



FROM
PLANNING
TO IMPACT

**A MANUAL ON
HUMAN RIGHTS
TRAINING
METHODOLOGY**



Professional Training Series No. 6/Rev. 1



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

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Introduction

A. ABOUT THIS MANUAL

Human rights training can contribute greatly to the realization of human rights. If effectively designed and implemented, it empowers rights holders and reinforces the capacity of duty bearers for greater human rights protection. It enables professionals to carry out their responsibilities in accordance with human rights standards.

For many years the Office of the United Nations High Commissioner for Human Rights (OHCHR) has been involved in human rights training of adult audiences, including representatives of professional groups and civil society organizations; the staff of national human rights institutions; government officials; and staff members of the United Nations and of other intergovernmental organizations.

Based on this expanding training practice and lessons learned, at both headquarters and field level, as well as on related research, the Office has developed a comprehensive methodological approach to human rights training, which has been piloted and further refined through its training-of-trainers programme for OHCHR and other United Nations human rights staff.

This *Manual* presents the OHCHR methodology and provides practical guidance on all phases of the human rights training cycle: planning, designing, organizing and delivering training, and conducting follow-up activities. It aims primarily to professionalize and maximize the impact of the human rights training work carried out by OHCHR, and may prove useful to other relevant actors as well. The *Manual* should be used in conjunction with *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*, jointly published by OHCHR and Equitas-International Centre for Human Rights Education, which focuses on infusing evaluation methods throughout the human rights training cycle.

OHCHR also publishes materials to assist targeted human rights training efforts:

- with professional groups (such as law enforcement officials) or other population groups (such as minorities or indigenous peoples)
- on particular areas of human rights work (such as human rights monitoring)
- on particular issues (such as the Convention on the Rights of Persons with Disabilities).

These materials are available on the OHCHR website, at www.ohchr.org.

B. WHO THE MANUAL IS FOR

This *Manual* is intended primarily for OHCHR staff and other practitioners who design and conduct face-to-face human rights training courses and programmes for adult audiences. These audiences may include representatives of professional groups and civil society organizations; members of particular communities, such as indigenous peoples or minorities; the staff of national human rights institutions; government officials or the staff of intergovernmental organizations.

C. HOW THE MANUAL IS ORGANIZED

The *Manual* consists of six chapters:

Chapter I: The basics of human rights training, gives an overview of the methodological approach developed by OHCHR. It presents a number of principles for effective human rights training, a training cycle model and a set of related definitions.

Chapter II: The planning phase, highlights various issues to be taken into account when planning a training course or programme, starting with a systematic analysis of the overall context. It also provides guidance on the training needs assessment process, which is used as the basis for designing training courses or programmes.

Chapter III: The design and organization phase, looks at how to define the results anticipated from the course and its goals and learning objectives, how to develop session plans and training activities and how to identify an appropriate training methodology, together with evaluation processes during the design phase. It also contains practical tips regarding the training team and other aspects of course organization such as selecting participants, choosing a venue and preparing materials.

Chapter IV: The delivery phase, gives guidance on professional facilitation and touches upon evaluation during the delivery phase.

Chapter V: Training follow-up, discusses how to prepare the training report, organize follow-up activities, and evaluate the training impact.

Chapter VI: Tools for training, presents some tools which can be easily adapted – or can serve as an inspiration – for specific human rights training courses; it is complementary to Part 4 of [*Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*](#).

YOUR FEEDBACK

We invite you to send us your feedback on this *Manual* and to tell us about your experience in using it – this will be a valuable contribution to future editions and updates, and will help us to develop our methodology further.

Please send your comments and suggestions to:

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CHAPTER I

THE **BASICS** OF HUMAN RIGHTS TRAINING



This chapter introduces the OHCHR human rights training methodology: it highlights the principles underpinning effective human rights training, proposes a training cycle model and defines a number of human rights training methodology terms.

A. WHAT IS “HUMAN RIGHTS TRAINING”?

“Human rights training” is an expression often used to define a wide spectrum of activities aimed at promoting and protecting human rights. In this *Manual*, in keeping with the OHCHR methodology, **human rights training**¹ refers to an organized effort to transfer the knowledge and develop the skills and attitudes that encourage behaviour to promote and protect human rights:

- **“Organized effort”**: training should not be improvised. Training delivery is one of the final stages of a methodologically rigorous training cycle which starts with planning and design, as explained in this *Manual*.
- **“To transfer knowledge”**: knowledge here does not refer to just any human rights standards or mechanisms, but to those specifically relevant to the learners: in the context of a training course for police, for instance, they might be the human rights standards for the performance of law enforcement duties.
- **“To develop skills”**: a simple knowledge of relevant human rights standards is not enough to enable learners to transform these norms into appropriate behaviour. Through training, the skills are fine-tuned by practice and application, in a process that may need to be

¹ Human rights education, as a broader term, includes all the learning processes – including training – that build human rights knowledge, skills, attitudes and behaviours.

continued after the training course, including through appropriately tailored follow-up programmes.

- *“To develop **attitudes**”,* i.e. to change negative attitudes or to reinforce positive ones, so that the learners assume their responsibilities and take action to promote and protect human rights in their daily lives and/or professional duties. This process is linked to the learners’ values and beliefs; developing those may also require further, more technical, training, and other interventions.
- *“That encourage **behaviour** to promote and protect human rights”:* the effectiveness of human rights training lies in the action that the training programme or course fosters among the learners, and its effect in their environment. Accordingly, an assessment of the training’s impact should look at any changes leading to greater respect for human rights – changes at the level of the individual learners, their organization/group and the broader community/society – that can reasonably be linked to the training effort.

B. PRINCIPLES FOR EFFECTIVE HUMAN RIGHTS TRAINING

The impact of human rights training, i.e. its actual contribution to greater respect for human rights, relies heavily on some methodological principles which, when appropriately adapted, provide guidance for the planning, design, delivery and evaluation of human rights training programmes. These elements are described below.

● Audience specificity

Human rights training must be learner-centred. It must start from, and focus on, the reality and the daily life and/or work of the learners, and on the relevance of human rights to them. Its content and methodology must be tailored to the needs and experiences of the audience it is addressing – whether they be police officers, community leaders, civil society activists or healthcare workers – as well to their particular context. For example, training materials and courses for professionals should focus on the aspects of human rights relevant to their work, rather than on international human rights law and mechanisms; they should build on the human rights principles embedded within their cultural context, and should take into account historical and social developments in their country.

● A practical approach

Human rights training should begin with the recognition that adult learners in the real world want to know “what is in it for them” – that is: what value can a better understanding of human rights bring to their work or their activities? Training efforts that ignore this fact are likely to be neither credible nor effective. Accordingly, training curricula for professionals, for instance, must include practical information on proven techniques for performing their professional tasks (as recommended by experts and literature on current best practice) as well as practical activities, such as role plays or case studies, in which they apply these techniques.

● The role of participants’ experience

Professionals and other adult learners bring to the training room their own professional expertise and practical experience, which should be acknowledged and can be drawn upon for the benefit of the course. The extent to which the trainer does this will largely determine the learner’s reaction to the training. Participants will not respond well to “spoon-fed” instruction; nor will either a “school teacher” or a “military” approach be well received. Instead, trainers should create a collegial atmosphere in which the exchange of expertise

and experience is facilitated, the professional knowledge and experience of learners recognized and professional pride encouraged. For professional audiences in particular, the goal is to communicate the message that respect for human rights is a key element of professionalism in their work and that, accordingly, they have much to gain and also much to contribute in this area.

- **Peer learning**

When selecting the training team (including resource persons), it is better to opt for practitioners in the relevant field, rather than assembling a team composed of professors and theorists. In our experience, training is far more effective when a peer learning approach is followed so that learners – whether they be development professionals, judges or young people – discuss human rights issues and learn from each other, rather than through a professor-student model of training. This approach allows training courses to embrace the distinctive professional or other culture of each particular audience. It is therefore important for trainers to create an environment in which participants are comfortable sharing their knowledge and experiences with each other. At the same time, the training team should also include experts in human rights who can ensure that the substance of international human rights standards is fully and consistently reflected throughout the training course.

- **Comprehensive presentation of standards**

Human rights training courses should be thorough in their presentation of the relevant international standards. To this end, relevant legal instruments and simplified learning tools should be distributed to participants, in the appropriate language/s. As mentioned, training teams should always include at least one person specialized in human rights in order to ensure that the substantive content of the training course is appropriate, to supplement presentations as required, and to address human rights-related questions and issues that the participants may bring up.

- **Participatory methodology**

Active participation by the learners is one of the most important factors enabling learning. It is generally acknowledged by learning specialists that “learning by doing” is the most effective strategy when it comes to adult training, and human rights training is no exception. Ensuring participation involves starting with the learners’ own experience and facilitating critical reflection and analysis, so that they can develop strategies for action. Participatory training techniques, such as role plays, case studies and brainstorming, encourage peer learning and lead to better knowledge retention; a number of these techniques, especially appropriate and effective in human rights training, are described in more detail in [Chapter III](#).

- **Training to sensitize**

In addition to transferring knowledge and developing practical skills, human rights training aims to sensitize trainees to their own attitudes and to their potential for behaviour that violates human rights, however unintentionally. For example, activities such as role plays can help participants become aware of gender, racial or disability bias in their own behaviours and attitudes; they can show how the term “degrading treatment”, as found in various international instruments, may imply different thresholds when applied to women and to men, or to one cultural group as opposed to another.

- **Flexibility**

Training materials and courses must be designed to be flexible. Trainers should not regard existing, relevant training materials as prescriptive, but should adapt them to the particular

cultural, educational and experiential needs and reality of the actual learners. They should therefore create their own tailored materials, based on the content of existing ones and the particular situation on the ground. In addition, they should be flexible enough to adapt their strategies during training delivery if feedback from course participants and the training team suggests that adjustments are necessary.

- **Training the trainers**

Participants in human rights training courses should be selected on the basis of their future training responsibilities when they return to their institutions or communities. In this way, the impact of a particular course is multiplied, as new knowledge and skills gained through the course are disseminated throughout those settings. In these cases, in addition to covering substantive content, human rights training courses should also aim at equipping participants with training methodology knowledge and skills.

- **Institutional commitment to human rights: policies and practices**

If training is to produce the desired impact, it must be clearly supported by, and linked to, corresponding policies and practices in the learners' institutions and organizations. Policy – including legislation, regulations, procedures and other policy statements – must reflect the human rights principles discussed in the training room, and managers must be trained in and committed to ensuring its application. Training and education policies must explicitly support human rights learning. Also, the learners' environment should be one where human rights are practised, so that the daily experience of the learners supports their human rights learning.

C. DEFINITIONS

For the purposes of this *Manual*, a **training course** is an organized training activity that is self-contained and relatively short in duration. It is a highly intensive method of learning for **participants** (a term often used interchangeably with the terms **learners** or **trainees**), and can be delivered once or on a recurrent basis. A training course is usually composed of several **training sessions**, each of them with a specific thematic focus. A **training programme** is a broader undertaking, consisting of a series of interconnected activities that may include training courses as well as workshops, planning and evaluation meetings, field visits, etc.

Other types of activities, sometimes inappropriately defined as “training” activities, may have different goals and involve different methodologies. They include, for instance:

- **Briefing**: a brief introductory overview of a topic to introduce the audience to some basic concepts
- **Seminar**: an organized exchange of views and knowledge, bringing together various experts who examine a subject from different points of view
- **Workshop**: an exercise in which participants work together to develop a final product (declaration, plan of action, policy, etc.)

Human rights training is delivered by **trainers** (usually, a **training team**), who should have both expertise in the relevant subject matter and experience in applying participatory methodologies; in the human rights education community, the term trainer is often used interchangeably with the terms **educator** or **facilitator**. Human rights training activities may also rely upon **resource persons**, who can be brought on board to share their substantive knowledge and experience on a particular topic. The **training director** or **manager** is the

“conductor” of the training course, and is responsible for its design, implementation and evaluation, as well as for coordinating the training team.

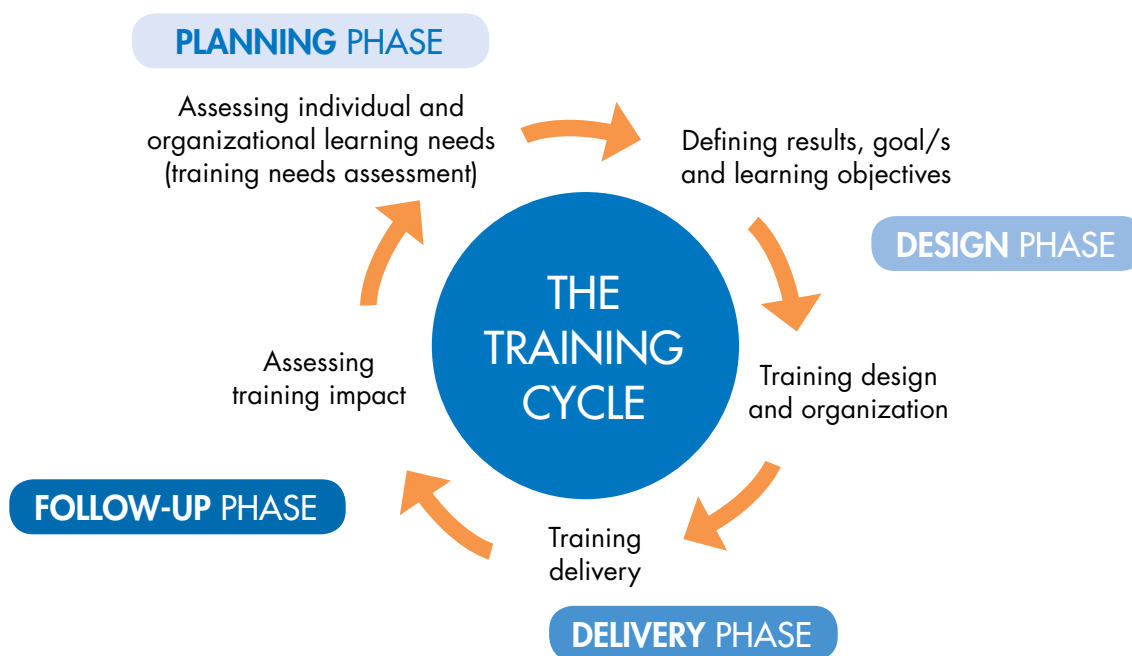
Clarity of terminology is also needed with regard to the types of materials specifically aimed at supporting training design and delivery. A **training manual** contains a curriculum for a training course; it is usually the material that is distributed to trainees to help their learning process. It may include substantive information on a particular subject, or for a particular audience, as well as case studies, checklists or practical recommendations. A **trainer’s guide** provides instructions and tips for trainers, including activities, computer slides and sample training tools such as needs assessment or end-of-course evaluation forms; a trainer’s guide is often to be used in conjunction with a training manual. Training manuals and trainer’s guides are composed of a number of **training modules**, each providing guidance for specific training sessions. A training module can also stand alone, without being part of a larger manual or trainer’s guide.

Other materials that may be used in the context of training, but which do not incorporate training tools or methodology, include **handbooks** or **manuals** that give guidance on a particular subject or process, and **reference materials** such as compilations of international law or jurisprudence on a particular issue.

D. THE TRAINING CYCLE

As mentioned above, human rights training is a process, of which training delivery, the most “visible” component, is just one of the final stages. This section briefly introduces the human rights training cycle (see Diagram 1), a model that conceptualizes the different phases of a training course, from the initial idea to the follow-up. Each component of the training cycle will be addressed in detail in the next chapters of this *Manual*.

Diagram 1 – The Training Cycle model



Once a contextual analysis indicates that human rights training may be an appropriate intervention to address a particular human rights concern, the first step of the training cycle is the **training needs assessment** (TNA), an exercise that helps identify individual and organizational learning needs.

Trainers use the needs assessment process to identify the desired results, to set the overall goal/s and learning objectives for the course, and to decide on the most appropriate content and methodology for a particular audience. Content and methodology are then worked out in depth during the **design phase**, during which an overall course agenda and plans for each individual session are prepared. The design of the course will affect **training organization**, which includes administrative and other aspects such as the selection of the training team, budget, timing, venue and materials.

After the training course has been held (**delivery phase**), the training manager documents in the training report the main aspects of the course, the methodology used and the results that can be identified in the short term. In the **follow-up phase**, the training manager conducts follow-up activities and assesses the course impact, i.e. the longer-term results or changes generated by the course.

Box 1 – The use of technology to enhance training

Technology can support face-to-face training efforts considerably, for example by increasing outreach, accessibility and content retention while reducing costs. It can facilitate:

- **Interaction and collaboration** between the learners and trainers, and among the learners. For instance, video-conferencing can be used to enable resource persons to participate in the course even if they cannot be present physically, and online platforms or social media networks can create communities of practice post-training, allowing participants to build on the learning and exchanges that took place during the course.
- **Delivery:** training techniques benefit from technology such as participatory presentations, where visual aids, such as slides, infographics and videos can be used as visual aids to learning. Also, before the face-to-face component of the training course, another component may be delivered through online learning platforms (blended learning), or through smart technologies (mobile learning).
- **Evaluation:** various tools can be used for conducting evaluation surveys among learners and other stakeholders, for instance, and for analysing the survey results, and they can support the training evaluation processes proposed in the *Manual*.

Clearly, how far technology can be incorporated into training design and delivery will vary greatly, depending on the context and scope of the course.

E. INTRODUCTION TO TRAINING EVALUATION

Evaluation is an essential component of all human rights training activities, as it helps measure their impact and improve their effectiveness. It should be viewed as an ongoing improvement process that takes place throughout the entire training cycle. It is not a matter of simply asking participants to fill out a questionnaire at the end: evaluation has to start back during the planning phase, and it continues well after the end of the training course itself.

This section will briefly introduce some key concepts. For an in-depth guide to evaluations in the context of human rights education and training, and a collection of useful evaluation tools, please refer to the joint OHCHR – Equitas publication *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*.²

1. Definition and purposes

Evaluation in the context of human rights training can be understood as a systematic activity aimed at:

- Gathering information about the training impact, i.e. the extent of changes leading to greater respect for human rights – at the level of the individual learners, their organization/group and the broader community/society – that can reasonably be connected to the training course.
- Supporting decisions about how to improve the effectiveness of human rights training activities.

Accordingly, the purpose of training evaluation is multifold:

- **Improving effectiveness:** Evaluation helps ascertain whether the training team is accomplishing what it set out to do through the training course. It also helps to measure the learning that has taken place and see whether the training course has contributed to any changes. Finally, it helps with improving materials for future courses.
- **Ensuring accountability:** This demonstrates to the training team, the organizers and other stakeholders, such as funders, that learning objectives have been met, that the course has made an impact and that funds have been well spent. Evaluation demonstrates the professionalism of the organizers and gives them credibility.
- **Sharing experiences:** Organizations working on human rights training can learn from training successes and mistakes by reviewing the evaluation reports of previous training programmes or courses. This contributes to existing knowledge about which practices work and which do not work with certain types of learners.
- **Increasing motivation:** The evidence of positive training results boosts pride and motivation in the training team.

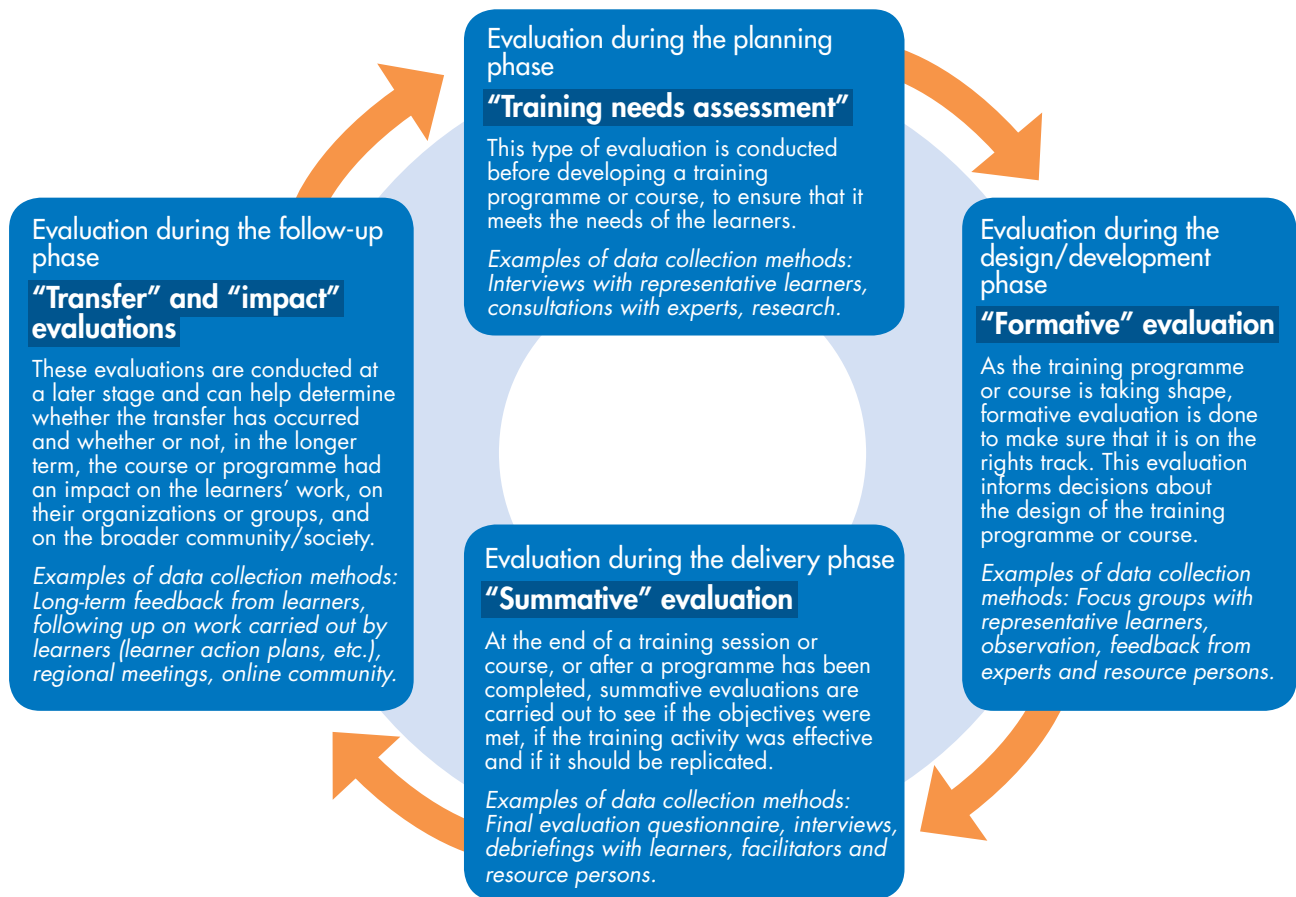
2. Evaluating throughout the training cycle

As mentioned above, evaluation takes place during every phase of the training cycle, from planning to follow-up, in what is referred to as the “Cycle of Continuous Improvement” model (hereafter “CCI” model – see Diagram 2). This *Manual* incorporates the CCI approach, and a brief section on evaluation is included in each chapter.

As illustrated in the diagram, the four evaluation stages of the CCI model coincide with the four main phases of the training cycle. The CCI model stresses the interconnectedness of the different stages of evaluation; it highlights the importance of planning for evaluation from the very outset, and designing it as an integral part of the training.

² The *Handbook* is available electronically on the OHCHR website.

Diagram 2 – The Cycle of Continuous Improvement model



3. What do we evaluate? Kirkpatrick’s four levels

One of the most widely used training evaluation models is that of Donald L. Kirkpatrick, developed in 1959 and updated in 2006.³ The Kirkpatrick model, also known as the “four-level” model, identifies four areas of learning evaluation. Box 2 summarizes the four levels and, for each of them, proposes some key questions and examples of data collection methods.

With its focus on measuring results at different levels, starting with the individual and expanding to encompass the broader community, the Kirkpatrick model offers a process for evaluation that reflects the very essence of the goals of human rights training.

4. Tools and techniques

For each phase of the training cycle, there is a corresponding type of evaluation and a series of evaluation tools and techniques that can be used. Part 4 of *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* presents a comprehensive collection of sample evaluation tools and techniques.

³ Donald L. Kirkpatrick and James D. Kirkpatrick, *Evaluating Training Programmes: The Four Levels*, 3rd ed. (San Francisco, California, Berrett-Koehler, 2006).

Box 2 – Kirkpatrick’s four levels

Level	What does it measure?	Key questions	Examples of data collection methods
1. REACTION	What learners thought and felt about the training course and about their learning	Are the participants satisfied with the training course? How do they intend to use the new knowledge?	Observation, daily feedback and debriefings, discussions with learners and facilitators
2. LEARNING	Increase in knowledge or capacity as a result of the training course	Did the participants learn what was intended when the training course was being designed?	Questionnaires, tests and activities, observation, role plays, peer assessment, self-assessment, etc.
3. BEHAVIOUR/ TRANSFER	How far the learners’ behaviour has improved, and the extent to which they have been implementing/applying the learning	Have the participants put what they learned into practice? Have they passed along their new knowledge to others in their organizations?	Follow-up questionnaires, focus groups, on-the-job observation, interviews with learners or learners’ supervisors or other stakeholders, collection of impact stories, collection of learner’s products (materials), follow-up sessions
4. IMPACT⁴	The effect on the organization/ community/society resulting from the actions of the learners	Did the training course contribute to any broader changes in the organization/ community/society through the work of the learners?	Follow-up questionnaires, follow-up interviews with main stakeholders, on-the-job observation, organization performance records, media news, other reports

⁴ Kirkpatrick uses the term “results”. In this *Manual*, to ensure greater clarity, we are replacing “results” with the word “impact”, which is in keeping with Kirkpatrick’s intention.

THE PLANNING PHASE



The importance of planning a training course properly cannot be overstated. This chapter introduces overall considerations that the training manager should take into account when planning a training course and, in particular, the training needs assessment process – a fundamental step of the training cycle. The content of the chapter summarizes the relevant sections of Parts 1 and 2 of the joint OHCHR – Equitas publication [Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators](#).

A. HUMAN RIGHTS TRAINING IN CONTEXT

Training is only one of many possible interventions to address a particular human rights problem in a particular country or community, or among a particular group. Before deciding to carry out human rights training, it is essential to analyse the context in which such training is to take place and the problem it will seek to address. In addition, in order to build upon – rather than duplicate – other efforts, and to ensure that resources are used efficiently, other human rights work (including training) that is taking place around the particular problem or issue also needs to be taken into account.

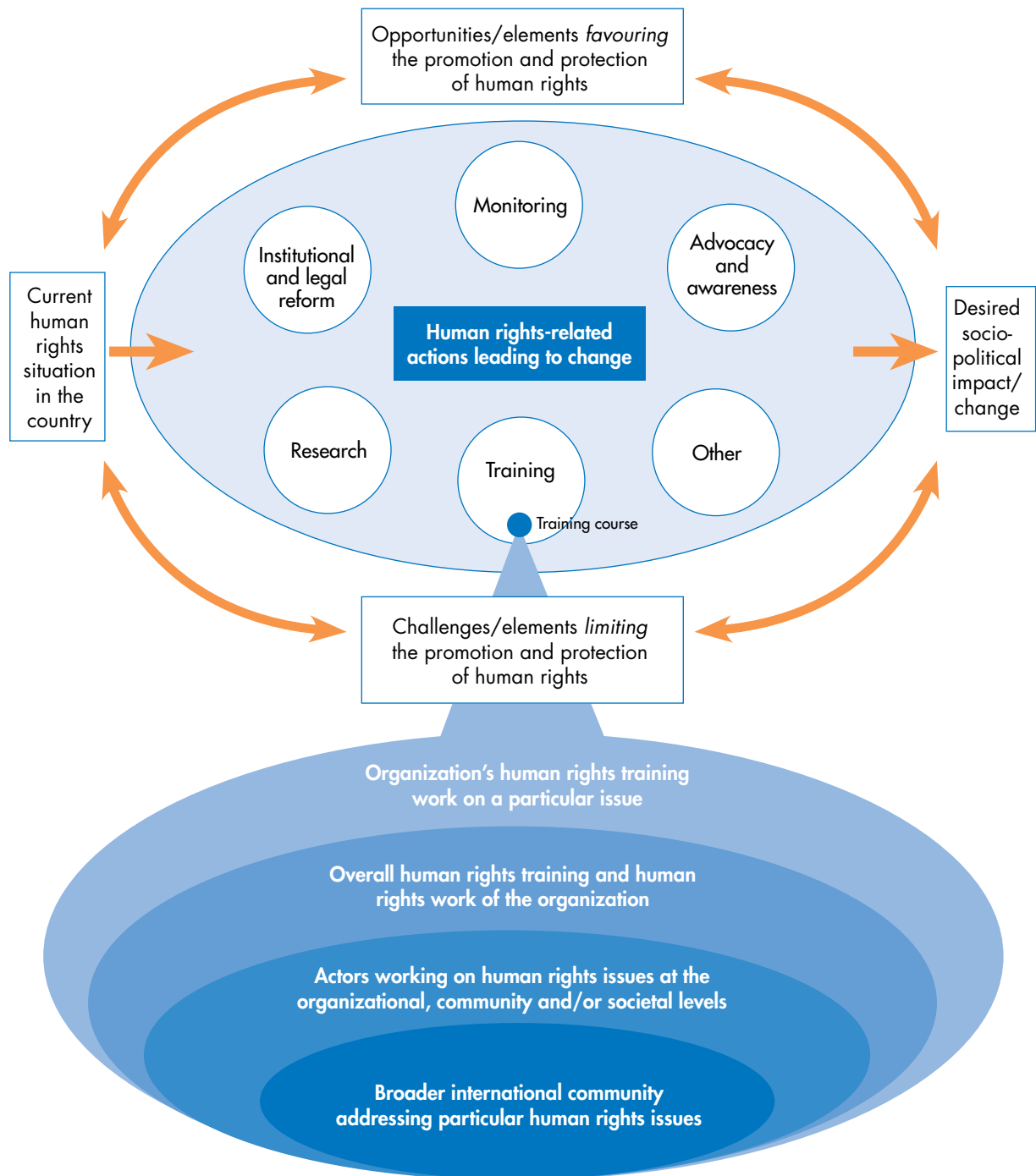
The “systems approach”, illustrated in Diagram 3, is a model that helps in “mapping” the overall context of a potential training activity.

The lower part of the diagram illustrates the immediate context of a human rights training course. This includes:

- The organizers’ human rights training work on a particular issue
- The organizers’ overall human rights training work
- The organizers’ human rights work
- Work carried out on the same issue by other institutions or organizations at the local, national, regional and global levels

The upper part of the diagram focuses on the overall context (“current human rights situation in the country”), which has elements that favour (opportunities) and others that limit

Diagram 3 – The context of human rights training: a systems approach



(challenges) the ability to contribute to the realization of human rights, including possible risks for those involved in human rights work such as training. The diagram also prompts reflection on the overall goal (“desired socio-political impact/change”) of the planned human rights work, which, as indicated in the middle of the diagram, includes various types of interventions, including training.

The systems approach shows the “big picture” that helps to determine what results training can reasonably achieve in a particular human rights situation, i.e. one where a lack of human rights knowledge, skills or attitudes is contributing to an existing human rights problem, which can be tackled through human rights training. The systems approach compels a reflection on other human rights-related actions that are taking or could take place at the same time; and whether training is the most appropriate intervention or whether other actions, such as advocacy or monitoring, are likely to have more of an impact. The systems approach also helps clarify how a particular training course fits in with the broader training strategy, as well as the overall work of the organizers and human rights activities (including training) by other actors.

Adopting a systems approach can significantly improve the quality and effectiveness of human rights education and training programmes as well as the efficient use of available resources. Failing to use this approach, on the other hand, may lead to programmes with limited or no impact.

Once it has been reasonably determined that training can be a useful intervention in a particular context, the next step is to start the training needs assessment process.

B. TRAINING NEEDS ASSESSMENT

1. Purpose and content

While the assessment of training needs is often understood as an exercise for analysing the learning needs of a particular group of individuals, usually through a tool such as a survey, it is in fact a much broader process that encompasses not only the individual learners but also their context.

As mentioned above, decisions to develop a training course or programme are usually prompted by the perception that training can contribute to overcoming a human rights problem. Training needs assessment substantiates that perception through a methodologically sound process; it supports the analysis of the particular situation, assessing whether a lack of human rights knowledge, skills and attitudes among a particular group is part of the problem.

It does so by building a picture of the particular human rights context (environmental scan) and a profile of the potential learners (learner profile). A solid understanding of the context and of the characteristics of the learners will, in turn, guide training design, as it helps the training manager to determine the training needs and desired results, and to formulate the overall goal/s and learning objectives of the course accordingly. Training needs assessment also informs decisions about what content, methods, techniques and time frame are most appropriate for the course; it not only ensures that training design and content are tailored to meet the real needs of learners, but also gives credibility to training efforts.

a. *The environmental scan*

The environmental scan examines, from a human rights perspective, the context in which the learner carries out his/her work or performs his/her role. It consists of:

- Immediate context analysis: focusing on the organizational or community context in which the learner works or lives
- Task analysis: the learner’s actual job, tasks or role/responsibilities
- Broader human rights context: including from a gender perspective, in line with the “systems approach” presented above⁵

⁵ For more details on conducting an environmental scan, see Box 18 of [Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators](#).

b. *The learner profile*

In addition to having a good picture of the potential learners' human rights context or environment, it is essential to develop an understanding of the learners themselves and their training needs. A learner profile will inform decisions about the level of the training, how it should be organized, the length of the course and its sequence, materials and methods.

Demographic details and information about learners' previous knowledge, experience and motivation are important components of the learner profile. The information about potential participants that should be gathered through the training needs assessment includes:

- Age
- Gender
- Culture, language(s)
- Disabilities (to identify reasonable accommodation or adjustments that participants with disabilities may require)
- Specific tasks/role within the organization or community
- Education
- Previous human rights knowledge, skills, attitudes and experiences
- Motivation

Although the challenge of gathering all this information may appear daunting, much of it can be obtained through simple questionnaires, application forms or conversations with learners or stakeholders.⁶

2. Sources and tools

Data for a training needs assessment may come from a variety of sources, some of which are listed in Box 3. Before setting out to collect it, it is important to assess what information is already available, in order to save both time and resources.

Box 3 – Sources of information for a training needs assessment

ENVIRONMENTAL SCAN	LEARNER PROFILE
<ul style="list-style-type: none"> ● Reports and other documents produced by international or regional human rights organizations, governments, national human rights institutions and civil society organizations ● Training materials on similar topics, or for the same audience, produced by other organizations ● Experts, funders and other stakeholders ● Human rights trainers familiar with the context ● Online discussion forums 	<ul style="list-style-type: none"> ● Potential learners ● Community members who work with members of the target population ● Learners' supervisors ● Other human rights trainers working with the particular audience ● Learners from previous training courses ● Experts, funders and other stakeholders ● Evaluation reports from similar training courses ● Trainers' observations and experience with learners

⁶ For more details on developing learner profiles, see Box 20 of [Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators](#).

In addition to reviewing the available sources, additional information can be gathered for instance through interviews, questionnaires and informal conversations. Box 4 lists a selection of tools and the type of data they can help to collect. It is important to use the ones that are most appropriate for the relevant source of information, and to use them sensibly.

Box 4 – Training needs assessment tools

TOOL/PROCESS	TYPES OF DATA THAT CAN BE COLLECTED
Questionnaire/survey	<ul style="list-style-type: none"> ● Information about the human rights and human rights training contexts ● Demographic information about the learners ● Information about the learners' prior knowledge and experience
Consultations with experts	<ul style="list-style-type: none"> ● Analysis of the current human rights and human rights training contexts of potential participants ● Information about learner characteristics, particularly regarding prior knowledge and experience, and motivation
Desk review of existing documentation	<ul style="list-style-type: none"> ● Content of existing tools, materials and human rights training sessions can be assessed for relevance ● Human rights reports can provide reliable information about the context
Formal interviews with representative learners	<ul style="list-style-type: none"> ● More in-depth information about learner characteristics, relating especially to prior knowledge and experience, and learner motivation ● Information relating to the human rights and human rights training contexts
Informal interviews or focus groups with representative learners	<ul style="list-style-type: none"> ● Learners' expectations and their motivation ● Information about learners' human rights and human rights education contexts
Consultation meetings	<ul style="list-style-type: none"> ● Stakeholders' collective assessment of the human rights and human rights education contexts ● Validation of learner profile ● Identification of training needs
Training application form	<ul style="list-style-type: none"> ● Demographic information about the learners ● Information about their prior knowledge and experience ● Information about the human rights context
Pre-training assignment	<ul style="list-style-type: none"> ● Information about learner characteristics ● Evidence of prior knowledge and experience

For example, in consulting an expert who travels frequently, email communication may be better than phone calls; a succinct questionnaire may elicit more responses than a long one when reaching out to busy individuals, etc. This *Manual* proposes a template for the development of a **training needs assessment form** (Chapter VI.A); Part 4, Section 2 of *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* gives other examples of the tools/processes mentioned in Box 4, such as an interview form, a consultation meeting agenda, a pre-training assignment, etc.

3. Analysing the information

Data analysis involves organizing the raw data collected through the needs assessment and extracting useful information from it. Analysing the information usually includes:

- Checking the data collected for omissions or errors
- Interpreting the data to identify trends and priorities in terms of training needs, including possible differences between male and female learners
- Validating the data with representative learners or other stakeholders

Organizing and reflecting upon the data gathered through the training needs assessment makes it possible to develop a profile of the learners and a description of the environment in which they work or live. This process can also highlight other factors which can support the training efforts. Disaggregating the data by gender provides information about any significant gender differences that the training manager/team needs to take into account when designing the course. Other learner characteristics, such as minority group status, language ability, etc., can likewise be disaggregated. Gender analysis can provide an insight into how gender affects the context of the learners, making it easier to design appropriate actions and ensure that the learning activity benefits women and men equally, and that inequality is not perpetuated.

4. Training needs assessment: benefits and risks

Carrying out a proper training needs assessment can often be a daunting task. Challenges can include limited time and resources, inadequate planning, complex environments and organizations, and limited access to the learners. The challenges of carrying out a training needs assessment, however, are far outweighed by the benefits:

- **Optimized results and relevance:** Having a clear notion of learners' needs allows the training manager/team to plan a course using the most relevant material and the most appropriate methods, thus optimizing the use of time and resources and the relevance and results of the training course.
- **Strengthened confidence and credibility:** Knowing the audience and the environment in which they work is crucial for the trainers' preparation and confidence. Taking steps to ensure that a training course meets the specific needs and expectations of that audience, and responds to their context, lends credibility to the training efforts and to those involved.
- **Solid relationships with potential learners, experts and other stakeholders:** The training needs assessment process compels the training team to connect with potential learners and other stakeholders before the training course actually takes place, leading to stronger relationships.

- **Use of data collected for subsequent training evaluation processes:** Data gathered during a training needs assessment can later be used for other purposes, including as baseline data against which to assess training results.

On the other hand, the risks of not carrying out a training needs assessment include the following:

- **Unrealistic expectations:** If training needs are not assessed, the actual expectations of the learners may not match the expectations assumed by the training team.
- **Insufficient connection between the training course and the needs of the learners/of their organization:** If the training team is not acquainted with the context in which learners work, they run the risk of including irrelevant content in the course and not addressing the actual needs of their learners. This may lead to the implementation of a “one-size-fits-all” training course with limited or no impact, showing a lack of commitment to the learners, their organizations, funders, and indeed to human rights values and principles.
- **Loss of credibility and self-confidence:** In order to be effective, trainers need to know their audience well – otherwise, they run the risk of losing credibility with the audience, which in turn may affect their self-confidence.
- **Waste of resources:** If the training course is not tailored to the needs of the audience, its impact is significantly compromised and human and financial resources invested are wasted.
- Most importantly, the human rights situation and gender relations that the organizers were trying to address through training can worsen if the real problem is not dealt with; the training intervention can have a **counterproductive effect**, alienating the audience from a human rights discourse that they feel is not connected to their reality.

THE DESIGN AND ORGANIZATION PHASE



With the information gathered through the training needs assessment, the training manager (or, ideally, the training team if already established) can proceed to the next phase of the training cycle, and design and organize a training course that addresses the needs of the learners. This chapter focuses on the development of course goals and learning objectives, session plans and training activities. It also addresses identifying appropriate training methodology and conducting evaluation during the design phase (formative evaluation). Finally, it provides practical tips on various aspects of training organization, from the selection of trainers to the choice of venue, the preparation of materials, etc.

A. DEFINING RESULTS, GOALS AND LEARNING OBJECTIVES

First, the training manager analyses the overall context, and the training needs assessment, in order to define both the **desired result/s**, which describe the expected situation after the training course, and the overall **goal/s** for the course, i.e. how it will contribute to achieving the desired result/s.

The next step is to develop the **learning objectives** for the course. These are outcome statements specifically capturing what knowledge, skills and attitudes the learners should be able to exhibit as a consequence of their participation in the course. The learning objectives should address the needs identified through the needs assessment and should contribute logically to the achievement of the course's overall goal/s and desired result/s.

It cannot be stressed enough that learning objectives should express what it is expected that the learners will be able to do as a result of the learning process – not what the trainers will do during the course. The learning objectives relate to changes at the level of the individual that can be directly attributed to the training course, and at the end of the course the training manager should be able to evaluate their achievement.

An effective formulation of learning objectives for a course should specify:

- Who will change > learners
- What will change > the knowledge, skills and attitudes of learners
- When will it change > the expected time frame for changes to occur (e.g., by the end of the training course, after six months)
- How much change > the types of changes or level of change expected

The acronym “SMART” is commonly used as a way of summarizing the characteristics of well-formulated learning objectives, which should be:

Specific

Measurable

Achievable

Realistic/Relevant

Time-bound

Examples of desired results, overall goals and related learning objectives for two sample training courses are provided below.

Training course for Ministry of Social Affairs senior staff on the integration of a human rights-based approach into social work

Result: *As a result of this training course, senior officials of the Ministry of Social Affairs are identifying and implementing strategies to transition from needs-based programming to a human rights-based approach in their work.*

Goal: *The goal of this training course is to build the capacity of senior Ministry of Social Affairs staff to integrate a human rights-based approach into social work.*

Learning objectives: *By the end of the course, participants will be able to:*

- *Analyse social work in relation to international, regional and national human rights norms, standards and mechanisms*
- *Explain how to integrate a human rights-based approach into social work*
- *Identify strategies for integrating a human rights-based approach into their work in the Ministry*

Training course for human rights educators on human rights training methodology

Result: *As a result of this training course, human rights educators are developing and designing effective training courses using a participatory approach.*

Goal: *The goal of the training course is to increase the capacity of human rights educators to develop and design effective training courses using a participatory approach.*

Learning objectives: *By the end of the course, participants will be able to:*

- *Use a basic instructional design model to plan and develop effective human rights training courses for specific audiences*
- *Develop an evaluation plan for their human rights training sessions*
- *Demonstrate a range of facilitation skills that are consistent with a participatory approach*

In order to formulate “SMART” objectives, it is essential to identify the type of learning the training manager expects to occur, and to use “**action verbs**” which refer to concrete, measurable actions the learner can perform (see Box 5):

Box 5 – Examples of action verbs

Knowledge: for objectives relating to learning new knowledge, information and facts, use verbs such as:

- List
- Name
- Describe
- Explain
- Tell
- Identify

Skills: for objectives relating to learning new skills, use verbs such as:

- Apply
- Compare
- Create
- Decide
- Develop
- Demonstrate
- Examine
- Implement
- Plan
- Select
- Solve

Attitudes: for objectives relating to changing attitudes, learning is often measured by observing behaviour. Objectives combining attitudes with action can be formulated:

- *Demonstrate respect for colleagues by seeking their opinion on related matters*
- *Take action after identifying a human rights violation.*

AVOID: words that are vague and abstract – not “SMART” – such as:

- Know
- Be familiar with
- Understand
- Be aware of

The elaboration of learning objectives, briefly outlined in this section, is an educational field many scholars have contributed to – among others, Benjamin Bloom, who in the 1950s developed a classification known as “Bloom’s taxonomy”, a conceptual framework still widely used today.

More guidance on drafting learning objectives is available in Part 2, Section 2.4 of [*Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*](#).

B. DEVELOPING THE COURSE AGENDA

Once the goal/s and learning objectives have been determined, the next step in designing a training course is to develop the agenda. The agenda serves as a roadmap for the course and is a valuable tool in both planning and delivery.

Although the agenda is likely to change during the planning process, it is important to set out a general picture of the course contents and arrange them in a logical manner early on. The evolving agenda will list the sessions chronologically, indicating at least the time and title of each. For each day, a lunch break and at least two short breaks – one in the morning and one in the afternoon – should be included (and, in practice, briefer “stretching” moments may also be needed between scheduled breaks). Longer or extra breaks may be needed in the case of participants with disabilities (e.g. for sign interpretation, Easyread or Easy Language Support, etc.) or to take other matters into account, such as religious practices. A [*sample agenda*](#), for general reference, is included in Chapter VI.

While developing the agenda, it is always crucial to refer to the findings of the training needs assessment, both to make sure that scheduling is consistent with the contextual realities and to ensure that the sessions come together as a structured whole that will allow participants to achieve the learning objectives for the course.

C. DESIGNING SESSION PLANS

While the agenda provides an overall roadmap for the training course, each individual session needs to be planned in detail in order to maximize what can be achieved within the allotted time. If the entire training course is viewed as a jigsaw, then each session is a piece that contributes to the whole.

For each session, a **session plan** should be developed, i.e. a document containing the key information required to conduct it – to use a cooking analogy, all the “ingredients” for the session’s recipe – drawing on the course learning objectives and the needs identified through the training needs assessment.

Although formats and content can vary, a session plan should include at least the following information:

- **Learning objectives:** The specific learning objectives of the session, which should contribute to the overall goal/s and learning objectives of the course.
- **Content:** The subject matter, i.e. the specific topic of the session.
- **Methodology:** The training techniques that will be used to deliver the content. A wide range of techniques are introduced below; their selection should be based on the session learning objectives, the time available and, more broadly, the characteristics of the learners.

- **Timing/sequence:** A detailed breakdown of how the time available for the session will be distributed (for example, 15 minutes for an introductory presentation, followed by a 45-minute role play and a 20-minute debriefing).
- **Trainers and resource person(s):** The members of the training team in charge of facilitating the session, as well as any subject-matter resource persons who will participate.
- **Materials:** These may include computer slide presentations, instructions for activities, or reading lists for the participants.
- **Equipment and supplies:** Those needed to conduct the session effectively. They will depend on the methodology to be used and can include for example computers and projectors, flipcharts and flipchart paper, sticky notes and markers (see checklist below for more ideas).

A [sample session plan](#), for general reference, is included in Chapter VI.⁷

D. IDENTIFYING THE APPROPRIATE METHODOLOGY

Scholars have been developing theories and models concerning how adults learn, and therefore the methodology to be used in training. While a detailed discussion of this subject is not within the scope of this *Manual*, below we highlight some elements to take into consideration when conducting training with adults, building on the principles for effective human rights training presented in [Chapter I](#).

A very important issue to consider with adult learners is their **motivation**. Participants will want to know how they will benefit from what they acquire through the course – basically, “what’s in it” for them. This aspect should be thoroughly addressed, in particular by taking time at the start of a course to review **learners’ expectations** and see how they are reflected in the course learning objectives, and by referring to them throughout the course.

Also, professionals and other adult learners bring to the training room their own **professional expertise** and **practical experience**, which should be acknowledged and drawn upon. In many cases, a significant part of the course content may come from the participants themselves; it is the trainers’ task to draw out this content during training delivery by ensuring that learners participate actively. A non-exclusive list of **participatory training techniques** follows; how the trainers use them will largely determine how much actual learning takes place during the course. A monotonous routine would bore the learners, while a **varied methodology** may keep them interested and engaged and may cater to different individual interests and preferences.

1. Participatory training techniques

Below are short descriptions of participatory training techniques and related methods used in training-of-trainers courses run by OHCHR:

- **Brainstorming:** Learners quickly generate ideas in response to a question or challenge. These are captured by the trainer on a flipchart or board and can then be discussed. A variation of brainstorming is **brainwriting**, where learners individually write ideas on a

⁷ Additional examples of session plans are available in OHCHR training materials, for instance [Reporting to the United Nations Human Rights Treaty Bodies Training Guide, Part II – Notes for facilitators](#).

sheet and then pass it to their neighbour to add new ideas, the process continuing until all learners have contributed. The trainer collects the sheet/s and records the main ideas on a flipchart or board.

- **Carousel:** Three or four flipcharts are set up around the room, each one with a different question for discussion. Participants are split into groups that rotate from one flipchart to the next every 10-15 minutes. During each rotation, the groups try to add new answers and comments to the question on the flipchart. At the end, the trainer facilitates a debriefing on each question.
- **Case study:** Presentation of a problem or case for a group to analyse and solve.
- **Circle response:** A question is posed to members of a group seated in a circle; each person responds in turn.
- **Debate:** Learners are assigned to uphold conflicting views on a topic, and argue their points.
- **Demonstration:** The trainer explains and performs an act, procedure, or process.
- **Dot voting:** In order to reach a consensus, participants vote with dot stickers or markers. The process includes the following steps:
 - Various options are posted up (on a flipchart, the wall or another support)
 - Participants are each given a set number of dot stickers (or other available tools, such as sticky notes), as decided by the trainer
 - They place dot stickers (or a sign made using a marker) next to the option/s they prefer
 - When the voting is over, the options with the most dots/signs “win”
 - The trainer moderates a discussion on the results
- **Dramatic presentation:** A play performed by actors (not the learners) on the topic to be addressed.
- **Field trip:** Viewing or experiencing locations or situations first-hand for observation and study.
- **Fishbowl:** A group of 3-4 individuals (the fish) sit in a small inner circle to enact a situation (for instance, a role play or a dramatic representation) or to discuss a series of questions or issues. The “fish” are surrounded by a larger group of observers sitting in an outer circle. In the case of a fishbowl discussion, observers may move to the inner circle to participate in the discussion.
- **Jigsaw:** A cooperative learning strategy that encourages people

Box 6 – Energizers and icebreakers

Energizers and icebreakers are short (usually 5-15 minutes) group activities used during training sessions. They can have a variety of purposes, including enabling participants to get to know each other (i.e., to “break the ice”) or share their knowledge on a particular area, building trust, introducing new topics, addressing sensitive material in a creative way, or simply giving participants a chance to do some light physical activity after a particularly challenging session or after meals, to invigorate the group (i.e. to “energize”).

This *Manual* contains some examples of [participatory human rights-related activities which can be used as energizers and icebreakers](#) (Chapter VI.D). Another suggested resource is the UNICEF [Knowledge Exchange Toolbox](#), available online.

to develop their own understanding and then share their knowledge with the group. Working groups are each assigned a particular part of a problem, or puzzle piece, and the tools to develop knowledge on that specific component. The pieces are then put together using visual materials and facilitation techniques.

- **Knowledge fair:** A face-to-face event in which participants set up displays to share their projects or activities. People can interact with each other, and can see what others are doing. Knowledge fairs bring together different levels and types of people in a variety of interactions.
- **Metaprocess:** A technique that involves each learner and allows the whole group to reach a consensus. Participants, working individually, are asked to identify a certain number of answers to a question. Next, they get into small groups and, within each group, they select the answers that garner most consensus and write them on sticky notes. In the plenary, each group places its sticky notes on a common flipchart or board. The notes will end up clustered around similar popular answers.
- **Open space:** A method for convening groups around a particular question or task of importance and giving them responsibility for creating their own agenda, and experience. It is best used when at least half a day to two full days are available. The trainer's key tasks are to identify the question that brings people together, explain the simple process, and then stand back and let the participants work.
- **Panel presentation:** Resource persons on a panel present different aspects of a common topic; particularly useful when the resource persons have expertise in different aspects of a topic.
- **Participatory presentation:** The trainer/resource person presents information or his/her point of view on an issue (Box 7 provides specific guidance on this technique).
- **Peer-learning discussion:** An open group discussion in which peers interact with each other, with the aim of sharing their experience and learning from each other.
- **Post-course practice/application:** Planned activities (possibly as part of a "Learner Action Plan", developed during the course) in which participants can put what they have learned into practice in their professional context, after the training course.
- **Questions and answers/forum discussion:** A period immediately following a presentation when the floor is open for questions or comments from participants.
- **Quiz/questionnaire:** Participants are given a series of short questions on a particular topic, with free or multiple-choice answers. Quizzes can be used for a variety of purposes, including measuring participants' knowledge on a subject or prompting self-reflection.
- **Reading:** This can be a pre-course assignment or an activity during the course.
- **Role playing:** Impromptu dramatization of a problem or situation in which the learners perform different roles, followed by discussion. During the role play, learners are not allowed to step out of their assigned roles.
- **Simulation:** Learners practise skills in a scenario that simulates, as realistically as possible, the real setting where the skills are required. For instance, in a training-of-trainers course, participants are asked to design and deliver a training session.
- **Storytelling:** A "storyteller" (usually a resource person) tells a relevant, powerful personal story narrating his or her experiences. This is followed by a dialogue with the learners.

- **Working groups:** Mutual exchange of ideas and opinions by members of small groups (usually with around five members) on a problem or an issue of common concern. Where necessary, a facilitator may be assigned to each group. The plenary is then reconvened and the result of each group's deliberations is presented.
- **World café:** Group discussion during which open, creative dialogue is encouraged in an informal environment. Groups rotate from one table/topic to another, while a host at each table facilitates discussions on one facet of the topic being addressed. Each round of table rotations allows participants to build and share collective knowledge about the chosen subject matter.

Box 7 – Participatory presentations

For trainers, presentations are key tools for sharing information with participants. How they are delivered, however, is essential to their effectiveness, i.e., to how much they contribute to the participants' learning.

Below are a number of tips to consider:

- **Prepare thoroughly:**
 - Structure your presentation so that it has an introduction, a body with key points and specific examples for each key point, a conclusion, and a summary of the major points presented.
 - Prepare effective visual aids (see below).
 - Practise your presentation until you can deliver it naturally, confidently and within the time limit.
 - Familiarize yourself with the training room. Make sure the equipment you need there is working, and that you know how to use it.
- **Be mindful of your voice and body:**
 - Make eye contact with the participants, and try as much as possible not to read from notes.
 - Be conversational and natural, speaking in a clear, audible, animated voice. No matter how interesting the material, a monotone voice or one that cannot be heard will not engage participants' attention.
 - Monitor the speed of your voice. Do not talk too fast; give participants time to process what you are saying.
 - Where possible, move around the room to increase your interaction with the audience, but be mindful of any cultural norms that dictate a comfortable distance. If someone seems distracted, try to engage that person by making eye contact, and speak directly to them.
 - Be aware of your movements: fidgeting with a pen or glasses, for example, will distract participants' attention from what you are saying.
- **Use visual aids (well):**

Visual aids can increase the impact of your presentation by reinforcing key points and stimulating the interest of the participants.

 - Consider using a variety of visual aids such as slide presentations, handouts, flipcharts, white/blackboards, video clips and other visuals (such as pictures, graphs and props), but restrict their use to key moments in your presentation. Visual aids can sometimes distract participants' attention if used inappropriately.

- Speak to the participants, not to the screen or flipchart. If you are using flipcharts, consider preparing some sheets in advance of your presentation.
- When preparing a slide presentation, keep it short, simple and in point form; avoid using too many colours or animations, and check for spelling and grammar mistakes. Do not read your slides during your presentation: remember, slides are just tools, they are not your presentation.
- **Involve the participants:**
Build interactive training techniques into your presentation to make it more participatory. For instance, instead of just providing a definition upfront, in your slide, you could start with a brief brainstorming, inviting the learners themselves to provide the main elements of the definition, and then show the slide. Or, when referring to particular standards, instead of just showing them on a slide you could ask participants to look them up in the source materials and then read them out to the group. This also helps participants to familiarize themselves with the materials; texts that are not opened during the course are likely never to be opened.
- **Watch the time:**
Time your presentation beforehand and leave enough time for questions. Pace yourself so you finish your presentation within the allotted time frame. Keep a clock or watch in view while you are delivering it. If you are wearing a wristwatch, you could remove it and place it where you can see it easily. You might also consider assigning a timekeeper.
- **Be ready to discuss your presentation:**
 - Try to keep it brief, and allow for a discussion to clarify points and facilitate the process of translating ideas into practice.
 - Consider in advance what questions may arise from the presentation and think of possible answers; you could also use this set of questions to initiate the discussion.
 - When responding to a question, approach the person who asked it.
 - If a participant asks a question you are not prepared to answer, refer to the other trainers, to the audience or to the materials (ask participants to look it up). You can also offer to provide the answer later; in this case, be sure to follow up as promised.

2. A “rainbow” of options

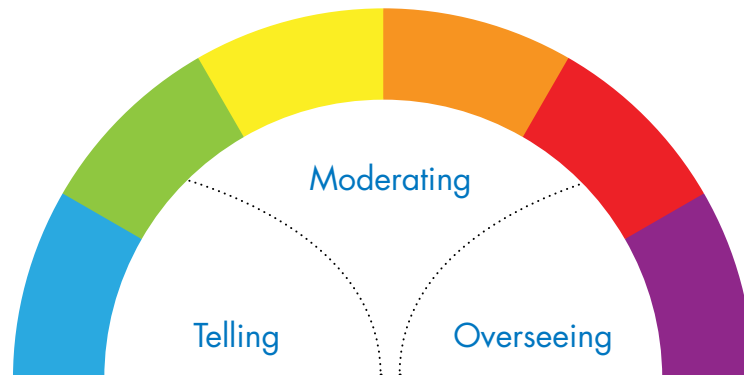
During the design phase, trainers need to plan the delivery methodology of each training session, i.e. to decide on the techniques they intend to use. This selection depends on the learning objectives of the session, the time available and, more broadly, the characteristics of the learners. As mentioned above, effective delivery usually entails the use of a variety of training techniques within each session, and different techniques require different roles or levels of engagement on the part of the trainers.

To help trainers select appropriate training techniques and understand their own role in delivering them, this *Manual* proposes a visual tool adapted from a model⁸ that is particularly helpful in the context of human rights training: a **training rainbow** (see Diagram 4). The

⁸ See the “facilitraining rainbow” in *The Facilitator’s Pocketbook* by John Townsend and Paul Donovan (Alresford, UK, Management Pocketbooks, 2009).

rainbow encompasses a spectrum of roles that trainers may adopt – from ones where trainers substantially provide content (“telling”), to ones where they mainly facilitate participant-led processes (“overseeing”).

Diagram 4 – The training rainbow



If, to meet the learning objectives of a session, it is necessary to:

- ✓ Share new information
- ✓ Introduce or explain a concept/process/task
- ✓ Summarize
- ✓ Demonstrate something,

then the trainer will focus on providing content (“**telling**”).

This can be done through various **training techniques**, including:

- Participatory presentation
- Demonstration
- Dramatic presentation
- Reading
- Storytelling

If, instead, achieving the learning objectives of the session requires:

- ✓ Encouraging thinking and triggering ideas
- ✓ Suggesting alternative perspectives
- ✓ Stimulating different opinions and the sharing of different points of view,

then the trainer’s role would be more to encourage discussion and articulate participants’ ideas (“**moderating**”), with the content coming increasingly from the learners themselves.

Related **training techniques** may include:

- Brainstorming
- Circle response
- Debate
- Field trip
- Fishbowl
- Questions and answers/forum discussion
- Panel presentation

Finally, if meeting the session's learning objectives requires:

- ✓ Encouraging learners to apply new knowledge and skills
- ✓ Equipping learners with skills for immediate application
- ✓ Observing learners, to determine what they have learned and what still needs to be worked on
- ✓ Encouraging learners to express their thoughts and feelings
- ✓ Reaching a common understanding,

then the trainer will primarily facilitate participant-led processes (“**overseeing**”), with participants working mostly independently, whether individually or in groups.

Related **training techniques** may include:

- Carousel
- Case study
- Dot voting
- Jigsaw
- Knowledge fair
- Metaprocess
- Open space
- Peer learning discussion
- Post-course practice/application
- Quiz/questionnaire
- Role playing
- Simulation
- World café
- Working groups

While the above model is not meant to be prescriptive, it provides guidance on the range of roles the trainer may adopt, and the variety of training techniques available, with a view to achieving the specific learning objectives of a session. It also highlights the importance, during the design phase, of reflecting carefully on the training methodology for each session in order to devise one that is, as discussed above, both as appropriate to the session's learning objectives, and as varied, as possible.

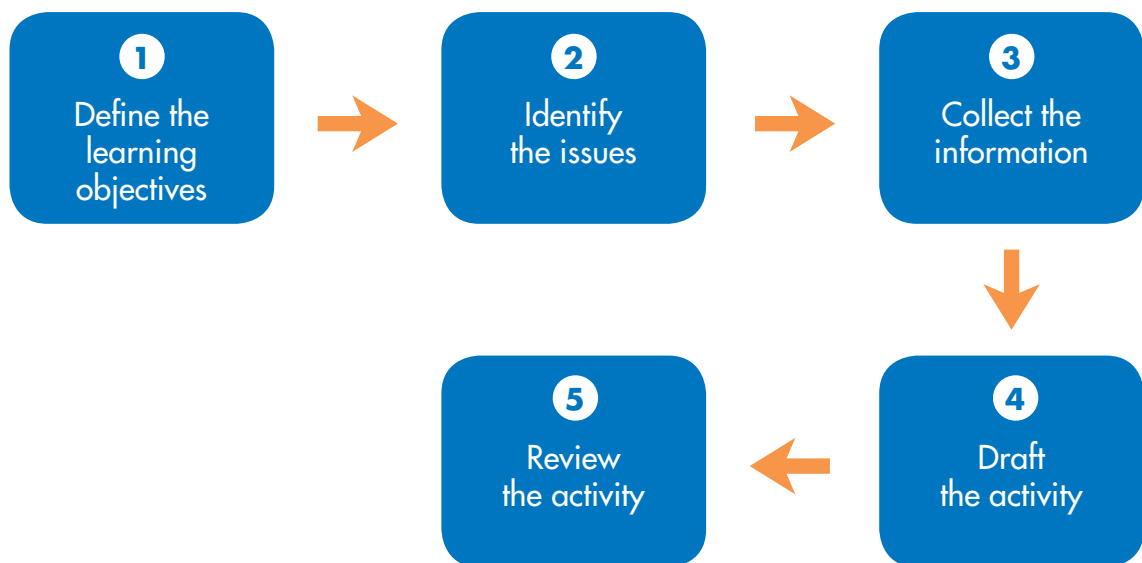
E. DESIGNING EFFECTIVE TRAINING ACTIVITIES

Through training activities, participants develop knowledge, skills and attitudes by putting these into practice. While in some cases training activities are included in already-developed course materials, in many cases the training team may need to develop them or to adapt them to the particular circumstances of the course.

This section gives guidance on developing activities that require considerable design efforts, such as case studies and role plays. These techniques usually involve presenting a credible, realistic scenario that is not overly complex and that focuses on a few issues, for participants to analyse and determine possible solutions, either in groups or collectively.

The activities should reflect the principles for effective human rights training discussed in [Chapter I](#). They could be developed as follows:

Diagram 5 – Activity development process



1. Define (or review) the learning objective/s: how will the activity contribute to achieving the learning objective/s of the session?
2. Identify the issues that should be raised by the activity.
3. Determine the essential information to include in the activity, identify its source/s and gather it. In the case of a role play, for example, the activity should preferably be based on real situations, which could be placed in a fictitious scenario.
4. Draft the activity using the following checklist:
 - ✓ **Simple language:** Use language adapted to the level of literacy of the learners (even more so if the language of the training course is not the learners' mother tongue!).
 - ✓ **Effective instructions:** Provide clear, concise instructions – the learners should not waste time trying to understand what the task is; also, include enough information for them to understand the broader context, but avoid unnecessary and irrelevant details.

- ✓ **Relevance:** Focus on issues relating to situations actually faced by participants, and ensure that the activity helps them learn skills and concepts that are applicable to their life/work situations.
- ✓ **Intellectual stimulation:** Ask questions that are open-ended, complex and controversial enough to engage learners in critical reflection and discussion, rather than just having them provide mechanical or memory-based responses.
- ✓ **Appropriateness:** Make sure that the activity is appropriate for both the learners (also taking into account their cultural context, gender considerations and any disabilities) and the training circumstances (such as the venue and time available).
- ✓ **Participatory:** Ensure that the activity builds on the experience of the participants, allows for critical reflection and entails developing strategies for action.
- ✓ **Involvement:** Try to ensure that the activity encourages and allows for the involvement of all participants.
- ✓ **Cost effectiveness:** Does the activity require expensive resources (e.g., technical equipment)? Can the same learning be achieved through a less costly alternative?
- ✓ **And, last but not least ...** After designing the activity, check back to make sure that it does indeed contribute to the learning objectives of that session. Also validate with colleagues and potential learners; this is elaborated on in the section below.

F. EVALUATION DURING THE DESIGN PHASE: FORMATIVE EVALUATION

Formative evaluation refers to the set of evaluation activities that take place as training is being designed and before it is implemented. It is the process of assessing training while it is “under formation”. Formative evaluation validates training design, i.e. enables the training team to verify whether or not the overall learning strategy or approach, the learning objectives and the methods, techniques and materials they have planned to use in a human rights training course are the most appropriate for meeting its objectives effectively.

The information gathered through this process can be used to make informed decisions, and provides the rationale for any adjustments or improvements required. In addition, formative evaluation provides further benefits. It can increase buy-in from different stakeholders, and strengthen relationships with them and with experts and resource persons, while allowing learners’ perspectives to be included. Also, where the learners’ context has evolved since the training needs assessment, it ensures that the training course tackles the most current developments. Overall, it improves the credibility of the training effort.

Formative evaluation typically involves three types of reviews: the **design review**, the **expert review** and the **learner review**.

The **design review** addresses some of the basic ideas and assumptions that shape a human rights training course and seeks to ensure that, in the process of developing the course, there is coherence between the findings of the training needs assessment, the course goal/s and the learning objectives. Some useful questions to ask in a design review are:

- Does the goal of the training course address the gaps identified in the training needs assessment?
- Do the learning objectives reflect the key content (i.e., knowledge, skills and attitudes) that is required to meet the goal of the training course?

- Is the methodology appropriate for the target learners?
- Are the training materials appropriate for the target learners in terms of language level and types of activities?
- Is the proposed time frame for the training session/s realistic, given the content to be covered?
- Does the design of the training course take into account gender considerations and the participants' physical and mental abilities, including those identified in the training needs assessment?
- Are the evaluation tools appropriate for the content of the training course and for the target learners?

The **expert review** should be conducted by individuals with different areas of expertise. Three general categories of experts should be consulted:

- Content/subject matter experts, who can be invited to review the content of the course to determine whether it is up to date, relevant and well explained
- Target audience experts, who, given what they know about the learners and their needs, can advise on the appropriateness of the training content and methods
- Education methodology experts, who can review the training course to ensure that its overall design and methodological approach are appropriate

Finally, conducting **reviews with learners** is perhaps the best indication of whether or not a human rights training course will ultimately be effective. This process could also involve piloting all or part of the training course with representative learners, to see how well the content and methods suit their needs and what types of problems they may encounter along the way.

Detailed guidance on formative evaluation is available in Part 2, Step 3 of *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*, and some relevant tools, such as design review guidelines, are provided in Part 4, Section 3 of the Handbook.

G. THE TRAINING TEAM

A knowledgeable and engaging training team is a key element in the success of any human rights training course. Here there are some factors – which relate very closely to the principles for effective human rights training presented in [Chapter I](#) – to guide the selection of trainers:

- **Complementary expertise:** There are major benefits to having a multi-dimensional training team involved in the course. Such a team would encompass:
 - Human rights expertise – to ensure that the human rights content of the training course is accurate
 - Target audience expertise – to ensure that the training course is specific and focuses on the relevance of human rights to the work or daily life of the learners, and
 - Training methodology expertise – to ensure a methodologically sound training process
- **Peer training:** Flowing from the point above, when organizing a training course for a particular audience it is important to include one of its representatives in the training team, not only in the delivery but also in the design phase. In addition to the first-

hand experience that a trainer with this profile brings, he or she is also in a position to establish an immediate connection with the learners.

- **Gender and geographical balance:** When assembling the training team, attention must be given to gender and geographical balance. A diverse training team will be better equipped to cater to the needs of all participants.
- **Credibility and reputation:** All members of the training team should bring with them professional credibility and an appropriate reputation, including in terms of human rights “behaviour”. This is essential in order to garner respect from the learners.
- **Ability to use participatory training techniques:** Members of the training team should be able to deliver their content in an engaging, interactive way. Participatory techniques empower the learners and allow them to learn from each other’s experiences; examples of these techniques are provided above.
- **Gender sensitivity:** The training team must be aware of the gender dimensions of the topic of the training, such as how women and men, and gender minorities, are affected differently by a particular human rights problem, how they have different access to resources, or how differently they will be affected by a training activity.

Box 8 – Tasks for training team members

Tasks all members of the training team are expected to perform during the training cycle include:

- **Training design and organization**
 - Study training materials and all related information received
 - Provide advice and comments on the training materials
 - Give feedback on the course agenda
 - Prepare or fine-tune session plans
 - Prepare presentations and activities as required
 - Attend the pre-course briefing/s, usually held just before the course begins
- **Training delivery**
 - Meet with session co-trainer/s in advance, to go over the session plan/s and prepare the session/s jointly
 - Participate in daily pre- and post-training briefings with the rest of the training team
 - Attend and participate in all course sessions
 - Use participatory training techniques
 - Use visual aids wherever possible (slides, flipchart, photos, videos, etc.)
 - Contribute practical recommendations during discussions and in working groups
 - Adhere to time limits for session/s
- **Follow-up**
 - Participate in a final debriefing session with the rest of the training team
 - Review and revise materials for the sessions based on lessons learned and feedback from the learners
 - Provide input for the training report as required

Regardless of their previous experience or level of expertise, members of the training team should prepare carefully for the specific training assignment, and expectations in this regard should be made clear by the training manager upfront. If trainers come on board when training design is at an advanced stage, they need to be thoroughly briefed, orally and/or in writing, on topics including the learner profiles and their context, the findings of the training needs assessment, the course goals and objectives, the content to be covered and methodologies to be used. They should also be made aware of particular issues of concern with regard to the learners and any potential sensitivities regarding the participants and their cultural context. In addition, they should be briefed on gender awareness and accessibility issues, as required. Resource persons who may participate in the training course should be similarly briefed.

H. ORGANIZATIONAL ISSUES

Organizing a training course is a complex task. It involves making a series of logistical and administrative arrangements that must take into account a wide range of factors, including cultural contexts, gender considerations and respect for accessibility and inclusion.⁹ They are discussed in this section, which focuses on participants, budget, time considerations, venue, documents and materials, and equipment and supplies, as well as particular concerns regarding field conditions.

Participants

Participants should be identified as early as possible, to allow adequate time both for assessing training needs and for making administrative arrangements; gender and geographical balance (if relevant) should be taken into consideration. Participants should receive basic course documents in advance: substantive and administrative information about the course, the draft agenda and, if applicable, pre-course assignments and readings.

Regarding participants, some issues to consider include:

- Travel arrangements, including security conditions and visas (if required)
- Arrangements for accommodation (if required)
- Accessibility and reasonable accommodation requirements for participants with disabilities
- Dietary restrictions (if the organizers are providing meals and/or snacks for breaks)

Budget

The costs incurred in organizing a training course need to be budgeted for well in advance, and funds secured in good time. A detailed cost estimate would take into consideration the following elements:

- Trainers and resource persons: travel, accommodation and fees, as required
- Participants: travel and accommodation if these are to be covered by the organizers
- Venue: rental fees, lunch, coffee breaks, water, etc.
- Training documents and materials: purchase and/or reproduction, translation

⁹ For detailed guidance on planning, organizing and delivering disability-inclusive training, refer to ESCAP, *Disability Inclusive Meetings: An Operational Guide*, 2015, available online.

- Training equipment: flipcharts, computer and projector, etc.
- Administrative support
- Translators, simultaneous or sign language interpreters, captionists or note takers, if required

Time considerations

Designing, managing and delivering a training course calls for a great deal of planning. With the following issues, time requires particular consideration:

- **Course dates:** These should ideally be set at least 2-3 months in advance. Factors to consider may include national/local or religious holidays, school vacations, working hours and climate (if this is likely to be an issue).
- **Availability of training team:** Course dates will also depend on the schedules of the team members, so their availability should be confirmed as early as possible.
- **Contracts:** If any trainers or resource persons will be hired, sufficient time should be allocated to processing their contracts in line with institutional procedures.
- **Travel:** If applicable, travel planning for participants and/or trainers should begin as soon as the course dates have been set.
- **Course documents and materials:** Plenty of time should be planned for preparing and reproducing course documents and materials (see below) and preparing course folders and/or USB keys, especially if any of the materials or documents need to be translated, converted to alternative formats (e.g., Braille, large print or audio) or captioned.
- **Fundraising:** If organizing the training course requires funds that are not available, fundraising should be done well in advance.

Venue

The selection of the course venue should take into consideration the following criteria:

- **Location, including ease of access via public transport.** Safe and proper transportation to and from the course venue is a factor that can sometimes encourage or discourage participation, particularly by women. The availability of childcare on the premises or nearby may be a relevant factor for some participants. Another important question to consider is whether to hold the course on or off the organization's premises: while onsite training does have the advantages of easy access and lower costs, participants may also have a harder time "getting away" from their duties there and focusing on the training course.
- **Sufficient space for the trainers and the learners (including to allow freedom of movement for guide dogs, wheelchairs or motorized scooters, if required), as well as for other persons as needed (for instance, sign language and/or simultaneous interpreters).**
- **Needs relating to training equipment (such as a computer, projector, etc.).**
- **Availability of break-out rooms for work in small groups.**
- **Comfortable seating.**
- **Tables and chairs that can be moved to accommodate different training techniques.**
- **A comfortable temperature.**
- **Access to separate restrooms for men and women, or as culturally appropriate.**

- Good acoustics.
- Good lighting.
- Location of lunch and coffee breaks.
- Suitability given the particular needs of participants (e.g., accessibility, availability of prayer or nursing mothers' rooms, etc.).

The training manager/team should inspect the venue before selecting it for the course, to make sure that it meets the requirements.

Documents and materials

Course documents and materials that need to be prepared in advance include:

- Course application form: A detailed application form can elicit information useful for assessing applicants (if participants are selected by the training team) and can also feed into the training needs assessment process, as it helps with developing a precise learner profile and provides/confirms context information.
- Course agenda.
- Course information note: This may give basic information about the course (dates, location, organizers' contact details), an overview of its objectives, contents and methodology, and the criteria for selecting participants. Any pre-course assignments could also be described here.
- Administrative information note: Information on administrative and logistical issues such as travel, local transport, accommodation, health and security conditions, facilities at the course venue (e.g. whether it is wheelchair accessible, it has a prayer or nursing mothers' room, it has Internet access, etc.).
- Training materials: Instructions for activities, presentations and other handouts should be finalized before the course so that they can be reproduced for distribution.
- Daily attendance sheets: To record presence, lists with the names of all participants and space for their signature.
- Certificates of attendance: Should be prepared early enough to obtain the signatures of course certifying officers, as required.
- Evaluation forms: Daily evaluation forms and the overall course evaluation form.
- Consent forms: Necessary if some activities require participants' agreement (for instance, if the organizers intend to publish course photos).

Note: The course manager should make every effort to ensure that all course documents and materials are designed "to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design", as defined by the Convention on the Rights of Persons with Disabilities.

Equipment and supplies

The training team should consider in advance what equipment and supplies are required for the training course. If holding the course on the organization's premises, colleagues in charge of IT equipment and office supplies should be informed accordingly; if holding it off premises, equipment should be requested when booking the venue. The training team should check the venue before the course begins to ensure that everything is in place, that the

technical equipment (computer, projector, Internet connection, etc.) is working properly and that room items (chairs, tables, etc.) are arranged to suit the needs of the course.

Training equipment and supplies may include:

- Equipment
 - Flipchart stands (usually one per working group)
 - Whiteboards
 - Computers/laptops (with Internet access, if needed)
 - Projectors
 - USB sticks
 - Screens
 - Cables and adaptors
 - Camera (photo and/or video) and tripod
 - Printers
 - Access to a photocopier
 - Microphone
 - Assistive listening devices
- Supplies
 - Flipchart paper
 - Flipchart and whiteboard markers of different colours
 - Glue and thumbtacks/pins
 - Transparent tape and/or masking tape
 - Name cards
 - Sticky notes and coloured cards of different shapes
 - Notebooks/writing paper
 - Pens
 - Folders
 - Hole punch
 - Scissors
 - Staplers

Field conditions

Training courses may take place in challenging field conditions, and the training team needs to be very familiar with these. Trainers who are already based in the field have an advantage; for others, regular contact with local colleagues or partners is imperative and should take place throughout course planning, design and organization.

Some factors to consider in relation to field conditions:

- **Timing:** The daily agenda should be based on the regular working hours of the participants, and lunch and coffee breaks should be scheduled at culturally appropriate times.
- **Venue and facilities:** While dedicated training rooms are ideal venues for a training course, other locations maybe the only option available, and trainers should adjust accordingly. For example, they should be prepared to modify the timing of the course

if holding it outdoors, or if air conditioning is not available and extreme temperatures become a factor.

- **Equipment and materials:** Situations such as power outages and difficulties with the Internet connection may arise. If this is expected to be a potential problem, the training team should plan accordingly and use flipcharts instead of computer slides, or bring sufficient paper copies of slides to distribute. If the training course is held in a remote location, copies of all course documents should be prepared before travelling.
- **Security considerations:** The training manager should check on the security situation of the training location and make sure to inform trainers and participants of any potential concerns. Liaising with the security staff of the organizations involved is essential.
- **Course language:** Simultaneous interpretation may need to be arranged if members of the training team do not speak the same language as the participants; if this is not possible, trainers should be prepared to rely on consecutive interpretation, which would cut the training time by half and would therefore require substantial course adjustments.
- **Cultural considerations:** Trainers should be well acquainted with the cultural context in which they will be delivering the course; for instance, they should select energizers, icebreakers and group activities that are culturally appropriate and respect gender considerations.
- **Local politics:** Trainers should also be aware of any political issues that may be a cause for conflict among the participants, and be prepared to address related situations.
- **Mixed audiences:** Although in an ideal scenario participants in a training course will have similar levels of literacy, language proficiency, human rights knowledge and professional backgrounds, this is not always the case in practice. Trainers must be prepared to deal with different backgrounds and levels through work in small groups and other strategies.
- **PLAN B: Trainers should always strive to be prepared – and plan in advance – for the unexpected!** The more the trainers use a sound methodology in planning and designing the course, the better they will be able to address any issues that arise.

THE DELIVERY PHASE



This chapter provides guidance on professional facilitation during a training course and on evaluation during the delivery phase.

A. PROFESSIONAL FACILITATION

Throughout the course there is direct, regular contact between the trainers and the participants, and among the participants themselves. The image projected by the trainers, and the environment the training team is able to develop and maintain in the training room, will effectively facilitate the learning process.

This section presents a checklist to help trainers deliver a professional, effective performance when facilitating training and other group events:

1. Gain and keep participants' trust

- **Be a role model.** As a trainer, you are guiding the learning process. Participants are entrusting you with this role but may withdraw their trust if you are not consistent in what you promote (e.g. do not tell and expect participants to appreciate each other's opinions if you do not really value their contributions yourself ...).
- **Prepare thoroughly.** Participants will sense if the trainer is competent and committed to facilitating their learning. They will be able to gauge the amount of preparation the trainer has put into the planning and design phase: the greater the trainers' efforts to become familiar with their audiences, including with regard to cultural and local specificities, the better they will be able to design and deliver training that meets the needs and expectations of the participants.
- **Be honest.** Trainers' honesty – for instance, about what they know or do not know – will go a long way in building trust. Participants will always prefer a straight and honest answer ("I'm not sure about this – I'll look into it and get back to you tomorrow") to an unclear attempt to respond.

2. Promote a respectful learning environment

- **Treat everyone with respect**, valuing and acknowledging the contribution of each participant, and the capability of all, to achieve the course learning objectives. If trainers make participants feel uncomfortable or are insensitive to their feelings, the group will notice and may withdraw their support.
- **Address and manage disruptive or inappropriate behaviour**, where possible with support from the group. Discriminatory, intolerant, racist or sexist comments should be addressed consistently and appropriately; this involves remaining calm and responding tactfully, directly and substantively, drawing on human rights principles.

3. Foster participation throughout

- **Ensure equal participation**. Trainers should consider the issue of ensuring equal participation in the training course by those who, in the community, may often be discriminated against. For instance, it will be difficult to attain learning objectives concerning non-discrimination if participation in the course is not inclusive of different groups in the community.
- **Involve participants in the training process**. For instance, let them set the ground rules. Review and validate the course learning objectives with them. If some participants' expectations (as expressed in the training needs assessment) are not going to be fulfilled, explain this. Post the session's goals and objectives up on the wall, on large sheets of paper, so that they can be referred to throughout the course. Review the learning objectives at the end of the course and validate with participants whether they have been reached.
- **Draw content from participants**. Start from the participants' knowledge and experience; use techniques to draw content from them. Ask open questions to provoke thoughts and discussion within the group. Encourage participants to build on one another's comments; rather than answering, you may also bounce a question back to the group for participants to provide the answer.
- **Facilitate participation by "quiet" participants**. Find out why they are participating less (language barriers? shyness? feeling inadequate compared to others?). Strategies to encourage their participation would include small-group work, which is usually less intimidating, or inviting participants to express their ideas either directly, by asking if they have anything to add, or indirectly, by asking "Can we hear from someone who hasn't had an opportunity to speak yet?". You could also bring quiet participants into the conversation by using body language (moving closer to them or making eye contact), or asking them direct questions, being mindful of their eventual discomfort.
- **Manage "dominant" participants**. Don't let a verbose participant dominate the discussion or prevent others from speaking. For example, you can avoid eye contact or redirect the conversation to another participant or topic. If necessary, bring the issue to the attention of the group, for example by restating the agenda or the ground rules previously agreed upon. Make sure that both women and men can contribute substantively in discussions. If unsuccessful, do not get defensive but confront the domineering participant, either during a break or, as a last resort, during the session, seeking the group's support. Do not hesitate to take a break if the discussion gets too heated.
- **Allow for diverging views/opinions**. By nature, groups are not homogeneous: use the diversity in the group to its advantage. You may introduce some low level of competition among participants/working groups, but above all, instil cooperation among them.

4. Guide and synthesize

- **Be in control, but don't control.** Make sure the roles of all participants and trainers are clear and agreed upon ("who's who" and "who is in charge of what"). Keep the discussion focused and moving towards the stated goal/objectives: be flexible and willing to adapt to the group's needs and interests, but don't allow the discussion to drift too far away from the session topic (you can use the "parking lot" technique – i.e., a flipchart or board where issues not directly relevant to the session are posted, to be dealt with later). While being assertive with regard to the process, minimize your own influence on the group's outcomes. Be neutral and objective. Remain open-minded and listen, help the group engage in dialogue and guide it to reach its conclusions. Use questions and suggestions (say "I suggest" rather than "what you should do is ...").
- **Do not challenge participants, but address issues.** A trainer should endeavour to engage participants in critical reflection on the issues, for example by asking appropriate questions, calling on other participants for their input, or providing additional information from legitimate or official sources. Avoid criticizing or making personal comments, but rather comment on facts and figures.
- **Acknowledge participants' contributions.** Refer to participants' contributions and to the results of participatory activities. Acknowledge everyone – for instance, thank all the participants for their remarks and questions, rather than selecting one and saying, "That's a very good question!" (What about the other questions?)
- **Document and summarize contributions visually.** Where possible, document the discussion on flipchart paper and stick it up on the walls of the training room; by referring to these summaries you can remind participants what they have learned or accomplished, including any key decisions or follow-up actions that were agreed on.
- **Encourage innovation and creative thinking.** Challenge participants and lead them out of their comfort zone – that is when creativity is unleashed.
- **Manage the time.** Indicate starting and ending times for the sessions and respect them as much as possible. Start on time and thank people for being punctual. Encourage groups to complete their tasks/assignments on time. Schedule realistic timings for your sessions.

5. Monitor group dynamics

- **Observe and understand participants' behaviour and the group dynamics.** If participants do not seem to be working well together, the trainer should adjust the activity or implement strategies to improve the dynamics. This may include addressing and managing disruptive behaviour, or reminding participants that – to a certain extent – tension is usually part of the process of working together with others and achieving objectives. It is helpful to have a few energizers ready to ease any tension.
- **Keep the energy up.** Keep participants active: include training activities that require them to stand and move. Also, have a few energizers ready in case the participants' energy level is low.

Box 9 – Gender-sensitive training

A human rights training course must be gender-sensitive and must integrate a gender perspective. It should reflect an understanding of existing gender relations and address the obstacles to the active participation of women and gender minorities. This checklist supports gender integration during course design and delivery:

- **Address the respective learning needs and experiences of everyone.** Individual participants may have different learning needs and interests owing to their different gender roles; the trainer must be aware of these differences, and integrate a gender perspective into both the content and methodology of the course. For instance, give examples from women’s and men’s experiences, or develop case studies or hold discussions explicitly on specific gender issues that are of concern to the group.
- **Encourage a learning environment where women and gender minorities feel safe, respected and encouraged to share their views and experiences.** Even in a group of professionals and academics, in certain contexts, women and persons belonging to gender minorities may be less inclined to express their opinion, share their experience or ask questions. The trainer must try to ensure that everyone has opportunities to participate actively, for instance by addressing topics on which women have more experience or knowledge, or directly asking participants belonging to gender minorities to share their experience, as appropriate.
- **Be aware of gender dynamics, power relations and/or any biases that exist within the group.** Make sure you address possible imbalances. For example, ask explicitly for course tasks (reporting from working groups, note taking, timekeeping, etc.) to be shared equally by everyone, and ensure that this is done.
- **Make training schedules and arrangements flexible enough to suit women participants.** For example, be aware that extending an afternoon session beyond the scheduled time might have consequences for women with family responsibilities. Also be mindful of women participants who need to take breaks for breastfeeding.
- **Use gender-inclusive language and methods during the training.** For instance, pictures and illustrations used during the training course should reflect a balanced representation of the population. Use imaging that empowers women and gender minorities, and avoid depicting them as victims.

B. EVALUATION DURING DELIVERY

In keeping with the practice of ongoing evaluation throughout the training cycle, this section introduces real-time formative evaluation and end-of-training summative evaluation.

Real-time formative evaluation takes place **during** the training course and is usually conducted on a daily basis. Planning for a daily review of the course delivery enables the training team to make last-minute adjustments based on the realities encountered during implementation. For example, if it becomes clear on the first day that the group needs more time to complete activities because of communication issues, then the trainers can consider eliminating or merging some activities and increasing the time for others. Introducing learners’ **daily feedback** at the end of a day is one way of gauging their reactions to a

training course; then, the next day could be introduced by a “**report and recap**” session, during which a member of the training team reports on the learners’ feedback on the previous day, and then one or two participants (who volunteered the day before) give a brief, maximum 10-minute, summary of the content of the previous day, possibly using participatory techniques. **Ongoing observations** of participants and **informal exchanges** during breaks also provide information for this type of evaluation. To discuss the information gathered and any resultant changes to the programme or methodology, the training team can meet during breaks or, for **daily debriefings**, after training hours. Engaging in real-time formative evaluation is particularly important as it is grounded in the experience of the learners and respects and responds to their needs. It can also contribute to the end-of-training summative evaluation, as it gathers information about the effectiveness of the training design, and about the learners, that can be tracked over time to demonstrate changes.

The **end-of-training summative evaluation** involves activities conducted **at the end** of a training course to assess its overall effectiveness and see whether or not the learning strategy, approach, methods and materials used have resulted in the achievement of the overall goals and learning objectives of the course. This type of evaluation is essential for conducting the following analyses:

- Assessing the learners’ reactions and learning (see [Kirkpatrick’s four-level model](#), Chapter I.E)
- Comparing intended results with actual results
- Identifying areas for improvement (especially if the training course may be repeated)
- Assessing whether or not the training course addressed the original gap or problem identified in the training needs assessment
- Determining short-term changes that are connected to the training session
- Establishing accountability to stakeholders and funders

This type of evaluation requires a combination of tools. It is not enough simply to distribute an evaluation **questionnaire** at the end of the training course, even if this is a very important tool for obtaining learners’ feedback on all aspects of it, including their own assessment of their learning and the factors that affected it. A questionnaire should be supplemented, for instance, by an **end-of-training debriefing** with the training team; a review of the quality of the **products** generated by the learners during the course (reports, charts, outlines, etc.), including **learner action plans** outlining how they plan to put their learning into practice; informal **discussions** and **interviews** with learners, trainers and resource persons; the results of **activities** such as case studies or role plays, etc.

For guidance on data analysis in the context of a real-time formative evaluation and end-of-training summative evaluation, and more details on these processes, please refer to Part 2, Step 4 (Section 4.1 to 4.7) of [Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators](#).

This *Manual* proposes a template for the development of an **end-of-course evaluation form** (Chapter VI.E). Other examples of tools for both real-time formative evaluation and end-of-training summative evaluation – such as activities for giving daily feedback, guidance for debriefing meetings with the trainers, a template for a learner action plan, a form for an interview with the learners, etc. – may be found in Part 4, Section 4 of [Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators](#).

TRAINING FOLLOW-UP



Just as the work of a training manager begins well before the delivery phase, it continues long after the training course has concluded. This chapter discusses the preparation of the training report, follow-up activities, and methodological guidance for evaluating training impact.

A. THE TRAINING REPORT

The training report documents the main aspects of the course, the methodology used and the results that can be identified in the short term. It may serve various purposes, for instance sharing information internally and externally (with participants, other stakeholders, donors, etc.) or informing future courses. It is advisable to draft the report shortly after the training course, while impressions are still fresh.

For preparing the training report, an important source of information is the analysis of the results of all the evaluations undertaken by the training team during delivery (daily feedback and debriefings, end-of-training questionnaires, etc.).¹⁰ This kind of analysis enables the training team to assess how far the learning objectives were met, and to gauge participants' reactions. It is also invaluable for recording good practices and lessons learned, particularly from the perspective of the learners.

Rather than narrating every single session in detail, the training report should be concise, focusing on the following key aspects:

- **Introduction:** Background to the training course, including information on the findings of the training needs assessment.
- **Objectives:** The overall goal/s and learning objectives of the training course.
- **Participants:** A description of the overall profile of the participants, disaggregated by sex, as well as the selection criteria applied (if relevant). This section can also give a

¹⁰ Part 2, Step 5 of *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators* provides guidance on drafting a training evaluation report; it can be useful reading in the context of preparing a training report.

breakdown of participants by region, country, type of organization, etc. The full list of participants could be included as an annex to the training report.

- **Training team:** The members of the training team and the resource persons.
- **Programme:** An overview of the content covered in the course (the full agenda could be included as an annex).
- **Methodology:** Description of the training methodology used.
- **Evaluation:** Description of how evaluation was integrated into the training course during the planning, design and delivery phases, and of planned follow-up evaluation.
- **Session-specific comments:** A brief summary of each session, including participants' feedback.
- **Good practices and lessons learned:** An assessment by the training team, also drawing upon participants' feedback, of aspects of the course that went well, and why, and areas that need improvement.
- **Photos from the course,** for which you have consent, can be added to the report, to provide a visual narrative.

B. FOLLOW-UP ACTIVITIES¹¹

Systematic follow-up to a course is an important dimension of effective training, and follow-up activities that could boost training impact can already be identified in the design phase.

It is very important for the training manager to remain in regular contact with the learners after a training course, and to give them ongoing assistance by sharing materials, contacts and advice. To this end, s/he should continue to gather information about the environmental factors that affect participants so that s/he can provide appropriate follow-up support. In the short term, the training manager can distribute the report (or the evaluation report) of the training, and can use it to stimulate a discussion on how participants are putting their learning into practice.

The training manager may also wish to create and coordinate a community of practice, newsletter, listserv, website or online network, or to conduct a series of problem-solving sessions, where participants can share success stories and materials, learn from each other's experiences and brainstorm on how to address various challenges identified by the group. Where possible, the training manager should carry out field visits to see participants "in action" and talk with their peers and supervisors.

A follow-up survey 3 to 6 months after the training, and again 12 to 24 months after it (for instance, in the context of transfer and impact evaluations), can help the training manager see the extent to which participants are applying their new knowledge and skills in their work, and are using the materials provided during the training. Based on the results of the follow-up survey, s/he can consider designing a follow-up training programme to continue the learning process, and/or modify training materials and re-distribute them to participants, particularly if the follow-up survey found that participants were not using them in their current form. Instead of conducting another training course over a short period, the training manager

¹¹ This section also draws on Module 6, Reference sheets 22 and 23 of *Equitas' Training of Trainers – Designing and delivering effective human rights education*, available online.

may consider stretching out training sessions over a longer period, so that participants have time to apply new skills gradually.

C. TRANSFER AND IMPACT EVALUATIONS

Evaluation continues to be a key process after the training course, with the evaluations of transfer and impact. In keeping with the Kirkpatrick model, **transfer** refers to the improvement in the learners' behaviour and capability, and their implementation/application in their work context of what they have learned on the course (e.g., were they able to apply it in their work?). **Impact** refers to the effects of the learning on the broader environment (e.g., have the learners, as a result of the training course, contributed to any changes in their communities?).

Conducted at pre-determined intervals after a training course has taken place (usually after 3 to 6 months, and then again after 12 to 24 months), these types of evaluations are aimed at assessing what medium- and longer-term results or changes the course has generated. They can involve:

- Collecting data on changes in participants' behaviour in the medium and longer term
- Assessing whether or not the training course addressed the original gap or problem identified in the training needs assessment
- Determining how learning has been transferred to groups, organizations or communities
- Identifying lessons learned and developing recommendations aimed at informing future projects
- Tracking evidence of positive impact
- Establishing accountability to stakeholders and funders

As underlined by the systems approach discussed in [Chapter II](#), social change is influenced by many factors and various interventions; the challenge for these evaluations lies therefore in determining what changes can **reasonably** be connected to the training course.

Information about transfer and impact can be gathered from several **sources**, all connected with the individual learners. The most common sources of data for evaluating transfer and impact are:

- **Learners:** Learners are the key sources of information about transfer and impact. Others who may have a useful perspective include groups, organizations, peers, colleagues, supervisors, employers, and community members who have contact with the learners.
- **Learner products/activities:** Information that is produced by learners or actions undertaken by them during the period following a training course is a rich source of data for transfer and impact evaluations. For example, any experiences, projects, discussions, training, advocacy initiatives, materials, publications, newsletters, changes in practices or procedures connected to a learner may illustrate the impact over time of the human rights training course being evaluated.
- **Beneficiaries of the human rights and human rights training activities of learners:** Information collected from individuals, groups, organizations and communities that benefited from the activities carried out by learners after the training course can provide valuable first-hand data on actual results – beyond direct contact with main stakeholders, information can be found in organization performance reports, media news, or human rights reports by various stakeholders.

- **Evaluation information collected over time:** Information collected about the learners before, during and after a training course can give an insight into how they have evolved and how their actions may have contributed to changes in the broader community/society.

Guidance on data analysis in the context of transfer and impact evaluations, and more details on these processes, are provided in Part 2, Step 4 (Section 4.8 to 4.14) of *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*.

This *Manual* proposes a template for a **follow-up survey form** (Chapter VI.F). Other examples of tools that can be used for transfer and impact evaluation – including a focus group agenda, other follow-up questionnaires, a form for collecting impact stories, etc. – may be found in Part 4, Section 5 of *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*.

TOOLS FOR TRAINING



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*This chapter presents a few tools which complement the many evaluation tools and techniques presented in Part 4 of OHCHR – Equitas’ **Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators**. They can easily be adapted – or used as inspiration – for particular human rights training courses and sessions, keeping in mind that any specific material used in a training course must respond to the specific learners’ needs.*

Additional audience-specific tools are available in the training materials published by OHCHR for professional groups or on particular thematic issues. These materials are available on the OHCHR website, at www.ohchr.org.

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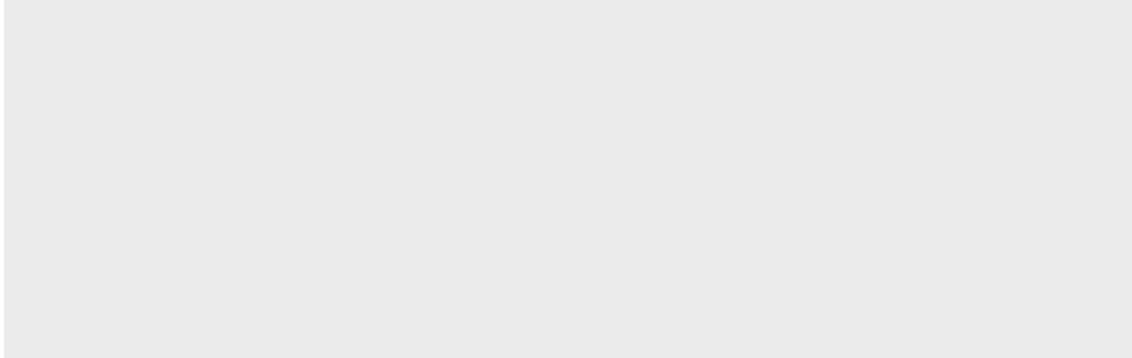
A. TRAINING NEEDS ASSESSMENT FORM: TEMPLATE

Title of training course
Dates and location of training course
(logo of organizer/s, if applicable)

COURSE REGISTRATION AND NEEDS ASSESSMENT FORM

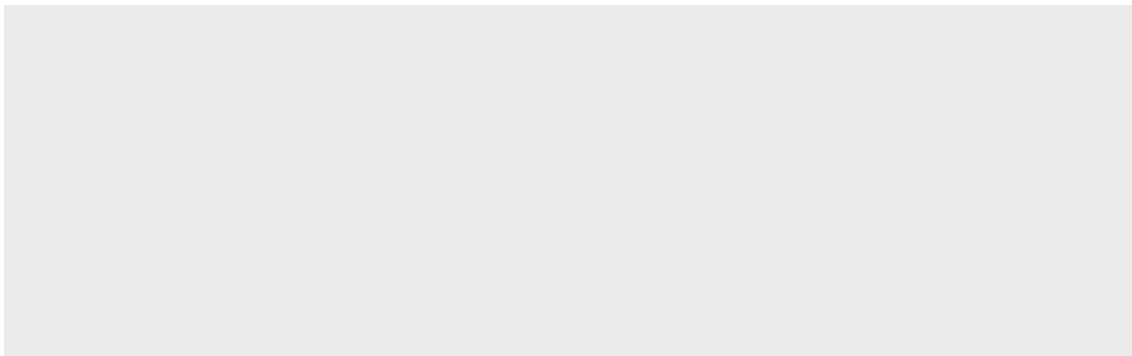
Family name	
First name	
Gender	
Date of birth	
Nationality (and/or indigenous people/ nation, if relevant)	
Job title	
Organization	
Address	
Telephone number	
Email	
Description of your current responsibilities	
Since when have you been in your current job?	

1. Please describe your knowledge of/experience in [the subject matter of the course]. (For example, "Please describe your experience in monitoring and reporting on human rights violations.")



2. [Additional question(s) on [the subject matter of the course]

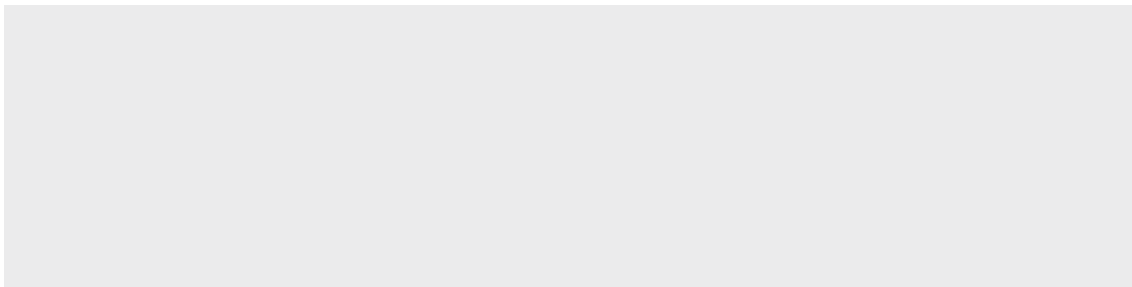
(For example, "Do you have specific experience of monitoring and reporting on conflict-related sexual violence?" or "Do you have experience of supporting human rights activists involved in integrating human rights work into humanitarian action?")



3. Have you already participated in a training course on [the subject matter of the course] (or similar)?

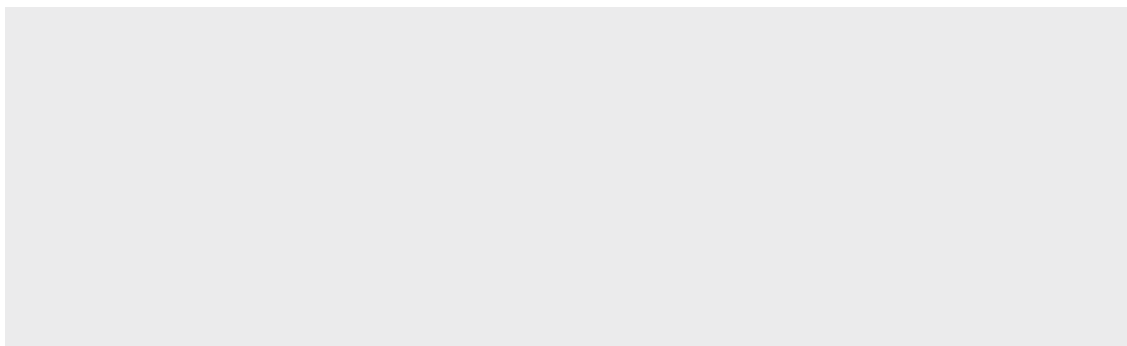
YES

If yes, please indicate the title of the course, the organizer and the dates, and give a brief summary of the content covered.



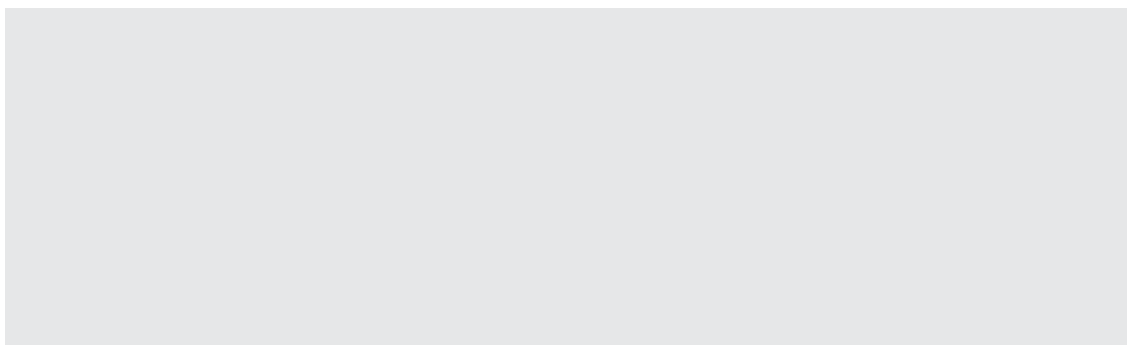
NO

4. **If you were to participate in this training course, how would you use the new knowledge and skills you would acquire afterwards, in your work? Please describe specific future assignments.**



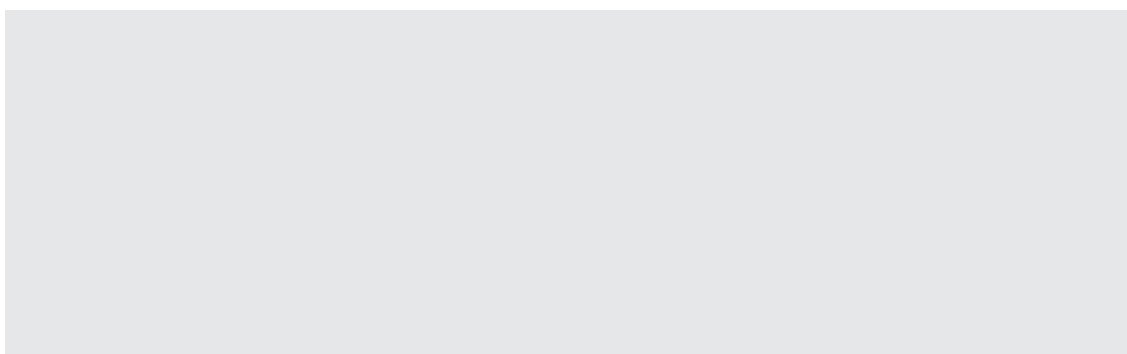
5. **[Question(s) to assess priorities in relation to the subject matter of the course.]**

(For example, "How does [the subject matter of the course] relate to the priorities in the country or region where you work?" "What work has your organization planned in this area for the next year?")



6. **[Question(s) about challenges faced with regard to the issues covered by the course.]**

(For example, "What are the challenges or difficulties that you face while carrying out human rights monitoring and fact-finding, investigations/humanitarian action?" You may also wish to provide a list of possible answers to select from, such as, "lack of guidance; lack of access to key witnesses; issues relating to working environment and actors involved; policies and/or mandates; other...")



7. On a scale from 1 to 4, please rate your understanding of/experience in the following areas:

	low			high
Topic 1 specific to subject matter of the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Topic 2 specific to subject matter of the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Topic 3 specific to subject matter of the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Topic 4 specific to subject matter of the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Topic 5 specific to subject matter of the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Topic 6 specific to subject matter of the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Topic 7 specific to subject matter of the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

8. Which related issues would you wish to have specifically addressed in this course? Please select up to four.

- Issue 1** specific to subject matter of the course
- Issue 2** specific to subject matter of the course
- Issue 3** specific to subject matter of the course
- Issue 4** specific to subject matter of the course
- Issue 5** specific to subject matter of the course
- Issue 6** specific to subject matter of the course
- Issue 7** specific to subject matter of the course
- Other** (please specify)

9. Please indicate whether you require any forms of support or accessibility for your participation in the course (e.g., accessible format of communication or documentation, wheelchair-accessible facilities, assistive listening devices, access to a nursing mothers' room or prayer room, or other).

Please return the completed form to [name(s) and contact information of Course Manager and/or Course Assistant] by [Date].

B. SAMPLE AGENDA

OHCHR Training Course on Human Rights in Humanitarian Action

31 August – 4 September 2015, Geneva

Venue: OHCHR, 48 Avenue Giuseppe Motta, Geneva, Room RI-14



AGENDA

MONDAY, 31 AUGUST 2015		Facilitator/s – Resource person/s
9:00	Security procedures	
9:30	Opening Introduction of facilitators and participants Course objectives, agenda and methodology (ground rules)	
10:15	Icebreaker	
11:15	<i>Coffee/tea break</i>	
11:30	Emergencies and the international humanitarian system	
12:15	Recent developments in humanitarian reform	
13:00	<i>Lunch</i>	
14:00	OHCHR and humanitarian action	
15:30	<i>Coffee/tea break</i>	
15:45	OHCHR and humanitarian action (continued)	
17:00	Sharing of experiences – OHCHR and humanitarian action	
17:45	Wrap-up/participants' feedback	

TUESDAY, 1 SEPTEMBER 2015		Facilitator/s – Resource person/s
9:00	Report/recap	
9:15	Applying the international normative framework in emergencies	
10:30	<i>Coffee/tea break</i>	
10:45	Applying the international normative framework in emergencies <i>(continued)</i>	
13:00	<i>Lunch</i>	
14:00	Human Rights Up Front Action Plan and IASC Protection Priority	
14:45	Integrating human rights into humanitarian action	
15:45	<i>Coffee/tea break</i>	
16:00	OHCHR roles in the Protection Cluster	
17:00	Sharing of experiences – OHCHR and humanitarian action	
17:45	Wrap-up/participants' feedback	
20:00	<i>Course dinner (optional)</i>	

WEDNESDAY, 2 SEPTEMBER 2015

Facilitator/s – Resource person/s

9:00	Report/recap	
9:15	Humanitarian programme cycle and humanitarian financing	
10:30	<i>Coffee/tea break</i>	
10:45	Humanitarian programme cycle and humanitarian financing <i>(continued)</i>	
12:00	Humanitarian action and OHCHR planning, programming and funding mechanisms	
13:00	<i>Lunch</i>	
14:00	Monitoring and reporting in emergencies	
15:30	<i>Coffee/tea break</i>	
15:45	Monitoring and reporting in emergencies <i>(continued)</i>	
17:00	Sharing of experiences – OHCHR and humanitarian action	
17:45	Wrap-up/participants' feedback	

THURSDAY, 3 SEPTEMBER 2015		Facilitator/s – Resource person/s
9:00	Report/recap	
9:15	Advocacy and communication in emergencies	
11:00	<i>Coffee/tea break</i>	
11:15	Simulation	
13:00	<i>Lunch</i>	
14:00	Simulation (<i>continued</i>)	
15:15	<i>Coffee/tea break</i>	
15:30	OHCHR and partnerships in humanitarian action: challenges, lessons learned, good practices on complementarity	
17:00	Sharing of experiences – OHCHR and humanitarian action	
17:45	Wrap-up/participants' feedback	

FRIDAY, 4 SEPTEMBER 2015		Facilitator/s – Resource person/s
9:00	Report/recap	
9:15	Simulation (<i>continued</i>)	
11:00	<i>Coffee/tea break</i>	
11:15	Simulation and Debriefing	
13:00	<i>Lunch</i>	
14:00	Recap, outstanding issues and resources	
14:30	Final evaluation and feedback Delivery of course certificates Closing	

C. SAMPLE SESSION PLAN

INDEPENDENCE OF THE JUDICIARY

Duration: 6 hours + 1 hour lunch

Learning objectives: At the end of this session, participants will be able to:

- indicate human rights standards relating to the independence of the judiciary;
- identify problematic issues relating to the independence of the judiciary and strategies to overcome them.

Time	Content	Learning Objective/s
8:30-9:30	Introduction	<ul style="list-style-type: none">● Participants will be able to discuss some problematic situations arising from lack of independence of the judiciary.
9:30-10:30	International human rights standards	<ul style="list-style-type: none">● Participants will be able to indicate international human rights standards relating to the independence of the judiciary.
10:30-10:45	<i>Coffee break</i>	
10:45-12:30	Case studies	<ul style="list-style-type: none">● Participants will be able to compare good and bad practices relating to the independence of the judiciary.
12:30-13:30	<i>Lunch</i>	
13:30-14:00	Energizer	
14:00-15:15	Addressing challenges and constraints	<ul style="list-style-type: none">● Participants will be able to describe some strategies for addressing challenges and constraints in ensuring independence and impartiality.
15:15-15:30	Wrap-up/ participants' feedback	

Methodology	Materials	Handouts	Resource Persons
<ul style="list-style-type: none"> ● Brainstorming (10 min) ● Movie clip (15 min) ● Discussion in working groups (20 min) ● Plenary discussion (15 min) 	<ul style="list-style-type: none"> ● Laptop ● Projector ● Speakers ● Flipcharts ● Markers 		<ul style="list-style-type: none"> ● OHCHR staff ● A judge for plenary discussion
<ul style="list-style-type: none"> ● Presentation (25 min) ● Questions and answers (35 min) 	<ul style="list-style-type: none"> ● Laptop ● Projector 	<ul style="list-style-type: none"> ● Printed presentation slides ● UDHR ● ICCPR ● ICESCR ● Basic Principles on the Independence of the Judiciary 	<ul style="list-style-type: none"> ● A judge
<ul style="list-style-type: none"> ● Presentation (10 min) ● Working groups (50 min) ● Plenary debrief and discussion (45 min) 	<ul style="list-style-type: none"> ● Flipcharts ● Markers 	<ul style="list-style-type: none"> ● Printed presentation slides ● Case studies 	<ul style="list-style-type: none"> ● OHCHR staff ● A judge
<ul style="list-style-type: none"> ● Power walk 			
<ul style="list-style-type: none"> ● World Café: 4 tables, each covering a different issue – institutional, policy, personal, cultural – 15 min each round (60 min) ● Debriefing (15 min) 	<ul style="list-style-type: none"> ● Flipcharts ● Markers ● Sticky notes ● 4 tables 		<ul style="list-style-type: none"> ● OHCHR staff ● A judge for the debriefing
<ul style="list-style-type: none"> ● Recap (5 min) ● Session evaluation (10 min) 	<ul style="list-style-type: none"> ● Flipcharts ● Markers ● Sticky notes 	<ul style="list-style-type: none"> ● Evaluation forms 	<ul style="list-style-type: none"> ● OHCHR staff

D. PARTICIPATORY ACTIVITIES FOR HUMAN RIGHTS TRAINING

This brief compilation sets out some group activities that have proven useful in human rights training courses organized by OHCHR. They may be used as energizers and/or icebreakers (see Chapter III, Section D “[Identifying the appropriate methodology](#)”), as indicated. While the descriptions below give some indications for implementation, they are not prescriptive and can often be adapted flexibly for various audiences and contexts.

1. Circle of rights

Purpose	This activity allows participants to become familiar with various human rights as experienced by different people in society.
Audience	A variety of audiences (civil society, human rights defenders, civil servants, UN staff).
Instructions for implementation	<ol style="list-style-type: none">1. Prepare one green card and one red card per participant. On the green cards, write different types of rights holders (primary school student, rural community leader, political detainee, disabled person, etc.). On the red cards, write different rights (right to liberty and security of person, freedom of expression, right to work, right to health, etc.).2. Participants assemble in a circle, standing up.3. Each participant takes a green card. Give them one minute to reflect on the person whose identity they are assuming.4. Each participant takes a red card. Give them another minute to think about the right and how it fits into the life of their character.5. Go around the circle, with each participant taking up to one minute to explain who they are and how they experience the right on the red card. For example: “I am a primary school student. Last year we had a visit to the school from the National Immunization Programme and I was vaccinated against the measles. However, our school doesn’t have a source of safe drinking water and my friends often get sick and have to miss class.”6. Once they have finished with their role, participants can briefly introduce themselves (if this is used as an icebreaker).7. At the end, take 5 minutes to discuss the lessons from this activity with the participants.
Logistics/ equipment	<ul style="list-style-type: none">● One green card and one red card per participant● A room large enough for all participants to stand in a circle
Time required	20-30 minutes, depending on the size of the group.
Challenges	<ul style="list-style-type: none">● Some participants may be shy or unwilling to participate.● Timekeeping is important, as introductions can very easily go beyond one minute each.

Additional considerations	<ul style="list-style-type: none"> ● You can allow participants to pick different cards or to observe the activity if they feel uncomfortable with their case. ● As an option when more time is available, you can go into each case in more depth by asking participants for comments after each introduction. ● This activity works best with smaller groups.
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2. Four corners

Purpose	This activity enables participants to share and discuss different understandings, attitudes, perceptions or opinions about a human rights issue; it can serve to introduce such an issue in an interactive way. It can be used as an energizer.
Audience	A variety of audiences (civil society, human rights defenders, civil servants, UN staff).
Instructions for implementation	<ol style="list-style-type: none"> 1. Set up 4 messages on the topic – one in each corner of the room. For example: <ol style="list-style-type: none"> a. I don't know anything about the human rights of persons with disabilities. b. I think the human rights of persons with disabilities are fully protected. c. I am somewhat aware of the discrimination and barriers that restrict persons with disabilities from participating in society on an equal basis with others, and I would like to learn more. d. I actively promote the human rights of persons with disabilities, and I am happy to share some of my experience. 2. Ask participants to go towards the corner that best represents their views. 3. Facilitate discussion on why they associate with that particular message.
Logistics/ equipment	<ul style="list-style-type: none"> ● 4 sheets for the 4 messages, tape ● A room in which participants can move to the corners
Time required	15 minutes
Challenges	Try to ensure that the contents and types of questions do not favour particular participants. If this is unavoidable, facilitate an appropriate distribution of expertise among the groups.
Additional considerations	Adapt the content of the questions and the level of difficulty to both the audience and the content of the training course.

3. Human rights quiz

Purpose	This activity allows participants to share human rights knowledge through dynamic, playful interaction. It also supports team building, as the input and coordination of the entire team is crucial to ensuring the best answer.
Audience	Human rights officers (for instance, in the context of induction training).
Instructions for implementation	<ol style="list-style-type: none"> 1. Split the participants into small groups of around 5 people. 2. Give all the groups 10 questions relating to human rights, and ask each group to provide written answers within 5 minutes. The questions can be presented on handouts, flipcharts or a computer slide. Each group will be given a coloured card with 10 numbers on which to write down the answers. 3. Questions should relate to human rights issues (e.g. "In what year was the Human Rights Council established?" or "What does 'UPR' stand for?"), or can be multiple choice or true/false statements (e.g. "It is compulsory for States to accept visits to their country by Special Rapporteurs"). 4. Inform participants that the use of reference material/Internet/mobile phones or other resources/support is forbidden. The only support available is discussion among the members of the group. No communication between groups is allowed. The groups will all remain in the same place and they must avoid talking loudly. 5. After 5 minutes, stop the activity and ask the groups to return the colour cards with their answers. Only the answers written down by that moment are to be taken into consideration. 6. Read out the correct answer and check the responses of each group. Answer any questions from the participants.
Logistics/ equipment	<ul style="list-style-type: none"> ● Paper and pens ● Flipchart or computer and projector ● Coloured cards for groups to write their answers on
Time required	15 minutes
Challenges	Try to ensure that the contents and types of questions do not favour particular participants. If this is unavoidable, ensure an appropriate distribution of expertise among the groups.
Additional considerations	Adapt the content of the questions and the level of difficulty to both the learners and the content of the training course.

4. Line of experience

Purpose	This activity helps participants to get to know one other. It helps to build team spirit among participants and to create a safe learning environment. It is often used as an icebreaker.
Audience	A variety of audiences (civil society, human rights defenders, civil servants, UN staff).
Instructions for implementation	<ol style="list-style-type: none"> 1. Attach several sheets of flipchart paper, side by side, to form a line on a blank wall. Draw a long arrow across the paper and mark divisions of 5, 10, 15, 20 and 25 years. Label this arrow the "Line of Experience". 2. Distribute large sticky notes to each participant, and ask them to divide their sticky notes into two spaces (demonstrate how, for consistency). 3. Ask participants to write on their sticky notes: <ol style="list-style-type: none"> a. In one space, one special joy in their life they wish to share with the group b. In the other space, one of their most satisfying moments as a human rights defender/practitioner/trainer (choose an audience-specific function, relevant to the focus of the training course) which they wish to share with the group c. Their name (on a side) 4. When all participants have finished writing this information on their sticky notes, start the activity by sharing your note (<i>PS: it is better, if possible, for the least experienced member of the training team to go first, just to set an example</i>). Place it on the section of the line that corresponds to your years of experience, and explain your choices briefly (maximum 2 minutes). 5. Have participants (and other members of the training team) come to the wall one by one (order could be set in different ways, e.g. by throwing a ball), sharing their information and placing their sticky notes on the line of experience. Each participant should take 2 minutes at most. 6. In the meantime, have another trainer (or a participant) add all the individual years of experience into a collective total for the whole group. 7. After every participant has shared his/her sticky note, share the number of years of collective experience in the room. Reflect on the importance of learning from each other, taking into consideration the different experiences and perspectives of the participants on the training course.
Logistics/ equipment	<ul style="list-style-type: none"> ● Flipchart paper, large sticky notes, markers, tape ● A wall with enough space to attach several sheets of flipchart paper for the line of experience
Time required	<p>1 hour, depending on the size of the group. The trainer should expect to spend:</p> <ul style="list-style-type: none"> ● 5 minutes on giving instructions and waiting for participants to fill in their sticky notes ● 2 minutes per participant/trainer to share what they have written, and ● 5 minutes on the debriefing at the end of the activity

Challenges	<ul style="list-style-type: none"> ● Timekeeping is important, as introductions can very easily go beyond 2 minutes per person.
Additional considerations	<ul style="list-style-type: none"> ● You can adapt the questions for the sticky notes to the particular profile of the group. ● This icebreaker works best with small groups (up to 25 participants).

5. My identity

Purpose	This activity allows participants to get to know one another quickly in a memorable way, and to reflect on identities and individual differences. It is used as an icebreaker.
Audience	Human rights defenders and other civil society actors.
Instructions for implementation	<ol style="list-style-type: none"> 1. Write the names of half the participants on white cards and the other half on blue cards (or some other colour). 2. Call out the names of the participants whose names appear on the white cards and let them stand in a semi-circle, each holding the card with their name. The other participants are sitting. 3. Distribute the blue cards with the names of the others, one to each of the standing participants. 4. Ask those who are standing to call out the name on their blue card, one at a time. Ask the sitting participants to join the person who has called out their names, to form pairs. 5. Give the pairs 4 minutes to introduce themselves to each other. The introduction includes: <ul style="list-style-type: none"> – Name – Nationality – Which office/organization they work for – How long they have been working in human rights – Their favourite hobby 6. Call everyone back to form a circle. 7. Each pair steps forward and each person presents the identity of the other, as accurately as they can. 8. To enable dynamic exchanges, ask some participants to name participants other than their partners.
Logistics/ equipment	<ul style="list-style-type: none"> ● White and blue cards according to the number of participants ● Space for the participants to stand in a circle
Time required	20-30 minutes, depending on the size of the group
Challenges	Some participants may have difficulty remembering unfamiliar names.
Additional considerations	<ul style="list-style-type: none"> ● Time can be saved by writing down the names on the cards in advance of the activity. ● Elements of the introduction can be modified according to the audience and content of the training course.

6. Power walk

Purpose	This activity is a simulation of a community or society: everyone starts off equal, but ends up in very different positions. It allows participants to reflect on the power structures within the community, to identify marginalized groups and to discuss strategies for including them in the process. It can be used as an energizer.
Audience	A variety of audiences
Instructions for implementation	<ol style="list-style-type: none">1. Take participants outside or to an open space and ask them to stand in a straight line at one end of the open space. Give each a piece of paper labelled with a character who can be found in a particular community, as well as his/her gender and age – e.g., orphaned child (male, 12 years old). Ask participants not to share their identity with the others, and explain that identities will be revealed at the end of the activity. Make sure that the characters reflect the chosen community well and that there is a balance between them (e.g., the powerful or influential ones, those in vulnerable situations, others). A few sample roles:<ul style="list-style-type: none">– Journalist (M, 42)– University student (F, 20)– Homemaker (F, 42)– Surgeon (M, 45)– Civil servant (F, 35)– Irregular migrant (M, 32)– Secondary school teacher (F, 27)– Domestic worker (M, 35)– Business person (M, 39)– Rubbish collector (F, 30)– Farmer (F, 40)– Homeless individual (M, 65)– Sex worker (M, 19)– Minister for foreign affairs (M, 53)2. Explain to participants that you will read a set of statements. Ask participants to take one step forward for each statement to which the character they are representing could answer “yes”; if they cannot answer “yes,” they should remain where they are. (You will need enough space for at least some of the people to take 20 steps forward). Sample statements to be read aloud:<ul style="list-style-type: none">– I can influence decisions made at municipal level– I vote in general elections– I can regularly read newspapers I am interested in– I have access to radio and TV stations of interest to me

	<ul style="list-style-type: none"> - I am able to meet municipal and administrative officials - I am not afraid of violence in my home - I have my own bank account - I have access to micro-credit - I can afford to buy the food I like - I have access to medication when I need it - I went, or I expect to go, to secondary school - I only have sex when I want to - I will be consulted on issues affecting young people in our community - I can pay for hospital treatment if necessary - I can peacefully express political opinions about the government without fear - I have never had to queue or beg for food - I have access to plenty of information about HIV - I am not in danger of being sexually harassed or abused - I can question how community funds are spent <p>3. At the end of the activity, note that everyone started along the same line but now some are at the front, some in the middle and some at the end. Ask a few participants to describe how they felt about their situation, and ask those in the front how they feel and whether they tried to help the others.</p> <p>4. Discuss what the outcome of the activity tells us about human rights work at the community level.</p>
Logistics/ equipment	<ul style="list-style-type: none"> ● Spacious venue (outdoors if necessary) ● One card or strip of paper per participant, describing their character
Time required	<p>15 minutes for the activity</p> <p>20 minutes for reflection and discussion</p>
Challenges	<p>The facilitator must be able to pick up on comments easily and discuss them from a human rights perspective.</p>
Additional considerations	<ul style="list-style-type: none"> ● The characters and questions should be adapted to the context and content of the training activity so as to make it as relevant as possible. ● A debriefing following the activity can allow participants to reflect on what disparities exist and why, and to consider how to address them through programming.

7. Squares

Purpose	This activity allows participants to get to know one another quickly in a memorable way and helps to build a dynamic learning environment. It is used as an icebreaker.
Audience	A variety of audiences. The content can easily be adapted to different audiences such as young people, human rights defenders and adult learners.
Instructions for implementation	<ol style="list-style-type: none"> 1. During pre-course preparations, ask each participant about one aspect of their life (family, hobbies, etc.) or work experience (previous jobs, years of UN work, etc.) they wish to share with the group. 2. Before the course, prepare a sheet of paper divided into squares (one for each participant) with questions, and make enough copies for all participants. The questions should be formulated in such a way as to solicit, as answers, the one-aspect information received in advance from each participant (for instance: "How many years has Anne worked for the UN?" "What is John's favourite hobby?"). 3. At the course, introduce this activity explaining that participants will be working closely with one other over the next few days, so it is important that they get to know one another. 4. Make sure that participants wear a badge (or just a sticker) with their name written on it. 5. Distribute a copy of the "Squares" handout to each participant (sitting). 6. Tell the participants that, when the "start" signal is given, they must leave their seats and move around in order to fill as many squares as possible by asking questions of all the others. Indicate that they have 5 minutes to complete the task. 7. Once the instructions have been understood, give the "start" signal. 8. When 5 minutes have elapsed, instruct participants to stop. 9. Ask participants to say how many squares they have completed. 10. Ask the person who has completed the most squares to share her/his responses with the group. If any of the responses are unclear, or you wish to enrich the "sharing" time, you may ask for clarification or additional information from the relevant participant. 11. Once participants are seated again, you may ask everyone to introduce themselves briefly.
Logistics/ equipment	<ul style="list-style-type: none"> ● One-page "Squares" handout and a pen for each participant ● Stickers or badges for each participant with their name
Time required	15-20 minutes
Additional considerations	Suitable for a group of 10-20 participants, with adequate space for moving around. Questions could be adapted to serve various purposes, provided they are agreed in advance if they refer to personal information. This icebreaker could also be used as an energizer.

8. Take a human rights stand

Purpose	This activity allows participants to share and discuss different understandings, attitudes, perceptions or opinions about a human rights issue, and can serve to introduce such an issue in an interactive way. It can be used as an energizer.
Audience	A variety of audiences, provided the statements chosen are relevant to the particular audience and content of the training course.
Instructions for implementation	<ol style="list-style-type: none"> 1. In preparation for this activity, mark a line on the floor (with a strip of tape, a line of pencils, etc.) 3 to 5 metres long (depending on the size of the venue and the number of participants). The line symbolizes a continuum of responses. One end corresponds to “I agree 100% with the statement”. The other end means “I disagree completely with the statement”. The mid-point of the line means “I do not have an opinion on this” or “I am undecided”. All the other points between the two ends and the mid-point indicate a greater or lesser degree of agreement. 2. Asks participants to stand. 3. Read a statement concerning human rights, relating to the training session/course. The statement should not have a straightforward answer (“Is torture permitted under international law?”), but should be debatable from different perspectives. Below are a few examples: <ul style="list-style-type: none"> ● All people should be treated equally ● The work of human rights defenders makes a difference in people’s lives ● Human rights should be viewed differently in different traditions and cultures ● The rights of individuals take precedence over the needs of society ● In general, human rights protection is getting better across the world 4. For each statement, participants should “take a stand” along the line, in the place that best represents their opinion regarding the statement; they should choose their answers instinctively, rather than trying to gauge the trainer’s expectations. Accordingly, variation in responses amongst participants is expected. 5. The trainer can then ask a few participants – for instance, one standing at one end, one standing at the other end and a third one in the middle – to explain the reason for their choice. This may encourage others to take the floor, and prompt a group discussion; during the discussion, which offers new elements to the group, participants should be allowed to “change their mind” and move to a different position.
Logistics/ equipment	<ul style="list-style-type: none"> ● Tape or other material to trace a line 3-5 metres long on the floor ● A sufficiently large room or outdoor space
Time required	20-30 minutes, depending on the number of statements and the duration of discussion
Challenges	<ul style="list-style-type: none"> ● This activity could raise controversial issues and questions, and it is crucial for the facilitator to be knowledgeable and ready to lead the discussion as those arise.
Additional considerations	<ul style="list-style-type: none"> ● This activity is based on “Where we stand”, an activity included in the UNDP Training Manual on Human Rights and Sustainable Human Development.

E. END-OF-COURSE EVALUATION FORM: TEMPLATE

Title of training course
Dates and location of training course
(logo of organizer/s, if applicable)

END-OF-COURSE EVALUATION FORM

Name (optional): _____

YOUR PREPARATION AND PARTICIPATION

1. Please indicate your level of satisfaction with:

	Dissatisfied			Very satisfied
Your participation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Your commitment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Your work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The group atmosphere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

2. Did you read the pre-course reading materials and/or complete the pre-course assignments? *(edit as necessary depending on pre-course requirements)*

- Yes, I read everything/completed all the pre-course assignments
- I read only some of the materials/completed only some of the pre-course assignments
- No, I forgot to read the materials/do the pre-course assignments
- No, I did not have time to read the materials/do the pre-course assignments

3. Do you have any comments about the reading materials/pre-course assignments (comprehensiveness, relevance, user-friendliness)?

THE LEARNING OBJECTIVES

4. Please rate the degree to which you consider we met our learning objectives for this course.

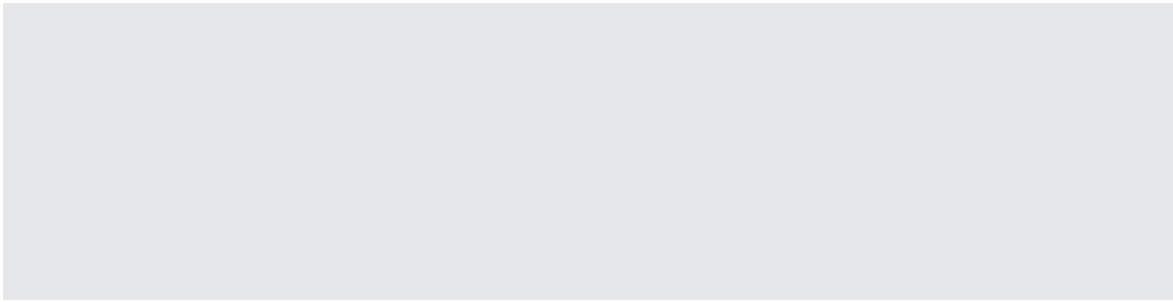
	Not met all yet			Fully met
[Learning objective 1]	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
[Learning objective 2]	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
[Learning objective 3]	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
[Learning objective 4]	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
[Learning objective 5]	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
[Learning objective 6]	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

OVERALL COURSE DESIGN AND DELIVERY

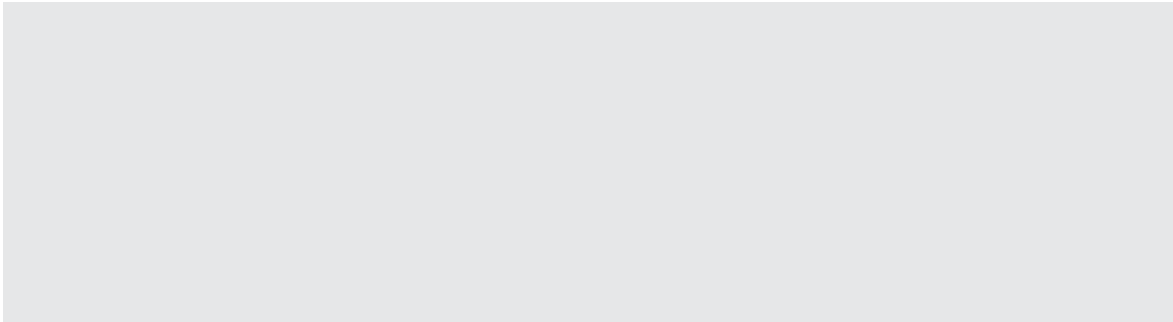
5. How would you rate:

	Unsatisfactory			Very satisfactory	
The course programme	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
The rhythm/pace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
The training materials used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
The handouts/materials provided	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Training activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Opportunities to learn from colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
Pre-course assignments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Not completed
The suggested reading materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Not read

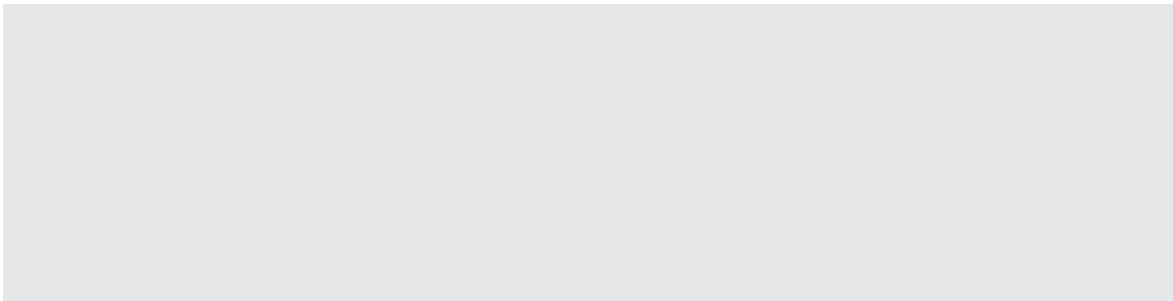
6. Which aspects of the course did you find most useful, and why?



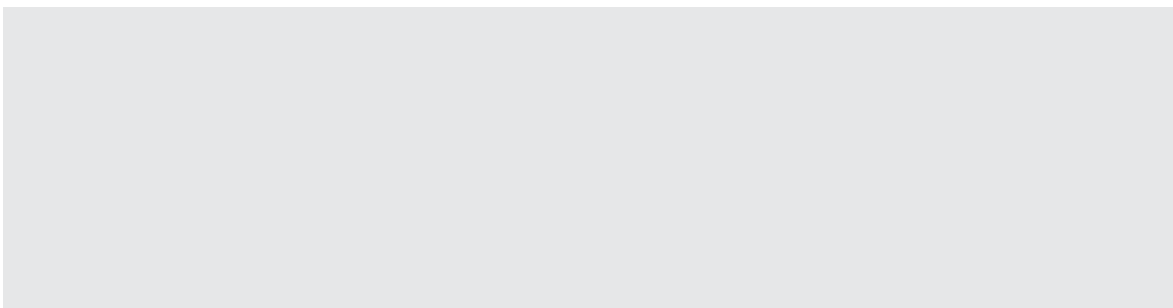
7. Which aspects of the programme would you like to see improved? Please be specific and explain how.



8. Did the course leave out any topics you wish it had addressed?



9. Should any topics/sessions be dropped or given less attention?



10. Did the training course respond adequately to your needs and expectations? Please explain.

11. Which elements of what you have learned in this course do you plan to apply in your future work?

12. Please rate the following aspects of gender integration in the course:

	Unsatisfactory		Very satisfactory	
Gender diversity of participants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Gender diversity of trainers and resource persons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Participation ¹² of every learner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Integration of gender in the contents of the training course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Integration of gender in case studies and examples	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Gender awareness of the training team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

¹² In this context, participation is not only about being present, but about actively participating in course activities by taking the floor, contributing to working groups, being appointed to represent the group's views, being listened to, etc.

SESSION-SPECIFIC EVALUATION

13. [Session 1] _____

	Unsatisfactory		Very satisfactory	
The contents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The methodology used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The relevance to your work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

14. [Session 2] _____

	Unsatisfactory		Very satisfactory	
The contents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The methodology used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The relevance to your work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

15. [Session 3] _____

	Unsatisfactory		Very satisfactory	
The contents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The methodology used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The relevance to your work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

16. [Session 4] _____

	Unsatisfactory		Very satisfactory	
The contents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The methodology used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The relevance to your work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Add or remove as required. This section may be omitted if there were daily evaluations asking similar questions.

17. Please give us your overall feedback on the training team:

	Unsatisfactory		Very satisfactory	
Knowledge of the subject	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Use of participatory methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Capacity to engage with participants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Complementarity of trainers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Effectiveness in using training materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Responsiveness to the learning needs of the audience	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Comments:

18. Feedback on individual trainers:

Name of the trainer: _____

	Unsatisfactory		Very satisfactory	
Knowledge of the subject	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Clarity in explanations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Use of participatory methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Capacity to engage with participants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Effectiveness in using training materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Responsiveness to the learning needs of the audience	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Comments:

Name of the trainer: _____

	Unsatisfactory		Very satisfactory	
Knowledge of the subject	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Clarity in explanations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Use of participatory methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Capacity to engage with participants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Effectiveness in using training materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Responsiveness to the learning needs of the audience	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Comments:

FOLLOW-UP AND FURTHER SUPPORT

19. How would you suggest we follow up on this course? Please explain.

20. What kind of further support would you need?

ADMINISTRATIVE ISSUES

21. Please rate the following:

	Unsatisfactory		Very satisfactory	
Travel and transportation arrangements (if applicable)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Administrative information received prior to the course	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Training facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Lunches at the cafeteria (if applicable)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Course dinner (if applicable)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other 1 (please specify)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other 2 (please specify)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

22. Any additional comments on any aspect of the course?

THANK YOU!

F. FOLLOW-UP SURVEY FORM: TEMPLATE

Title of training course
Dates and location of training course
(logo of organizer/s, if applicable)

FOLLOW-UP SURVEY FORM

Family name	
First name	
Gender	
Date of birth	
Nationality (and/or indigenous people/nation, if relevant)	
Job title	
Organization	
Address	
Telephone no.	
Email	
Description of your current responsibilities	

1. **Have you been involved in [the subject matter of the course] since attending the course?**
(add specific questions, as required)

- Yes, it is my main area of work
- Yes, several times
- Occasionally
- Never

If you answered “yes” or “occasionally”, please provide the details:

If you answered “never”, please explain why:

2. How useful do you consider the following knowledge, skills and techniques, covered during the course, for your subsequent work in [the subject matter of the course]?

(include course-specific list in table below)

I have not applied this knowledge/skill/technique since the course	Not useful at all				Very useful				
	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How useful were the following materials, supplied to you during the course, for your subsequent work in [the subject matter of the course]?

(include course-specific list in table below)

	I have not consulted these materials since the course	Not useful at all				Very useful			
		<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
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	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

4. How have you applied the knowledge/skills/tools/techniques that you acquired in the training course? (please mark appropriate boxes)

(include course-specific list in the first row of the table below)

Course topic							
By using and/or adapting the materials from the course in my work							
By making the materials available to other staff in my office/organization							
By providing guidance for staff in my office/organization who did not attend this training course							
I have not applied any of the knowledge or skills acquired in the training course							
Other							

Comments: (for example, how you apply the knowledge and skills you acquired during the course in your work; what you did to make the materials available to others; what you did to provide guidance for colleagues, etc.)

5. If you have not been able to make use of the knowledge, skills, techniques or materials acquired during the course, please explain why:

- Insufficient time to refer to materials provided
- Materials are not relevant or useful
- Other materials are more useful
- Insufficient understanding of how to apply skills, knowledge or techniques in practice
- Lack of opportunity to do so
- Other(s) (please specify):

Comments:

6. Have the knowledge/skills/tools/techniques you acquired at the course been incorporated into the regular work of your office/organization?

- YES** Please describe how:
 - The materials are being consulted by other staff in my office/organization
 - The materials are being used in carrying out activities organized by my section/ office/component
 - Other (please specify):
- NO** Please explain why:

7. On a scale from 1 to 4, could you rate the overall usefulness of the training course based on your subsequent experience? Please elaborate.

Not useful at all

Very useful

1

2

3

4

Comments:

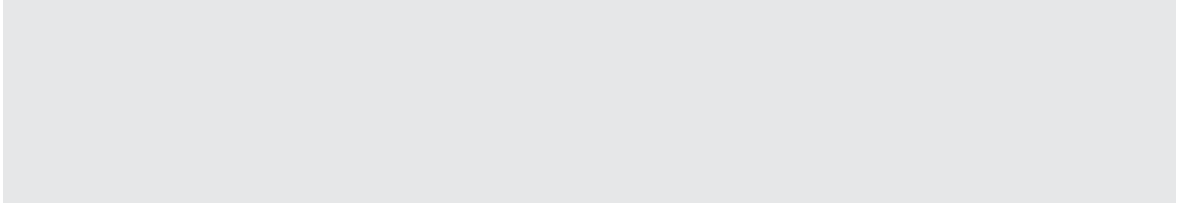
8. Do you have a "success story" from your subsequent activities, connected with the knowledge, skills and techniques acquired in the course, that you would like to share with us (for instance, knowledge and skills transferred to partners; improvements on the ground that you can reasonably connect to your participation in the training course)?

9. In view of your subsequent training experience, what knowledge/skills/techniques/tools that were not addressed in this training course should be included in future ones?

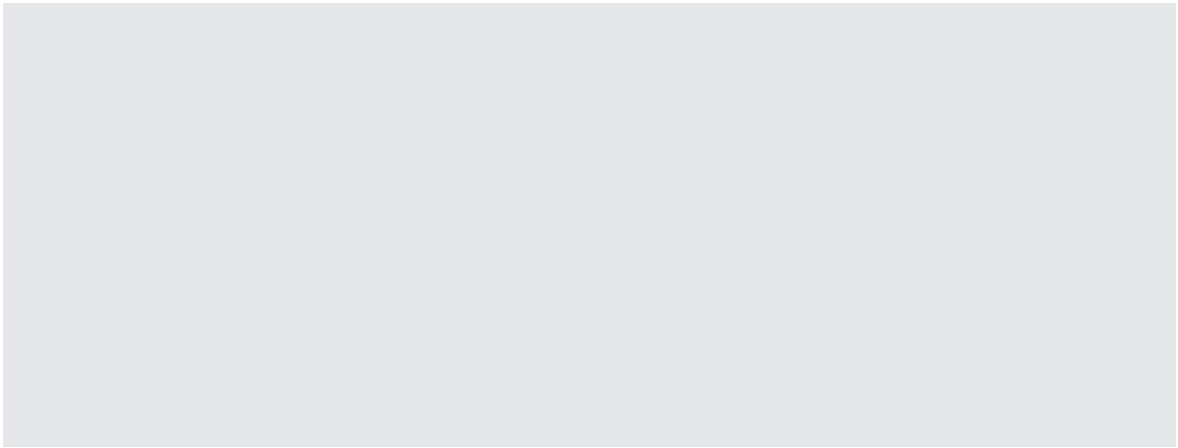
10. Have you been in contact with [the organizers of course] since the course for further advice? If yes, please explain.

11. What kind of further support would you need from [the organizers of course] in the area of [the subject matter of the course]?

(include course-specific list below)



12. Any additional comments or suggestions?



**THANK YOU FOR TAKING THE TIME
TO COMPLETE THE SURVEY!**

Please return the completed form to *[name(s) and contact information of Course Manager and/or Course Assistant]* by *[Date]*.



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