SO, YOU WANT TO BE THE NEXT HIGH COMMISSIONER?

TRAINING EVALUATION REPORT
WFUNA’S ANNUAL HUMAN RIGHTS TRAINING FOR UNA YOUTH
22-25 JULY 2013, GENEVA, SWITZERLAND
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PART 1: DESCRIPTION OF THE TRAINING

From 22 to 25 July 2013, WFUNA held its third annual Human Rights Training for young UNA representatives in the Palais des Nations in Geneva. Seventeen participants from twelve different UNAs (Ghana, Greece, India, Italy, Nepal, Norway, South Africa, Sweden, Tanzania, Uganda, UK and Zimbabwe) joined our intensive 4-day course on Human Rights and Project Management. We are very grateful to our generous donor, the Republic and Canton of Geneva, for sponsoring the participation of five young leaders from Ghana, Nepal, Tanzania, Uganda and Zimbabwe.

The training aimed at empowering UNA youth world-wide to become active in the field of human rights and to provide them with the knowledge and capacity to implement human rights projects in their countries. The first two days were dedicated to the complex UN human rights system while the last two days concentrated on human rights project management. The program included sessions with diplomats, UN staff, NGO representatives, and WFUNA staff as well as open discussions and challenging case studies.

Training goal and objectives

The overall goal of WFUNA’s Human Rights training is to empower young individuals to take a leading role in upholding human rights in their communities and around the world.

The specific objectives of the training were as follows:

1. By the end of the training, participants are able to explain the international human rights system, its instruments and mechanisms;
2. By the end of the training, participants are able to identify opportunities for civil society to interact with the UN human rights mechanisms;
3. By the end of the training, participants demonstrate an understanding of basic skills in project cycle management;
4. By the end of the training, participants are able to develop their own human rights awareness raising or education project to be implemented in their community and in collaboration with their UNA.
Based on the overall goal and objectives, the following sessions were covered during the training:

1. Building a culture of human rights
   - Values and Definition
   - Instruments
   - Mechanisms

2. The International Human Rights System
   - Human Rights Council
   - The Special Procedures
   - The Treaty Body System
   - The Universal Periodic Review

3. NGO Human Rights Advocacy at the UN

4. Project Cycle Management
   - Results-based management
   - The Project Cycle
   - Identification
   - Design
   - Implementation
   - Evaluation

5. Developing a Human Rights Project

Participant selection process

Participants of WFUNA’s Human Rights Youth Training have been selected on the basis of the following criteria:

- Must be 18-28 years old and should bring with them professional or voluntary work experience with one of our local partners, the United Nations Associations.
- Have to be endorsed by the UNA leadership, e.g. the Secretary-General or the President of their respective UNA.
- Have to complete our online application process, which includes the following: personal details; pre-training assessment on their knowledge of the UN human rights system and project management; a brief essay on the human rights situation in their respective countries; a letter of motivation and their CV.
- Must be willing and committed to implement a human rights project at the local level after participation in the training.
- Prior knowledge of the UN system and the UN human rights system is an asset.
Trainees and guest speakers

The training was facilitated and implemented by WFUNA staff and interns in Geneva, led by Wiebke Harms, Human Rights Education Program Officer. WFUNA staff is also responsible for the assessment, monitoring and evaluation of the training.

Five staff from WFUNA’s partners, Geneva-based missions, OHCHR, and NGOs gave presentations during the first two days. WFUNA staff carried out 2 days of project management training.

Dr. Heather Collister from the International Service for Human Rights explained how NGOs and civil society can engage with the Human Rights Council and identified obstacles but also opportunities and success stories of effective participation. Mr. Jamshid Gazyev from Special Procedures Branch of the OHCHR, provided the group with first-hand knowledge on the role of Special Procedures in holding up human rights values internationally. Mr. Ian Duddy, Head of Human Rights at the UK Mission to the UN, came to speak to our participants about what it means to be a human rights diplomat at the UN. Mr. Kevin I. Koh from the Human Rights Treaties Division of the OHCHR talked about the UN Treaty Body System. He explained how the protection of human rights is essential for any form of sustainable development and why one has to fight for it in all parts of the world. The final speaker on the UN human rights system was Mr. Roland Chauville, Executive Director of UPR-Info, a Geneva-based NGO focused on informing the public about the Universal Periodic Review.

At the end of day two, participants could apply their newly gained knowledge during a WFUNA-designed simulation on the UPR process. During two hours they slipped into the role of diplomats and NGO representatives and concluded the session with a very positive and cooperative review.

In the last two days of the training session, Wiebke Harms, WFUNA, ran a comprehensive session on the complexities of effective results-based management and project cycle management and equipped them with the tools to implement their own local human rights project.

Participants developed detailed project proposals, which they presented in the final session of the training. Projects ranged from raising awareness about human rights among university and high school students, to providing advocacy for the rights of persons with disabilities, to empowering local NGOs to become more effective by giving them professional training in the UN human rights system. All of the proposals included detailed thinking on problem identification, target groups, goals, specific objectives, expected results, an elaborated work plan and a lot of imagination of how to bring an idea into practice.

Training methodology

The training methodology is based on a participatory approach to learning. A basic assumption in this approach is that much of the content comes from the participants and that the workshop serves as a framework for drawing out this content. This approach entails a combination of presentations, briefings, Q&A sessions, group work and plenary discussions.

Our training values include: positive attitude, empathy with peers, active listening, teamwork, clear communication, openness to feedback, being on time.
Training materials

Prior to the training, a preparatory reading list was sent to participants covering the UN human rights instruments, mechanisms and overviews on relevant stakeholders.

During the training, participants received the following materials:

- WFUNA Participant Workbook, including Learning Log
- OHCHR Handbook for Civil Society
- Booklet Universal Declaration of Human Rights
- Soft Copies of PowerPoint presentations used by WFUNA and guest speakers

Media

- WFUNA staff and participants tweeted live during the training.
- News summary and feature slide have been posted to the WFUNA website at the following link: http://www.wfuna.org/news/so-you-want-to-be-the-next-high-commissioner-2013.
- Photos were taken by WFUNA staff and have been uploaded on Facebook.
- Video interviews with participants have been uploaded to the WFUNA website.
- A closed Facebook group was created to facilitate interaction and follow up with and between participants.
PART 2: EVALUATION OF THE TRAINING

Purpose and audience of the evaluation

WFUNA’s evaluation report outlines the systematic monitoring as well as evaluation techniques used to gather information about changes at the level of the learner (UNA Youth member) and the organization (UNA) that can reasonably be connected with our human rights education intervention. This is also helpful to support decisions about how to improve the effectiveness of our human rights education activities.

Target audiences of this report are: donors, the WFUNA Secretariat staff (for continuous improvement), WFUNA’s leadership as well as WFUNA’s partners from the OHCHR, Geneva-based Permanent Missions and NGOs, especially those represented through guest speakers. Also, the evaluation report will be shared with participants and their UNAs.

Evaluation methodology

Planning Phase: Pre-training Assessment (understanding the change that is needed)

The online application process involved the assessment of the following:

- **Individual learner’s profile**: age; gender; English language skills; education; specific task/role in the UNA;
- **Pre-training assessment**: covering knowledge on the international human rights system and project management;
- **Context / environmental scan**: UNA leadership endorsement ensuring the commitment of the UNA; human rights context in the learner’s country.

Moreover, expectations of participants were gathered and discussed on the first day of the training.

Design/Development Phase: Formative Evaluation (informs on how to design the training, including during first days of training)

Formative evaluation was carried out through the following activities:

- **Quizzes** on the subjects covered at the end of the first two days: assessing the level of understanding and absorption of the issues dealt with during presentations and activities
- **Human rights champions**: based on the quiz results from the two first days, WFUNA rewarded the three best participants.
- **Questions car park**: collecting unanswered questions during the day which are then discussed and answered during the next day’s morning recap.
- **Morning recap sessions** implemented by WFUNA staff or a group of participants, covering briefly what has been discussed and learned the day before.
- **“Are we on track?” sheet**: gathering information on learner’s reactions during the training session and covering the following questions with stickers on a flip chart target: 1. My expectations are met, 2. I am satisfied with the methodology, 3. I will use new knowledge/tools in my activities, 4. I can explain main HR mechanisms.
Implementation Phase: End-of-training/Summative Evaluation (determines if objectives were met, if training was effective and if it should be used again)

- Interactive sessions and group work: UPR simulation and project management tools knowledge was acquired by participants through participatory discovery and demonstration methods and interactive exercises, complementing presentations and explanations.
- Project design: following the project cycle management workshop, students designed of their own human rights education/awareness raising project in groups of 3-5 students based on geographical areas and UNA priorities. The implementation of this exercise mirrors the learner’s understanding of the UN human rights system and of project cycle management tools.
- Final recap session: in form of question and answer cards exchanged amongst participants and covering all training sessions.
- Training evaluation form: distributed to participants at the end of the training in the form of a questionnaire and assessing the overall training effectiveness and satisfaction of learners.
- Internal WFUNA de-briefing: staff of the Geneva WFUNA office held a de-briefing following the training and gathered information on strengths and weaknesses of the training.

Follow up Phase: Transfer/Impact Evaluation (determines if transfer has occurred and whether or not the program had impact on the learner’s work and on their organization/community)

- Youth project templates: framework for the students’ project design in collaboration with their UNAs in their home countries, including the project narrative (background, goals and objectives), the logframe and the workplan.
- Project Mid-term Report: to be provided by participants three months after the training, including supporting documents such as the project narrative, logframe and workplan.
- Project Final Report: to be provided by participants six months after the training, including additional supporting documents such as project implementation description, photos, etc.
- Communication of results: this training evaluation report will be made public to target audience. Students’ projects will be published and promoted on the WFUNA website.

3. KEY FINDINGS/RESULTS AND ANALYSIS

This section outlines the results of the evaluation process described above. These findings show whether, or how well, each objective of the training session has been met and mention strengths and weaknesses of the training as indicated in the data collected.

Pre-training Assessment

In the online application form participants were requested to assess their knowledge of the UN human rights system and project cycle management.

1. Please rate your familiarity with each of the international human rights instruments listed below:
2. Please rate your familiarity with each of the international human rights mechanisms (charter-based bodies) listed below:

3. Do you have prior experience in working on human rights projects?

4. Please name your familiarity with each of the project management tools listed below:
Pre-training assessment outcomes served as a basis for the program design of this training. Considerable variations in prior knowledge were addressed during session 1: Building a Culture of Human Rights in order to bring all participants on the same level. The fact that over 60% of the participants had prior experience working on human rights projects greatly facilitated the project design group work on the last training day.

In addition to that, participants were able to state and discuss their expectations in the general introduction held on the first day (Introduction shield exercise). Most commonly stated expectations are listed below in descending order of frequency:

- To learn more about human rights issues in general.
- To understand the UN Human Rights System.
- To get training in project management to be able to implement human rights projects.
- To meet people from all over the world, who are interested in human rights and to exchange individual experiences, to network.
- To interact with experts and advisors on the field, to network.

Expectations from the first day were addressed during the final recap at the end of the training. All expectations as listed by participants had been met during the training.

Formative Evaluation

Quizzes and Human Rights Champions

The table below shows the scores from both quizzes. The maximum amount of points was 25. The average score was 11/20; 13 participants achieved this score or higher. The highest score was 15 and the lowest 6. The first winner was rewarded with a biography of a famous human rights activist (René Cassin), the second with a WFUNA T-shirt and the third with a WFUNA bag.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Quiz Day 1</th>
<th>Quiz Day 2</th>
<th>Total</th>
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<tbody>
<tr>
<td>Participant 1</td>
<td>7</td>
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<td>Participant 2</td>
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</tr>
<tr>
<td>Participant 17</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
The range between the total points was 9, which reveals that within the group there was a wide range of level of recall of the information imparted during the training. The fact that more than only 4 students answered less than 10 questions correctly (50%) is a positive sign.

Morning Recap Sessions

Morning recap sessions were implemented by WFUNA staff or a group of participants, recapitulating what had been learned the day before.

Students of the second day recap session came up with a scenario on a human rights violation in an imaginary country. In three sub-groups, learners had to present how to address this violation from the perspective of a neighbouring state, an NGO and an individual.

Students of the recap session on the fourth day asked one group to develop lobbying strategies of an NGO with the (local) government and other stakeholders (e.g. international human rights mechanisms). A second group worked on the SWOT analysis (strengths, weaknesses, opportunities and threats) of their United Nations Associations.

Morning recap sessions have been highly valuable in order to process information of the previous day and address outstanding questions with regards to the international human rights system and project management. Participants showed a high level of enthusiasm, creativity and interest in these interactive sessions, illustrating their commitment to their own learning process.
‘Are we on track?’ exercise

After two days of training, participants were asked to indicate, on a diagram of a target, to what extent they agreed with the following statements, in order to monitor whether the objectives of the training were being met:

1. I am satisfied with the methodology
2. I can explain the main HR mechanisms
3. I will use the new knowledge/tools in my activities
4. My expectations are met

As illustrated in the picture of the target, most participants agreed very strongly with the above statements. Although no participant strongly disagreed with any of the statements, more emphasis could be placed on explaining the main human rights mechanisms in future trainings.

End-of-training/Summative Evaluation

Interactive sessions and group work

Throughout the week and based on the learning principles of interactive and independent learning, interactive methods have been used by trainers in order to stimulate the learner’s participation and encouraging them to learn from their own practical experiences.

Participants interacting during the UPR simulation exercise. Learners discovering the problem tree as one of the main project cycle management tools.

Project design

During this session, learners further assimilated what they have learnt, by linking it to their actual country context and situation. The method used offers linking of theory and practice, promoting the knowledge transfer.

Therefore, project cycle management theory was used by learners to design their own draft human rights education/awareness raising project. In four sub-groups, participants presented their projects using the logframe and workplan tools. Based on this exercise, participants will further work on their projects with their respective UNAs in their home countries over the six months following the training.
Participants from UNA-Ghana and UNA-Uganda presenting their project workplan.

Participants from UNA-UK and UNA-Nepal presenting their project logframe.

Final recap session

The final recap session on the last training day allowed to assess what information had been retained and to identify potential gaps or questions to be covered before the end of the training. Participants exchanged question and answer cards covering all training sessions.

Participants from UNA-Zimbabwe and UNA-Uganda presenting their project logframe.

Training evaluation form

This questionnaire aimed at assessing the overall training effectiveness and satisfaction of learners.

1. Overall Satisfaction – Please indicate your level of satisfaction with:

![Bar chart showing satisfaction levels for various aspects of the training program.](chart.png)
2. Training Objectives - After the workshop, participants felt they are better able to:

- Explain the functioning of international human rights instruments and mechanism

  **Comments:**
  I have a greater knowledge of the UN human rights system on every level. Especially the dialogue with diplomats and UN staff and NGO representatives made it clear to me.

- Identify different types of interaction of civil society with international human rights mechanisms

  **Comments:**
  I have a greater knowledge of the UN human rights system after the training. Before I only had some knowledge about the UN mechanism but not of how NGOs can interact with them. The various speakers made the system much clearer to me.

  Thanks to the guest speakers and the interactive group work I have expanded my knowledge on the types of interaction of civil society with HR mechanisms.

  The UPR exercise and the relevant session on NGO advocacy were very helpful.

- Define project management basics to be applied to design and implement human rights education and awareness raising activities

  **Comments:**
  Wiebke’s training was very helpful and very comprehensive. I have benefitted greatly.

  Very coherent and substantive presentation of the methods to design a project that is both modern and ambitious.

  The case study on Egypt was very helpful. I am now confident in designing and developing a project.

  We have worked out a concrete example in our group-work which could be very helpful in the future.

  I am still a bit unsure about the more specific parts of project management.
3. Training Activities

- Select appropriate tools and techniques to design a human rights education or awareness raising project

**Comments:**
We had a lot of examples on how to design and implement a project and I feel confident to do so in the future.
I still have some doubts, but probably only because I need to start working on it.
Yes, I would be able to do that in collaboration with my UNA on local level.
I never used the “logframe” before, but after group-works and reading the work sheets, I am confident to use this tool in the future.

- Were the activities effective in promoting the sharing of experiences among participants?

**Comments:**
Despite all the differences, all had a chance to contribute at some point and to be heard.
The sharing of our experiences was the best way to learn.
We had a lot of debates and work-groups and were able to exchange diverging opinions.

- Was the time allocated for activities throughout the training adequate?

**Comments:**
Most of the activities would have needed a bit more time to have more quality.
Yes, it was not long enough to be boring and short enough to be effective.
I would have liked more time for the HR part of the course.
The time was too short. An extension to 5 days would be good.

- Was the combination of presentations, plenary discussions and group work appropriate?

**Comments:**
It was perfect.
We always had a balanced combination
Sometimes, I felt there were too many presentations instead of discussions.
4. Training materials, speakers and facilitators

- General quality and usefulness of training materials
- Speakers’ ability to communicate information clearly
- Facilitators’ ability to summarize discussions
- Facilitators’ ability to show connection between the training activities
- Facilitators’ ability to create an open and honest learning environment

Overall comments:
Everyone played their part perfectly and enabled participants to open up and participate fully.
The training was just wonderful, but I think next time you could make it last 7 days instead of 4.
The speakers were amazing; I would have liked to have more time with them.
I particularly appreciated the flexibility of WFUNA staff (e.g. NGO list on request).

5. Training overall

- What aspects of the training did you find most useful?

  The explanation of the UPR procedure was the most useful.
The project management cycle as it is key to the development of our UNAs.
The speeches of Kevin I. Koh and Ian Duddy were really good.

- What aspects of the training did you find less useful?

  There were no aspects of the training that seemed not useful to me.
The initial group work on values and definitions.
Some of the project management parts seemed more appropriate for the planning of bigger projects, but it was still interesting.
Do you feel your ideas and perceptions about human rights have changed as a result of the training?

- My ideas have been confirmed.
- My understanding was highly increased.
- To hear about human rights problems in different parts of the world had enlightened my understanding of human rights.

What suggestions do you have to improve the training?

- To extend the training days.
- Accommodation should be improved.
- Speakers who are highly motivated to speak to the participants should be given more time.
- Involve more guest speakers.
- Dedicate more time to the discussion of the UN human rights system and its different mechanisms.

Would you recommend the training to future participants?

- All 17 participants answered yes to this question.

Transfer/Impact Evaluation

Over the six months following the training, WFUNA will monitor the participants’ and their UNAs’ project identification, design and implementation.

The participants’ workbook (annex to this training evaluation) contains detailed information on the templates and tools to use, including the project narrative (background, goals and objectives), the logframe and the workplan.

Project mid-term and final reports are expected to include these templates and tools in order to update WFUNA on the projects’ progress and results. After six months, participants are expected to submit their final reports which will be evaluated by WFUNA based on the following criteria:

- Completed mid-term and final report
- Timely submission of mid-term and final report
- Feasibility (content and financial/human resources) of project
- Sustainability of project
- Coordination / integration with UNA activities
- Relevance of project in the local context and regarding HR awareness raising
- Impact on local community and beneficiaries reached
- Proven understanding and application of tools & knowledge gained during training
- Submission of supporting documents (pictures, testimonies, etc.)

WFUNA will communicate and promote student project results on the WFUNA website and through social media.
PART 4: CONCLUSION

The different sections under Part 3 were essential for WFUNA to reach a final conclusion on the degree to which our specific objectives have been met during the training:

1. By the end of the training, participants are able to explain the international human rights system, its instruments and mechanisms;

2. By the end of the training, participants are able to identify opportunities for civil society to interact with the UN human rights mechanisms;

3. By the end of the training, participants demonstrate an understanding of basic skills in project cycle management;

4. By the end of the training, participants are able to develop their own human rights awareness raising or education project to be implemented in their community and in collaboration with their UNA.

The above objectives are related to our evaluation activities related to our pre-training assessment, formative evaluation as well as end-of-training/summative evaluation. All activities have illustrated that we have fully reached our four specific objectives, in particular through the participants’ statements in the final evaluation form. All participants agreed or strongly agreed that the training has enabled them to explain the international human rights system and basic project management skills. They have demonstrated their understanding of NGO interaction with UN mechanisms through case studies and simulation and have successfully designed draft youth projects using relevant tools as per the training course.

Our transfer/impact evaluation will be based on the assessment of the final youth project reports six months after the training.