



MANAGING THE CLASH OF VALUES: EMBEDDING INNOVATIVE EVALUATION APPROACHES IN HUMAN RIGHTS EDUCATION AND TRAINING

Magda J. Seydegart and Edward T. Jackson

Presented to the 2024 Human Rights Day International Conference – Global Perspectives and Local Insights on Human Rights Education, Department of Human Rights and Transitional Justice, Executive Yuan, Taipei,
December 9, 2024

Overview

- **Role of HRET:** Government officials can and should use innovative strategies in the evaluation of human rights education and training to manage the clash of values among the citizenry while deepening and further embedding human rights in the social fabric of countries
- **Values clash:** Super-rich vs very poor; populism vs liberalism; conspiracies vs. science; autocracy vs democracy; Indigenous vs settler; LGBTQ+ Indigenous vs heterosexual Indigenous; feminism vs patriarchy; women's movement vs. the trans movement; housed vs unhoused and homeless; unionized vs non-unionized workers
- **Amplifying voice:** Core to innovative evaluation is the amplification of the voices and choices of the more marginalized, less powerful stakeholders
- **Embedding:** Government officials should be trained in, and rewarded for applying, these and other innovative evaluation methods in the HRET space and in human rights policies and programming more generally

Sites and Sources of Innovation in Evaluation

- Some of the most useful sources of innovation to be tapped for this purpose reside outside the fields of human rights law, politics and policy per se
- Relevant evaluation insights, strategies and tools can be found in higher education, business and management, gender studies, environmental studies, and development finance

■ Innovative monitoring, evaluation and learning approaches and tools include:

1. *The United Nations Sustainable Development Goals*
2. *Transformative evaluation*
3. *Indigenous evaluation*
4. *Feminist evaluation*
5. *LGBTQ-aligned evaluation*
6. *Impact management and measurement in impact investing and climate finance*

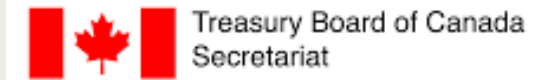


Embedding: Integrating New Strategies and Instruments

- These strategies and instruments should be assessed by government departments and agencies and, where merited, refined and adapted to achieve stronger monitoring, evaluation and learning of human rights education and training
- As new content and methods are brought on stream, their lessons can be integrated into departmental plans, organizational structures, job descriptions, professional toolkits, and skill-building courses for a new generation of MEL practitioners in human rights research and training

The Field of Program Evaluation

- Both multidisciplinary and technocratic, drawing heavily on concepts and tools in engineering, business management, and the health and natural sciences
- Logic models, outputs and outcomes are central elements; evaluations typically focus on programs, policies
- The Treasury Board of Canada defines evaluation as: “the systematic and neutral collection and analysis of evidence to judge merit, worth of value. Evaluation informs decision making, improvements, innovation, and accountability. Evaluations typically focus on programs, policies and priorities and examine questions related to relevance, effectiveness and efficiency” and “generally employ social science research methods”
- Key informant interviews and online surveys are favoured evaluation tools as are theory of change and logic-model analysis; randomized controlled experiments are sometimes used but are expensive and require special expertise
- At the same time, in many domains, a significant subset of policymakers, academics and practitioners have sought to embed a social-change agenda into the theory and practice of program evaluation
- Advocates of this stream of evaluation reject the principle of neutrality and argue for a more activist stance of solidarity with marginalized stakeholders and amplification of their voices in the assessment process through community-based research techniques especially to level the playing field



UNESCO Co-Chair in Community Based Research and Social Responsibility in Higher Education

Evaluating Human Rights Education and Training



equitas

educate. empower. change.

- Equitas and the Office of the United Nations High Commissioner for Human Rights have developed guidance tools for evaluating HRET
- For Equitas, a good evaluation is purposeful, action-oriented, practical, participatory, self-critical, non-disciplinary, truth-seeking, accurate, forward-looking, ethical and democratic, gender sensitive, and with effective reporting procedures
- Moreover, Equitas has argued that the facilitators and participants in an evaluation should take ownership of the process of evaluation and learning as responsible learners
- Indicators can be developed through a results chain that begins with inputs, activities and outputs and proceeds to immediate (changes in capacity and ability) and intermediate (changes in behaviour, practice or performance) outcomes and, finally, to the ultimate outcome of an HRET initiative
- The ultimate outcome refers to changes “in state, condition or well-being that lead to respect for human rights and fundamental freedoms, human dignity, respect for diversity, gender equality, participation, peace, social justice and empowerment”

Questions for Government Officials

- 1) How can evaluation units and managers in government departments conduct their work in ways that better manage the clash of values in the human rights space?
- 2) Which innovative evaluation strategies and tools in evaluation can help manage this clash of values?
- 3) How can executive teams in government departments incentivize public servants to utilize these and other methods in the public interest?

Further Reading

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