

Monitoring and Evaluation in the Human Rights Education Field: Getting Started

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Self Introduction

- **Evaluator and researcher (formal and nonformal HRE)**
- **Author of/contributor to three resources on HRE evaluation**
- **Carried out HRE evaluations for the UN, Amnesty International, CSOs**
- **Taught M&E at Columbia University, HREA.**



Overview of Presentation



- **Evaluation terminology**
- **Results-based management (RBM) criteria**
- **Principles of evaluation**
- **Designing monitoring & evaluation plans**
- **Methodology**
- **HRE evaluation challenges**

EVALUATION TERMINOLOGY



Definition of Evaluation



Evaluation is a systematic, analytical assessment of an ongoing or completed project or program with a focus on RESULTS.

Usually integrated into project/training design from the outset.

Purposes of Evaluation?

(UNFPA, Tool Number 3 (2004))

To improve the design and performance of an ongoing program (formative evaluation).

To make an overall judgment about the effectiveness of a completed program, often to ensure accountability (summative or impact evaluation).

To generate knowledge about good practice.



Summative Assessment – Outcomes Evaluation

A summative assessment compares the results/outcomes of a programme or project against those that were intended.

Most immediately, these will be the benefits and changes to the participants or primary stakeholders. A programme planning document usually includes a list of anticipated outcomes, which can take place at many different levels, such as individual, organizations, community and societal.

In a programme evaluation the outcomes that are measured are typically short- (less than one year) and medium-term (one to three years). What is important is that the evaluation goes beyond inputs, activities and outputs and looks at actual results.

Impact Assessment

Impact assessment is the systematic analysis of the lasting or significant changes – positive or negative, intended/expected or not – in the lives or the environments of the project or programme participants.

Impact therefore conveys more than the immediate anticipated outputs or even outcomes. It refers to the cumulative consequences of the project or programme on the external world in the medium and long term, positive or negative, intended or unintended.

Impact assessment should be built into the project's design from the start alongside with the use of an appropriate monitoring system.

May be carried out by project leaders, specialists inside of the organization (internal evaluator) or outsiders (external evaluators).

Can involve analysis against benchmarks or targets.



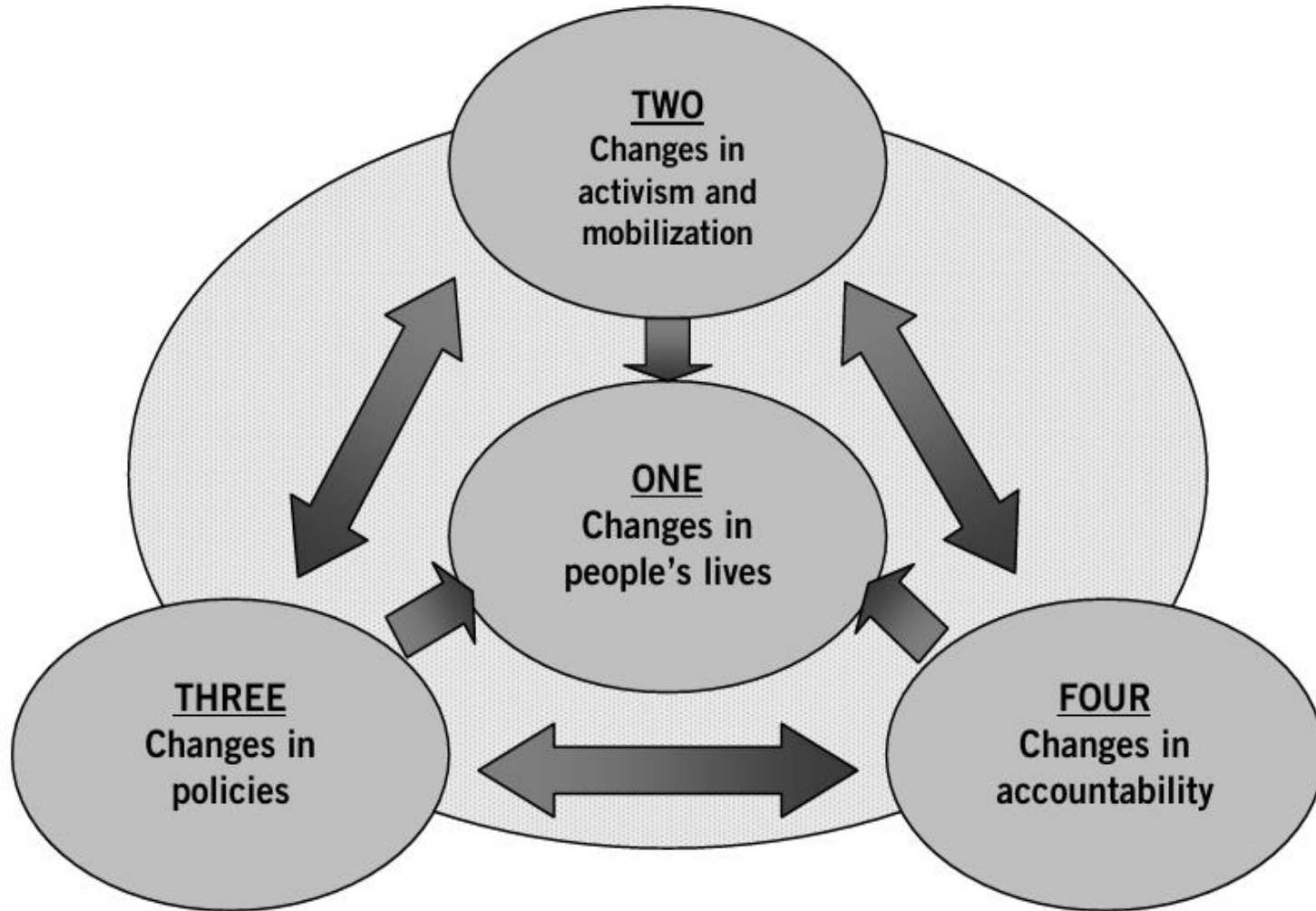
Personal Example: Impact Assessment of AI's REAP HRE Programme

The impact assessment explored if there were lasting changes according to Amnesty International's Dimensions of Change, including

- changes in the lives of primary beneficiaries (multipliers and those they educated)
- changes in activism and mobilization within Amnesty International and its NGO partners (for example development of vibrant human rights education networks), and
- changes in policies and accountability with other institutions (for example policies of the Ministry of Education in relation to human rights education).

DIAGRAM 2 AMNESTY INTERNATIONAL'S DIMENSIONS OF CHANGE

Source: Amnesty International, *AI's Dimensions of Change* (Index: POL 50/010/2008)

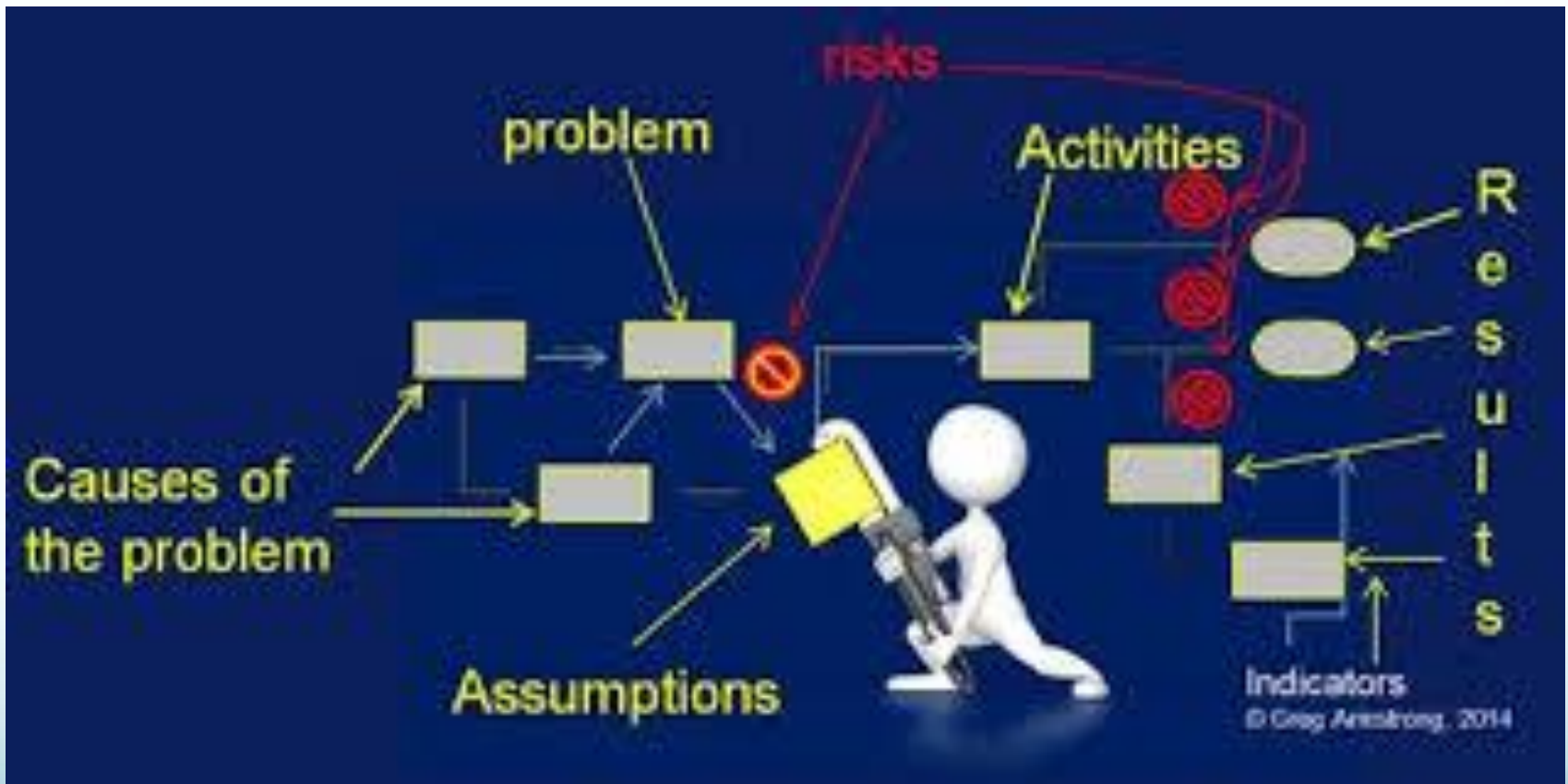


Impact Assessment of AI's REAP HRE Programme

The methodology of this effort involved:

- **administration of surveys to the human rights education co-ordinators and key trainers and a sampling of multipliers and beneficiaries;**
- **development of case studies for four participating sections. These case studies involved document review, analysis of AI data, observations, interviews and survey administration to comparison group**

RESULTS-BASED MANAGEMENT (RBM) CRITERIA



Typical Evaluation Criteria (RBM)

Effectiveness – Did the intervention achieve its purpose?

These results are usually outlined in project documents.

(In some cases, for example, when piloting a new project, there may be special interest in understanding **project processes**.)

Typical Evaluation Criteria

(NRC, 2002, p. 6)

- **Relevance/Appropriateness** – Was the intervention consistent with the needs and the situation? (Links back to how the project was designed.)
- **Efficiency** – “Value for money”

Typical Evaluation Criteria

(NRC, 2002, p. 6)

- **Impact** – Longer-term results of the project, including secondary effects and unintended consequences
- **Sustainability/Interconnectedness** – The intervention supports longer term goals.

Typical Project Evaluation Criteria – Results-Based Management (RBM)

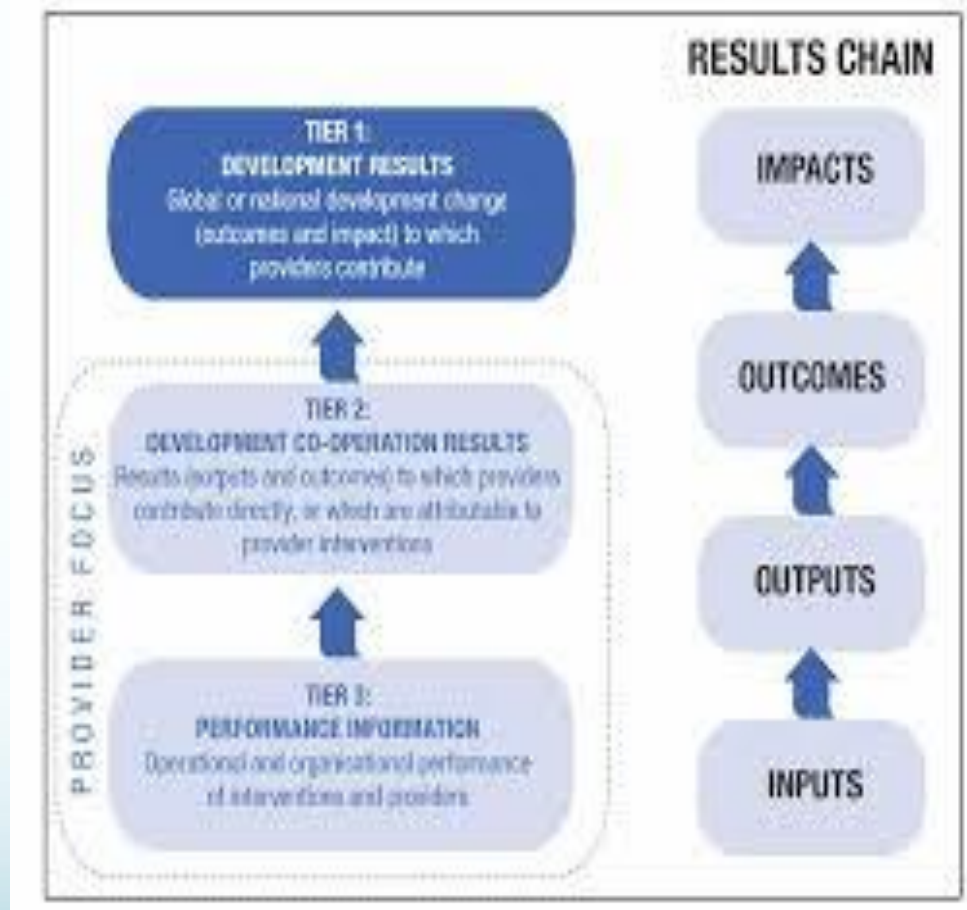
Relevance

Effectiveness

Efficiency

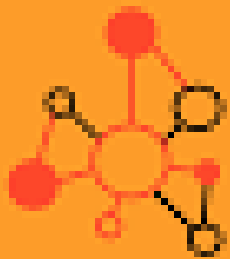
Sustainability

Impact



PRINCIPLES OF EVALUATION

Evaluation Principles



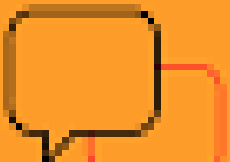
Connected

Transparent
Aware
Shared



Beneficial

Committed to learning
Ethical
Applicable



People-centred

Empathetic
Many-voiced



Robust

Rigorous
Open-minded

Principles of Evaluation

(NRC, 2002, p. 9; Tibbitts, 1997, p.2)

- **Relevance/Utility** – of direct concern to beneficiaries plus implementing agency and other stakeholders
- **Consultation** – stakeholders consulted at all stages of evaluation
- **Transparency** – activities are conducted openly
- **Independence** – the independence of the evaluators are ensured (e.g., through use of external evaluators)
- **Integrity/Propriety** – maintain high personal and professional standards; the evaluation should be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results.

Evaluation Principles

(Tibbitts, 1997, p. 2)

- **Feasibility:** The evaluation should be realistic, prudent, diplomatic and frugal.
- **Accuracy:** The evaluation should reveal information sufficient to determine the merit of the program being evaluated.

Participatory and Culturally Responsive Techniques

- >Through the **forms** of data collection (e.g., tools)
- >Through the **processes** of M&E used in the project (who is consulted/involved in which activities)

Participatory Monitoring

A process where concerned citizens, government agencies, industry, academia, community groups and local institutions collaborate to monitor, track, and respond to issues of common community concern.

M&E Responses: Processes

(Bergold & Thomas, 2012)

Action research

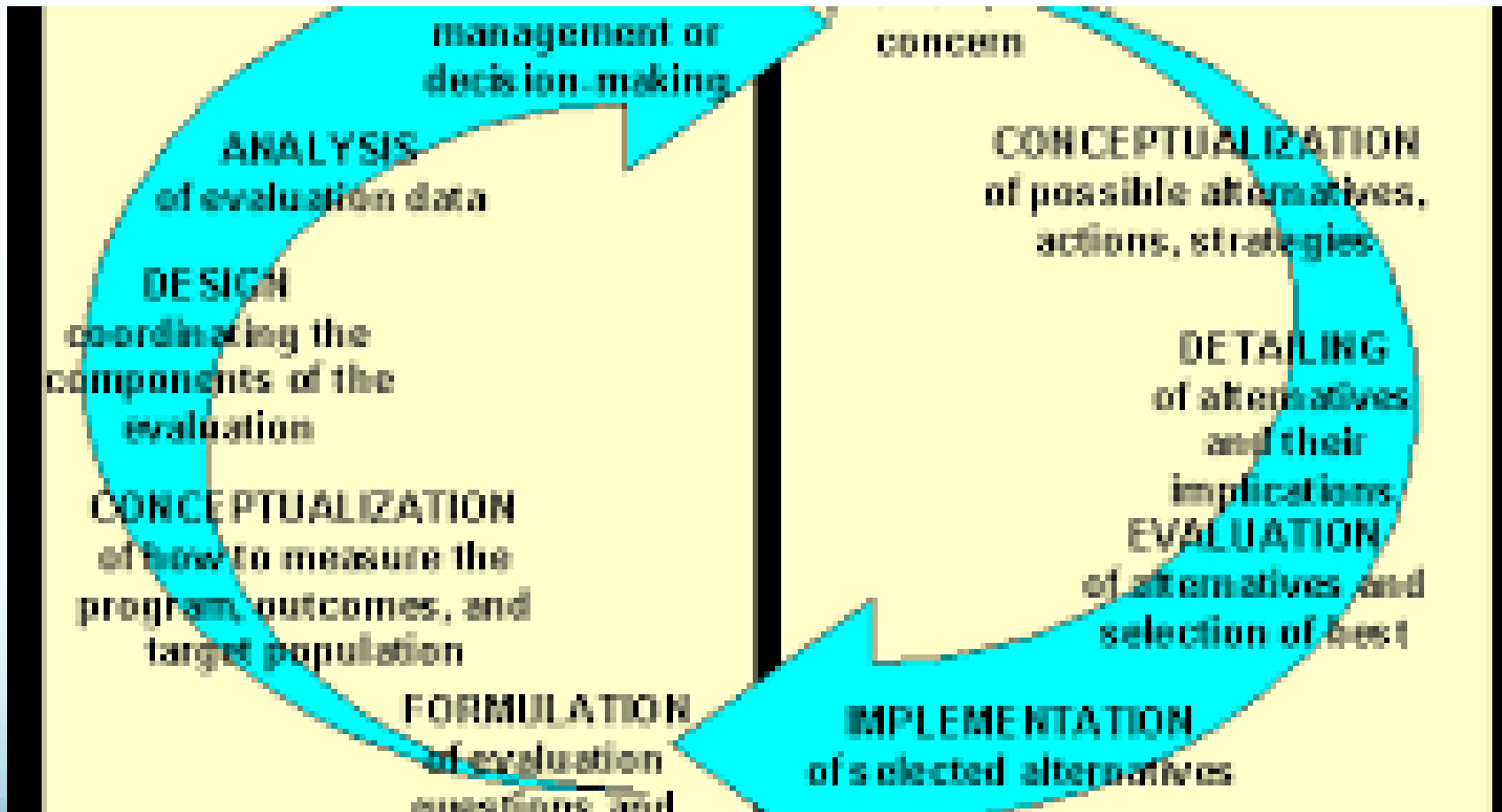
Research to take action in solving a problem within one's own sphere of action

Knowledge production for problem-solving

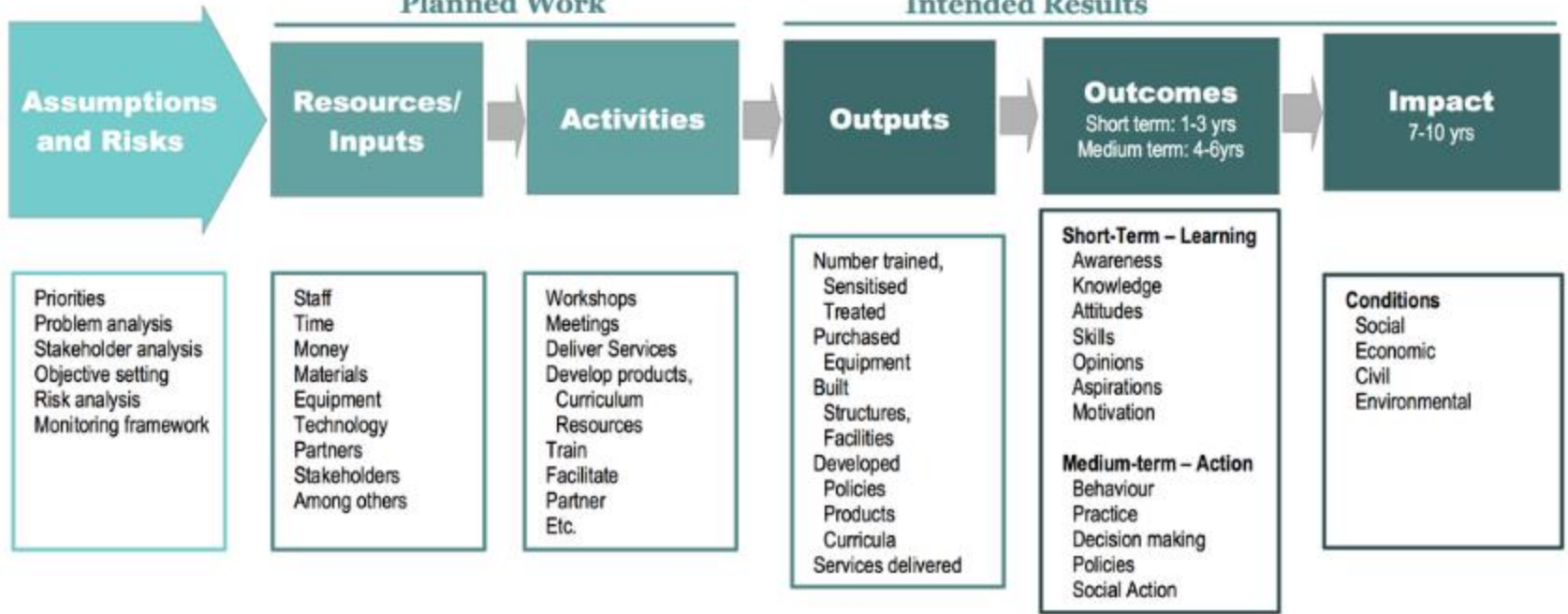
Often results in a team effort and a “community of practice” with capacity development



DESIGNING MONITORING AND EVALUATION PLANS



LOGICAL FLOW



Theory of Change

Two Dimensions

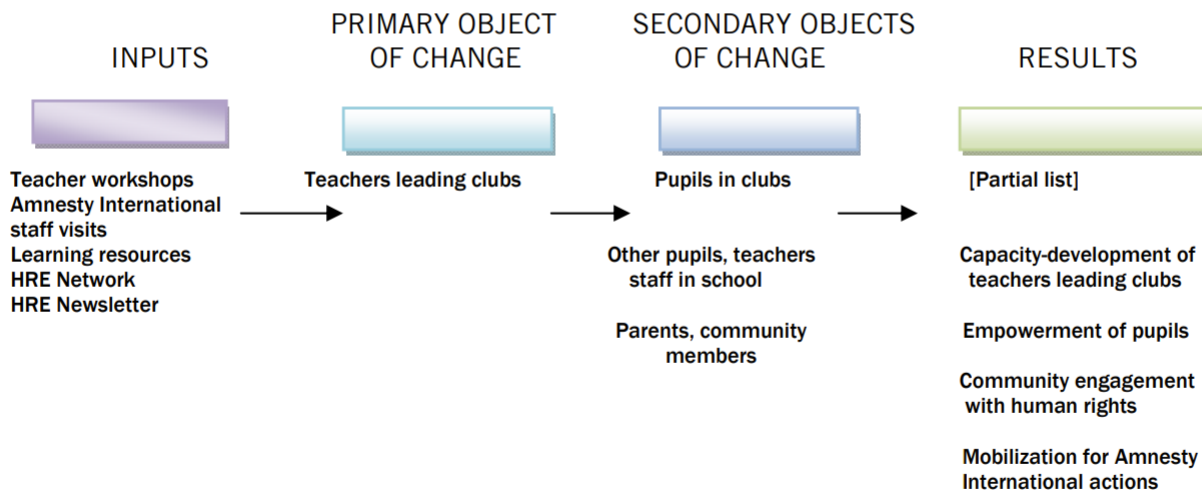
CONTEXT-BASED

- Analysis of the environment
- Prioritization of project goal and identification of target group(s)/structures
- Development of strategies -- this takes into account underlying “Theory of Change” (the ‘black box’ of the potential intervention)
- Anticipated outcomes
- Working assumptions of the project (and potential risks)

THEORY-BASED

Logic or Causal Chain

DIAGRAM 3 EXAMPLE OF CAUSAL CHAIN FOR AN AMNESTY INTERNATIONAL SCHOOL CLUB



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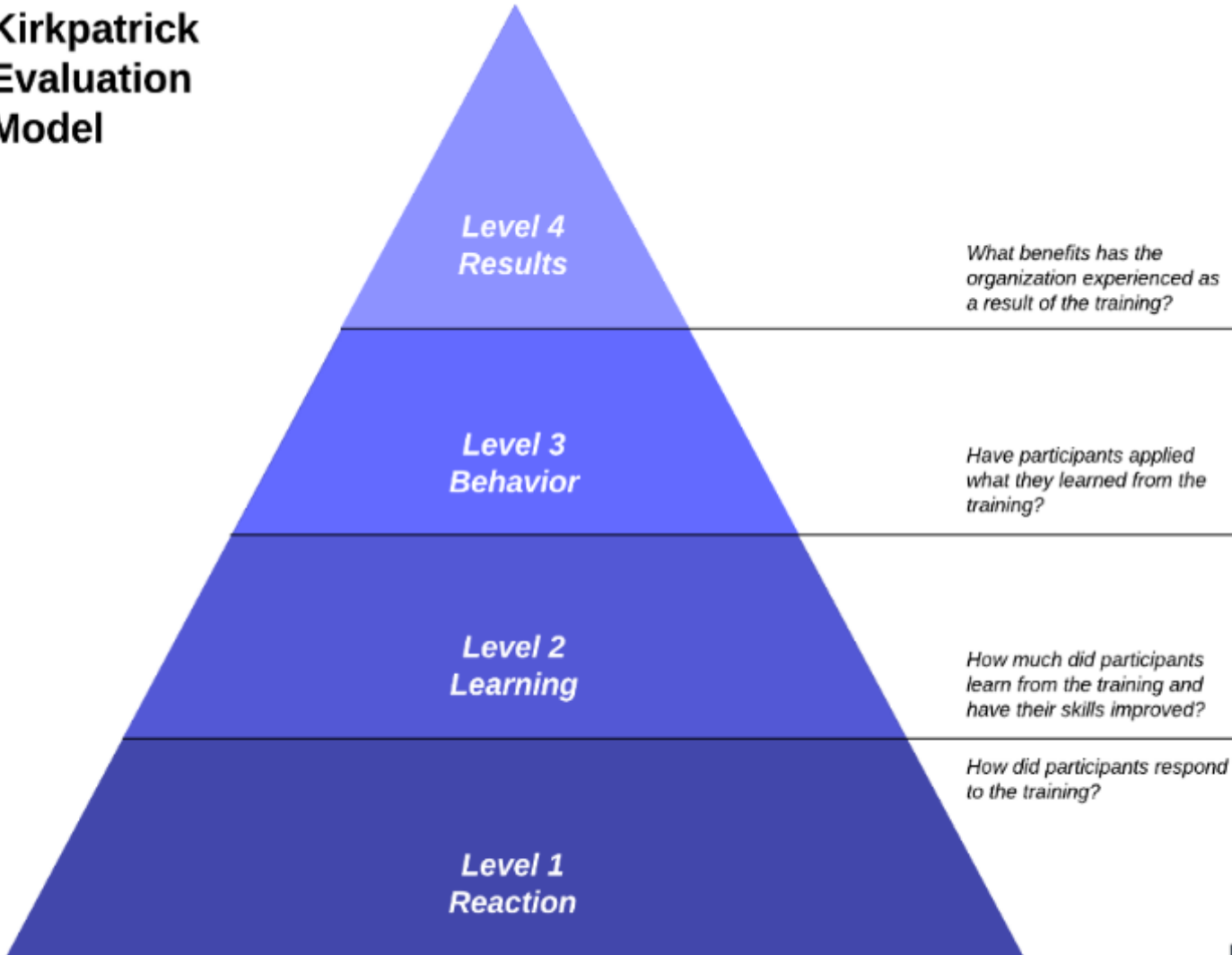
The LOGICAL FRAMEWORK matrix

<u>Objectives & activities</u>	<u>Indicators</u>	<u>Means of verification</u>	<u>Assumptions</u>
Goal (Impact)			
Purpose/ (Outcome)			
Outputs			
Activities	Means	Cost	
			Pre-conditions

What needs to be fulfilled before activities can start

Evaluation of Trainings/Trainers

Kirkpatrick Evaluation Model



Level 1 - Reaction

Training evaluations (survey, focus group discussions) that solicit participant feedback on the **quality and relevance of the training, including instructor(s) and resources shared.**

These evaluations might also include the opportunity for learners to indicate how they anticipate applying learnings from the training (which can be followed up at a later point).

Level 2 - Learning

Measurement of changes in knowledge, skills and values associated with the learning outcomes of the training.

Can also be documented in Entry Surveys, or pre-surveys for a training.

Typically a survey instrument is used.

Curriculum Design: Facets of Understanding

1 Explanation

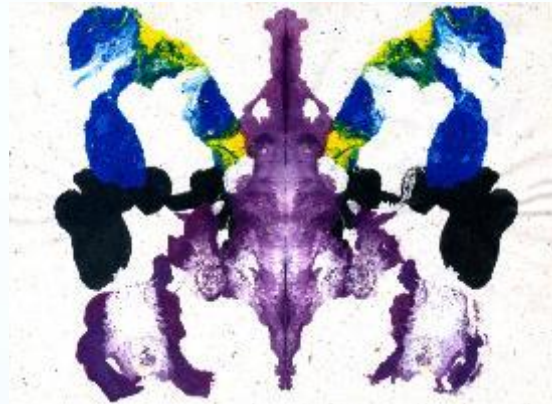
2 Interpretation

3 Application

4 Perspective

5 Empathy

6 Self-knowledge



Level 3 - Behavior

Application of learnings, for example, through replication of the training (cascade model), changed behavior in the workplace.

This will be contingent upon your Theory of Change.

Can be captured in six-month, 12-month follow-ups, etc. Typically measured through surveys, interviews and artifact collection (e.g., in-house training schedule).

Level 4 - Results

Wider institutional changes, such as changed culture in the workplace, reduction in human rights violations and other changes anticipated in the Theory of Change.

METHODOLOGY



Mixed Methods

Mixed methods is an overall characterization of the methods used in an M&E effort.

Most educational projects involve a combination of qualitative and quantitative methods.

Typically, a “mixed methods” evaluation involves the use of both quantitative and qualitative data. For example, statistical survey data complemented by in-depth interviews.

Mixed Methods

Note: Interviews, surveys, observations....can be presented quantitatively, qualitatively or both.

Independent data sources for key indicators is called “triangulation” and increases the validity of any findings (assuming that the results are consistent).

Quantitative Indicators

Measure phenomenon that naturally occurs numerically:

- **Number of scholarships**
- **Attendance and graduation rates**
- **Literacy and numeracy levels**
- **Employment**

Quantitative Data Collection Methods

Statistical data from secondary sources

Evaluation and testing data (quantitative)

Content analysis

Good at answering “how much”.



Specific Tools

Direct measurement

Statistical reports



Qualitative Indicators

Measure phenomenon that naturally occurs non-numerically but get converted into numbers:

- **Quality of the non-residential schools**
- **Satisfaction levels of participants**
- **Demonstration of knowledge, values and skills related to HRE**
- **Interest to continue in further HRE**

Ratings scales or codes may need to be developed and applied.

Qualitative Data Collection Methods

Interviews (key stakeholder, individual, FGDs)

Observations (walk-around, participant observer, video)

Mapping activities



Good at answering the “why” and “how”

Qualitative Data Collection Methods

Case studies

Ethnographies

Storytelling



Personal Example: Education for Coexistence – Iraq (ECI)

IREX – US-based educational development organization, working with Ministry & local NGO partners in Iraq

Teacher professional development program (2017-2022)

Focused on strategies for addressing the needs of traumatized students and inclusive classrooms



Focus of Summative Evaluation

Sector wide>> Single intervention

Capacity development for teachers in two directorates of Iraq – Anbar and Ninewa.

Data Sources – Secondary data

- **Project proposal documents**
- **Quarterly reports**
- **Workshop evaluations (including checks for knowledge)**
- **Quarterly surveys on self-reporting of application**
- **Classroom observations carried out by local NGO partners**
- **- Focus group discussions (FGDs) with teachers**

Data Sources – Primary data

- Interviews with key stakeholders (MoE partners, NGO partners, IREX)
- Principal surveys
- Interviews with parents

Additional analysis:

- Asked for disaggregation of quarterly surveys results for C1, C2 and Master trainers

HRE EVALUATION CHALLENGES



HRE Considerations

- It can be **difficult to measure** some of the HRE results we are looking for, such as attitudes towards human rights and motivation to make a difference.
- There are qualitative methods to help document this, such as surveys combined with interviews. Pre-, post-, post- data collection may help you in strengthening claims. Review HRE scholarship.



HRE Considerations

- **HRE interventions may be only part of the picture** (e.g., one of many factors influencing complex human rights changes related to institutional behavior and policy changes).
- **Document what you can and be honest about your evidence. Alternative approaches “contributes to” rather than “causes” and outcomes harvesting (working backwards to collect evidence for outcomes, without a preexisting M&E plan).**

HRE Considerations

- **It may be infeasible to collect follow-up data** related to the medium- to long-term results of HRE, due to resource shortages or conclusion of the project.
- **Try to convince your funders to fund an impact assessment! Engage a local university professor and/or their students to carry out evaluation research.**

