enforcement government officials	E	2 days-2 weeks (multiple)	

## Appendix - Human Rights Training for Adults

Evaluation of CIDA's Human Rights Program Mechanisms in Sri Lanka	Canadian International Development Agency; various local partners through different funding programs	Sri Lanka	1995	law enforcement government officials	E	2-3 day (multiple)	
Evaluation of Human Rights Training for Student Police Officers	Northern Ireland Human Rights Commission, Police Service of Northern Ireland	Northern Ireland	2002	law enforcement/ government officials	E	21 weeks	<a href="http://www.nihrc.org/dms/data/NIHRC/attachments/dd/files/42/psni_training.doc">http://www.nihrc.org/dms/data/NIHRC/attachments/dd/files/42/psni_training.doc</a>
Report of Human Rights Training to the Ward Executive Officers of Bunda	Legal and Human Rights Centre, Swedish International Development Agency	Tanzania	2001	law enforcement/ government officials	I	5 days	<a href="http://www.humanrightstz.org/humanrights/report_2.htm">http://www.humanrightstz.org/humanrights/report_2.htm</a>
Evaluation of Human Rights Master's Programmes (University of Pretoria, University of Malta, University of Padua)	MEDE European Consultancy, Netherlands Humanist Committee on Human Rights, Danish Institute for Human Rights	South Africa, Malta, and Italy	2003	Master's degree students	E	12 months	<a href="http://europa.eu.int/comm/europeaid/projects/eidhr/pdf/evaluations-hr-masters_en.pdf">http://europa.eu.int/comm/europeaid/projects/eidhr/pdf/evaluations-hr-masters_en.pdf</a>