

## **COLUMBIA UNIVERSITY CAPSTONE PROJECT REPORT TO THE OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER FOR HUMAN RIGHTS**

**Capstone Client:** Office of the United Nations High Commissioner for Human Rights

**Project and Report Title:** Study on the Impact of Human Rights Education and Training Programmes for Children and Youth in Non-Formal Education

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This report is dedicated to all of the hard-working human rights educators who are implementing HRET programs throughout the world, and working toward a safer and more inclusive global society for all.

**Key words:** HRET, Human Rights, Education, Training, Program, Impact Assessment, Program Evaluation, Youth, Children, Non-formal Education.

**Abstract:** This study reviews and analyzes the impact of non-formal Human Rights Education and Training (HRET) programs, particularly those focused on, and led by, youth, in accordance with the emphasis on youth in the Plan of Action for the fourth phase of the United Nations World Programme for Human Rights Education. It is among the first human rights education studies to map the impacts of non-formal HRET programs. Quantitative and qualitative data relevant to the HRET criteria outlined by the Office of the United Nations High Commissioner for Human Rights were collected through evaluations and reports generated by NGOs and other HRET organizations, phone interviews with key informants such as NGO staff and independent researchers, and academic studies of NGO programs. Through analysis and synthesis of existing impact assessments as well as accompanying data and resources, this report identifies key factors contributing to successful HRET programs in non-formal settings, highlights global trends with respect to HRET impact assessments, and makes recommendations for future research.

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## I. Introduction

### **HRET framework**

Human Rights Education and Training (HRET) empowers rights-holders and reinforces the capacity of duty-bearers for greater human rights protection.<sup>1</sup> The United Nations General Assembly has included human rights education in the 2030 Agenda for Sustainable Development as a specific target of Goal 4 on inclusive and quality education (Target 4.7). Moreover, HRET is integrated as a component for action in the context of UN initiatives on preventing and countering violent extremism, as well as in the UN Youth Strategy launched in September 2018. It is recognized by the Member States of the UN that human rights education contributes to the prevention of violence and conflicts, the promotion of equality and sustainable development and participation in decision-making processes within democratic systems.<sup>2</sup>

According to the Commission on Human Rights, “human rights education is a long-term and lifelong process by which all people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies, and that human rights education significantly contributes to promoting equality and sustainable development, preventing conflict and human rights violations and enhancing participation and democratic processes, with a view to developing societies in which all human rights of all are valued and respected.”<sup>3</sup> Gathering and analyzing evidence of the positive impact of HRET programs in non-formal settings could serve as an advocacy tool to encourage governments to facilitate civil society’s work and could also inspire civil society organizations to deepen their involvement in this field.

### **1. Research objectives**

The objective of this Columbia University Capstone in collaboration with the Office of the United Nations High Commissioner for Human Rights (OHCHR) is to support OHCHR by reviewing and analyzing the impact of HRET programs conducted in non-formal settings, in particular those which are led by and/or focus on youth. This study will serve as a complement to the 2019 Columbia University - OHCHR Capstone Project in consultation with OHCHR, which mapped organizations conducting human rights education worldwide. This project is among the first human rights education studies to map impacts of non-formal HRET programs.

This research project has two main components:

- **Mapping:** Mapping is based on evaluation and impact studies, as well as data collected from expert informants and online information about HRET programs conducted in non-formal settings worldwide. Some of these institutions explicitly reference HRET

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<sup>1</sup> Office of the High Commissioner for Human Rights. United Nations. Human Rights Education and Training. Accessed April 20, 2020. <https://www.ohchr.org/EN/Issues/Education/Training/Pages/HREducationTrainingIndex.aspx>

<sup>2</sup> Office of the High Commissioner for Human Rights. United Nations. “Plan of Action for the Fourth Phase (2020-2024) of the World Programme for Human Rights Education (A/HRC/42/23).”

<sup>3</sup> Commission on Human Rights. Follow-up to the United Nations Decade for Human Rights Education Commission on Human Rights Resolution: 2004/71. (E/CN.4/RES/2004/71)

programs, while others engage in HRET without labeling it as such. Programs included in this mapping are focused primarily on children and youth. Youth is defined from ages 15 to 30, and children starting from age 7 to 18. We recognize an overlap between the definition of children and youth between age 15-18. However, programs were not excluded in cases in which they operated within a few years of age beyond this defined range. “Youth” is further defined in the “Definitions” section. The range of 7-30 years of age encompasses most internationally recognized definitions of children and youth<sup>4</sup> and allows for inclusion of programs which self-identify as youth-centered.

- **Impact analysis:** Impact analysis is based on the following: Literature review of existing impact and evaluation studies, research papers, and related documents; interviews with key informants such as NGO senior management and staff; and interviews and correspondences with distinguished experts in HRET. Both quantitative and qualitative data are collected and analyzed in this research study.

## 2. Definitions

The following are definitions of relevant terms to this research and defined according to OHCHR publication and HRET experts:

- **Human Rights Education and Training (HRET):** According to the UN General Assembly’s Declaration on Human Rights Education and Training, HRET comprises “all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviors to empower them to contribute to the building and promotion of a universal culture of human rights.”<sup>5</sup>
- **Knowledge, Skills, Attitudes, and Behaviors:** According to the OHCHR Manual on Human Rights Training Methodology, human rights training refers to an organized effort to transfer knowledge and develop the skills and attitudes that encourage behavior that promotes and protects human rights.<sup>6</sup> Specifically, HRET aims 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.”
  - Develop **skills:** a simple knowledge of relevant human rights standards is not enough to enable learners to transform these norms into appropriate behavior. Through training, the skills are fine-tuned by practice and application, in a process that may need

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<sup>4</sup> United Nations, Department of Economic and Social Affairs. World Youth Report: Youth and the 2030 Agenda for Sustainable Development. New York, NY: United Nations; 2018.

<sup>5</sup> United Nations General Assembly: “UN Resolution adopted by General Assembly on 19 December 2011, United Nations Declaration on Human Rights Education and Training.”

<sup>6</sup> Office of the United Nations High Commissioner for Human Rights (OHCHR). A Manual on Human Rights Training Methodology. 2019. Page 5.

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

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.”

Encourage **behavior** 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.”<sup>7</sup>

Changes in knowledge, skills, and attitudes may result in changes in behavior. Behavior in general includes actions. For the purposes of this research, at times the terms “action” and “behavior” are used interchangeably.

**Human Rights Education Pedagogies:** HRET methodologies incorporate critical pedagogy and include a critical reflection on society and conditions which result in injustice. This research adopts the categories and definitions developed by Felisa Tibbitts, which are transformative, didactic, participatory/interactive and empowerment methodologies.<sup>8</sup>

- **Didactic methodologies:** This teaching and learning process is one oriented towards the delivery of content to learners. It can intersect with schools and other environments influenced by a ‘traditional’ culture of education in which there is “distance between the educator and the learners, where memorization and rote learning is routine, and where learners are not given opportunities to influence their own learning. Critical reflection is not encouraged.”<sup>9</sup>
- **Participatory/interactive methodologies:** involve interactive teaching method or learner centered teaching method. This is “seen as a means of motivating and engaging learners in the learning process, and aims to have “learners better understanding human rights content and applying these values to issues at hand”. They result in “engagement in the actual teaching and learning practices but are not actually intended to foster agency in the learner.”<sup>10</sup>
- **Empowerment methodologies:** are “oriented towards the cultivation of agency in learners, through specific capacities such as leadership development and the integration of practices of non-discrimination in one’s work roles. These various roads to empowerment are in relation to topics and issues of personal interest to the learner. What distinguishes empowerment methodologies from solely participatory ones is that empowerment methodologies explicitly see the learning

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<sup>7</sup> Office of the United Nations High Commissioner for Human Rights (OHCHR). A Manual on Human Rights Training Methodology. 2019. Page 5-6.

<sup>8</sup> Tibbitts, Felisa. “Chapter 4. Evolution of Human Rights Education Models.” In Human Rights Education Models, 69–95. University of Pennsylvania Press, 2017.

<sup>9</sup> Tibbitts, Felisa. “Chapter 4. Evolution of Human Rights Education Models.” In Human Rights Education Models, 69–95. University of Pennsylvania Press, 2017.

<sup>10</sup> Ibid.

process as instrumental for individuals having increased capacities to influence their environment.”<sup>11</sup>

- **Transformative methodologies:** intended to cultivate agency in the learner, with the aim to “agency of the learner is cultivated with the explicit aim of social transformation through human rights activism” HRE that prepares learners to organize human rights awareness-raising or campaigning can be associated with transformative methodologies”.<sup>12</sup>
- **Program Impact:** According to the *OHCHR Manual on Human Rights Training Methodology*, impact is defined as the “extent of changes leading to greater respect for human rights – at the level of individual learners, organizations and groups, or the broader community or society – which can reasonably be connected to the training course.”<sup>13</sup>
- **Evaluation vs. Impact Assessment:** For the purpose of this research study, a strict distinction is made between “evaluations” or “evaluation reports,” and “impact assessments”, “impact analyses”, “impact evaluations” or “impact studies.” The most important distinction is that an Impact evaluation assesses the changes that can be attributed to a particular intervention, such as a project, program or policy, both the intended ones, as well as ideally the unintended ones.<sup>14</sup> In contrast to outcome monitoring, which examines whether targets have been achieved (which may or may not be due to the program or other factors), consulting HRET experts asserted that impact assessments differ by providing a deeper and more holistic level of analysis in the long-term.<sup>15</sup> For this study, documents are categorized and labelled according to how NGOs self-title their “evaluations” or “impact evaluations.”

The term “evaluation” in the context of this study refers to those evaluations during the planning and design or development phase and delivery phase (for details about phases see “Training Cycle Model” in [Appendix I](#)). The terms “Impact study,” “impact assessment” and “impact (level) evaluation” refer to those studies that occur during the follow-up phase<sup>16</sup> and are measuring changes which can be directly attributed to a particular program intervention.<sup>17</sup> These are used to determine whether or not, in the longer term, HRET programmes had an impact; they analyze the “extent of changes leading to answer questions about whether the programme has brought about a change

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<sup>11</sup> Tibbitts, Felisa. “Chapter 4. Evolution of Human Rights Education Models.” In *Human Rights Education Models*, 69–95. University of Pennsylvania Press, 2017.

<sup>12</sup> Ibid.

<sup>13</sup> Office of the United Nations High Commissioner for Human Rights (OHCHR). *A Manual on Human Rights Training Methodology*. 2019. Page 11.

<sup>14</sup> World Bank Poverty Group, Poverty Impact Evaluations Database. Accessed April 19, 2020. <<http://www1.worldbank.org/prem/poverty/ie/evaluationdb.htm>>

<sup>15</sup> HRET Experts, interviewed by Columbia University Capstone Team. March 1 to April 26, 2020.

<sup>16</sup> Office of the United Nations High Commissioner for Human Rights (OHCHR). *A Manual on Human Rights Training Methodology*. 2019. Page 11.

<sup>17</sup> Gertler, Paul J, Sebastian Martinez, Patrick Premand, Laura B. Rawlings and Christel M. J Vermeersch. *Impact Evaluation in Practice*. Washington D.C: International Bank for Reconstruction and Development/The World Bank, 2016.

in the target population – that is, a change that would not have occurred if the programme had not happened, about the extent of changes at the level of the individual, organization/group and broader community/society leading to greater respect for human rights that can reasonably be connected with HRE intervention;” “to support decisions about how to improve the effectiveness of our human rights training activities.”<sup>18</sup>

Table 1 illustrates the different categories of changes or results measured by impact level evaluations; data at each level is collected in this study and analysis on each level is also conducted accordingly:

Level	Types of changes linked to HRE activities
<b>Individual/ Personal</b>	Changes in: <ul style="list-style-type: none"> <li>● Awareness</li> <li>● Willingness or motivation</li> <li>● Knowledge</li> <li>● Skills</li> <li>● Attitudes</li> <li>● Behavior</li> </ul>
<b>Organizational</b>	Changes in: <ul style="list-style-type: none"> <li>● Access to information</li> <li>● Access to services and resources</li> <li>● Power relations (interest and influence)</li> <li>● Level of participation</li> <li>● Family relations</li> <li>● Respect for and fulfilment of specific rights: non-discrimination, liberty, security, education, health, housing, etc.</li> <li>● Reported number of human rights violations</li> </ul>
<b>Community/ Society</b>	Changes in: <ul style="list-style-type: none"> <li>● Laws, policies and procedures to reflect principles of human rights</li> <li>● Government services</li> <li>● Reported number of human rights violations</li> <li>● Citizen and civil society participation and collaboration with Government</li> <li>● Socio-economic conditions for the better</li> <li>● Cultural norms and practices that impact positively on human rights</li> </ul>

**Table 1.** Impact-level evaluations<sup>19</sup>

<sup>18</sup> OHCHR, 2011, Evaluating Human Rights Training Activities, A Handbook for Human Rights Educators. Professional Training Series No. 18.

<sup>19</sup> OHCHR, 2011, Evaluating Human Rights Training Activities, A Handbook for Human Rights Educators. Professional Training Series No. 18.

- **Youth:** For the purpose of this research, and in consultation with OHCHR, “youth” is defined from ages 15 to 30, and children starting from age 7 to 18. We recognize an overlap between the definition of children and youth between age 15-18. According to the *Plan of Action* for the fourth phase (2020-2024) of the World Programme for Human Rights Education report of the OHCHR, no internationally agreed upon fixed definition of youth exists. This age range is chosen as it is appropriate with OHCHR’s purpose for this research.

## **II. Methodology**

### **1. Description of the methodology**

This research was developed through qualitative and quantitative research methods using non-probabilistic sampling to respond to the following research questions:

- What is the impact of HRET on youth in non-formal educational settings?
- What are the key factors contributing to the success of non-formal HRET practices focused on children and youth?

The research was conducted in two phases:

- Phase 1: Mapping: divided in two subsections.
  - Preliminary data collection through a literature review and mapping programs of NGOs in HRET programs.<sup>20</sup>
  - In-depth data collection through interviews with key informants from NGOs. The interview protocol was based following the standardized form created for the purposes of this research.<sup>21</sup>
- Phase 2: Analysis of the collected data

Upon the conclusion of each of the research phases, the team conducted internal peer reviews to evaluate the findings, ensure consistency in the application of the indicated parameters of study, and eliminate personal biases.

The analysis was done through a mixture of quantitative and qualitative methods.

Quantitative: The researchers compiled the findings according to subcategories such as region, type of impact, type of publication, HRET framing, etc to draw comparisons among the set of data. The findings were represented often as pie or bar graphs in order to demonstrate the

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<sup>20</sup> See Appendix VI.

<sup>21</sup> See Appendix II.

trends in the data. Those trends inspired the researchers to draw conclusions about the findings.

Qualitative: The researchers used qualitative information, such as testimonials from interviews and information about impacts to support the information obtained from the quantitative data. For instance, in several occasions the qualitative data would reinforce the conclusion driven by the quantitative data or provide additional evidence about it as it can be seen in the sample cases section in page 30.

## **2. Sampling methods**

The Office of the United Nations High Commissioner for Human Rights commissioned this research project to have a representative sample of their five working regions: Americas, Europe and Central Asia, Middle East and North Africa, Asia Pacific, and Africa.

Sixty-three objects of study were collected and classified in three categories:

1. Fulfills the criteria (44.5%)
2. Does not fulfill the criteria (33.3%)
3. Does not have sufficient information to be included. (22.2%)

The insufficient information classification was created after all possible methods and resources to contact the organizations and obtain the data were exhausted within the timeframe to complete the project.

## **3. Parameters to qualify in the sample**

The parameters were defined in compliance with the terms of reference of the project and in an effort to respond to the specific research questions:

- As defined by the Office of United Nations High Commissioner for Human Rights, human rights education and training encompasses various types of HRET programs. In addition to programs that explicitly reference human rights, HRET can include programs that are not necessarily framed using specific human rights terminology, but reflect HRET values by addressing rights as entitlements or government obligations, as well as the concepts of human dignity, democracy, social justice and peace.
- Non-formal HRET programs are outside of the formal education system.
- HRET programs which are directed toward children and youth from seven up to 30 years of age.
- HRET programs which are designed and implemented by non-governmental organizations, particularly youth-led organizations which have preferably been in operation for at least three years.

- Programs that fulfill the HRET definition as quoted below from the OHCHR’s *A Manual on Human Rights Training Methodology*<sup>22</sup> and in compliance with the *Plan of Action for the fourth phase (2020–2024) of the World Programme for Human Rights Education*.<sup>23</sup>
  - A. “It is an organized effort and follows a methodologically rigorous training cycle which starts with planning and design.”
  - B. “Training seeks to transfer knowledge about human rights.”
  - C. “Training should develop skills related to human rights.” This signifies that the knowledge is reinforced through practice and application, and in some cases, follow-up activities.
  - D. “Training should develop participant attitudes; in particular to change negative attitudes or to reinforce positive ones, such that the learners assume their responsibilities [vis-a-vis human rights] and take action to promote and protect human rights in their daily lives and/or professional duties.”
  - E. “Training should encourage behavior which promotes and protects 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.”

#### **4. Resolving discrepancies about the variables in the sample**

Several HRET programs that were identified did not clearly fulfill all parameters and necessitated further discussion in order to categorize. In such instances, the team evaluated the programs according to the description of HRET put forth by the OHCHR.<sup>24</sup>

For example, we had to determine whether a human rights program in Chile that consists of hourly visits to a museum would qualify within the parameters. The program had human rights education elements. Specifically, it sought to raise awareness about historical issues connected to a previous dictatorship and the rights violations committed during that time. The main question was whether those elements could be considered an organized effort in accordance with the description of a human rights training as defined by the OHCHR. It was determined that the program would qualify due to the systematic nature of the program through the years that constitute an organized effort.

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<sup>22</sup> Office of the United Nations High Commissioner for Human Rights (OHCHR). *A Manual on Human Rights Training Methodology*. 2019. Page 5.

<sup>23</sup> Office of the High Commissioner for Human Rights. United Nations “Plan of Action for the Fourth Phase (2020-2024) of the World Programme for Human Rights Education (A/HRC/42/23).”

<sup>24</sup> As indicated in “Parameters to qualify in the sample” on page 9 of this report.

## **5. Other considerations in the data collection process**

### **a) Language**

The regions were divided amongst team members according to respective language proficiencies. The team includes native speakers in English, Spanish, Portuguese and Chinese, as well as members with working proficiency in French as a second language.

### **b) Methods of data collection**

- **Qualitative:**

As a first step, the researchers undertook a literature review of impact assessments and program evaluations of HRET programs that met the agreed-upon parameters by conducting keyword searches in both subscription and open databases, reports, and internet search engines. The team also reviewed impact assessments and program evaluations that were recommended based on key expert informants who are professionals in the human rights education field ([Appendix V](#)).

As a second step, the team identified additional HRET programs from the preliminary literature review that met the research parameters, but which did not necessarily publish impact studies online. Additionally, the team standardized the data collection process by creating a set of keywords (see [Appendix III](#)) for the search and translated them across five widely-spoken languages: English, Spanish, French, Portuguese and Chinese, ensuring that database searches would yield congruent results. The researchers did not experience any constraints in translating the keywords between these five languages. Linguistically, there was a correlation between terms in all languages.

As a third step the researchers contacted NGOs through a standardized email describing the objectives of the research, the desired use of the report and associated data by the OHCHR and the potential results of the report. Additional phone and video calls were conducted when the NGOs had further questions about the research or were not responsive to the emails.

When impact assessment information was incomplete, the researchers carried out semi-structured interviews with key informants from the corresponding NGOs in order to supplement the information found in impact assessments and evaluations we had obtained.

For each of the three phases of data collection, the researchers completed a standardized form with a semi-structured format, including multiple choice, choose all that apply, short-response and long response questions (see [Appendix II](#)). This resulted in the identification of impact assessments, program evaluations and other impact information for 28 of HRET programs throughout the world that met the preliminary parameters of the study.

## **6. Limitations of the research process**

### **a) Scope of the sampling**

The sample includes programs conducted at the local, national and regional levels to be as inclusive as possible. The decision to include programs of different scales was made in order to ensure the sample size was large enough to allow a comparative analysis.

The following factors impacted the scope of the sampling: accessing information in languages not spoken by the researchers and that are not available online, contacting the organizations remotely, the limited time to conduct the research and the accessibility to initial HRET program impact assessments through databases that yielded very few results, limiting early-stage research. The research team addressed this last limitation by consulting with university librarians for assistance in navigating research databases and identified key word searches, which were translated into five distinct languages—English, Spanish, Portuguese, Chinese and French—ultimately yielding more relevant search results. However, the impossibility of meeting with the organizations in person created a barrier in collecting some desired data when email correspondence or telephone calls were not returned. As a result, no programs in the Middle East/North Africa (MENA) region are included in this study.

### **b) Excluded programs**

Upon reviewing the impact assessments and program evaluations collected, it was often the case that programs fell within the purview of HRET without exactly matching the specified criteria outlined by OHCHR. Moreover, impact assessments and program evaluations found often appeared to meet the outlined criteria, but may have omitted key information necessary for our research parameters. This necessitated further investigation into particular HRET programs through interviews and emails exchanges with those HRET facilitators. Communicating with key informants was challenging due to non-responsiveness of some informants, language limitations, time differences, and the financial cost of international calling and transcription. In some cases, necessary information could not be attained. All impact assessments and program evaluations which were found but not included in this report were collected for future use in shared drive folders, which are accessible to OHCHR.

### **c) Inconsistent terminologies across programs**

Distinctions in linguistic and cultural interpretations were reflected in a lack of consistency in the framing of various projects. Different terminologies are used to indicate HRET, creating a need for interpretation of those terminologies used in impact assessments and program evaluations in order to determine whether a program is consistent with HRET. Some organizations conduct HRET, but use other terms, such as “citizenship education,” or “peace education,” for example. However, these other terminologies are not necessarily used consistently across all programs and are defined differently by various actors. As a result, they do not necessarily indicate that programs are consistent with HRET. In such cases, more thorough examinations of program

resources were conducted in order to determine whether the program met the eligibility criteria for this study.

#### **d) Time and context of research**

Initially, the greatest limitation to this project was the time constraints inherent to the project concept. Middle and later stages of this project were significantly strained by the COVID-19 pandemic. As a result, universities and all non-essential places of business in New York City and other urban centers throughout the world were closed and travel was restricted, causing delays and cancellations of various meetings and interviews, as well as limited access to library resources. In part, due to these limitations, the research did not yield enough results to constitute a comprehensive sample of HRET and offer generalizable findings.

### **III. Findings**

#### **1. General overview**

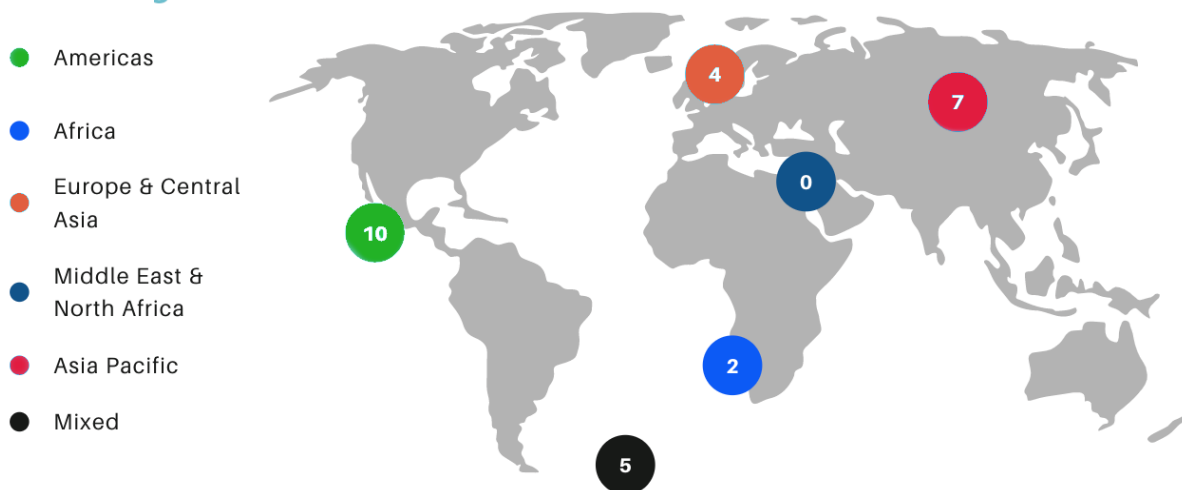
28 program evaluations that fulfill the parameters of this research were identified. All of them recorded positive impacts to the participants in different levels, including the personal, organizational and community levels, as well as through the acquisition of knowledge, attitudes, skills or behaviors towards human rights or taking action to defend human rights in different proportions.

#### **a) Impact assessment/program evaluation mapping by OHCHR regions**

This report follows the regional classification outlined by OHCHR (see [Appendix IV](#)). Figure 1 shows the regional breakdown of the 28 total program evaluations found in the course of this research:

# Regional Breakdown

28 Programs

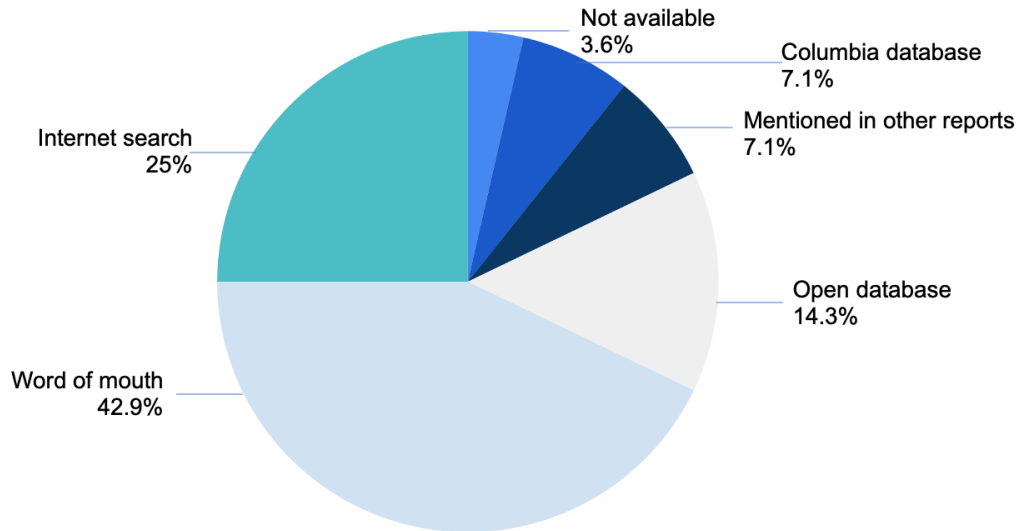


**Figure 1.** Mapping of impact assessments and program evaluations according to OHCHR regional classification

## b) Accessibility

In order to evaluate the accessibility of the impact assessments and program evaluations being mapped, we tracked how we found each program and the aforementioned documents. This has offered us the following insights on the accessibility of impact assessments and program evaluations in the HRET field:

**Identifying HRET programs:** We found most of the programs (approximately 43%) through “word of mouth”, from specialists in the field (see [Appendix V](#)), who provided additional direction and content. Similarly, we found a large proportion of programs (25%) through internet search engines, with relevant keywords related to Human Rights and HRET programs (see [Appendix III](#)). See Figure 2 for detailed distribution of the programs’ locations.

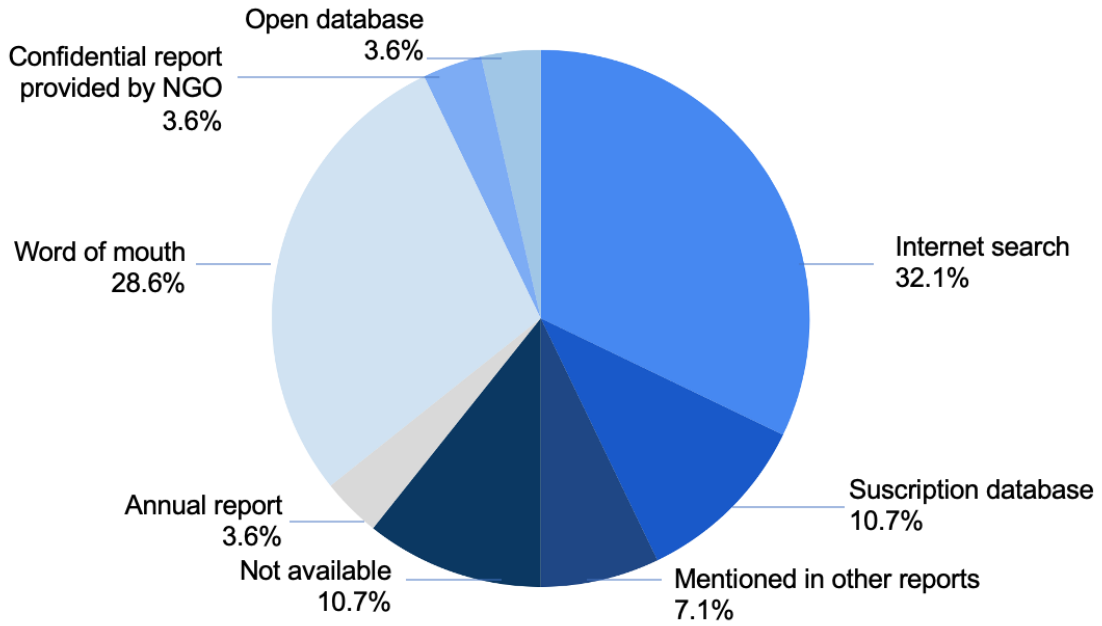


**Figure 2.** Proportional distribution of the programs' locations

**Identifying impact assessments and program evaluations:** We found approximately 32% of the data inputs through a simple internet search with relevant keywords ([Appendix III](#)). In other words, most of them are accessible to the public and do not require a subscription to specific databases to be accessed. However, the number of impact assessments and program evaluations we found through “Word of mouth” (28.6%), is also significant and connotes the necessity of reaching out to specialists within the discipline (see [Appendix V](#)), who provided meaningful support and advice in pursuing additional data. (See Figure 3.)

During an email correspondence on April 26, 2020, in response to the question “In your opinion, what are the key challenges in finding impact analysis conducted by NGOs?”, Kristi Rudelius-Palmer explained that most impact assessments or evaluations, when conducted, are not made public by NGOs, as they are made to be read primarily by the NGOs’ funders. In that sense, she stated that “Snapshots of these impacts may be captured in annual reports, but the more substantive analyses are often documented and shared only with the funding agency. Therefore, many of the impact reports may not be written into academic articles unless a specific scholar or academic partner goes through a longer-term, in-depth research approval and then completes the robust impact analyses over a period of time. These reports are also kept within the organizations and rarely shared with a larger audience, except through annual reports and some study reports.”<sup>25</sup>

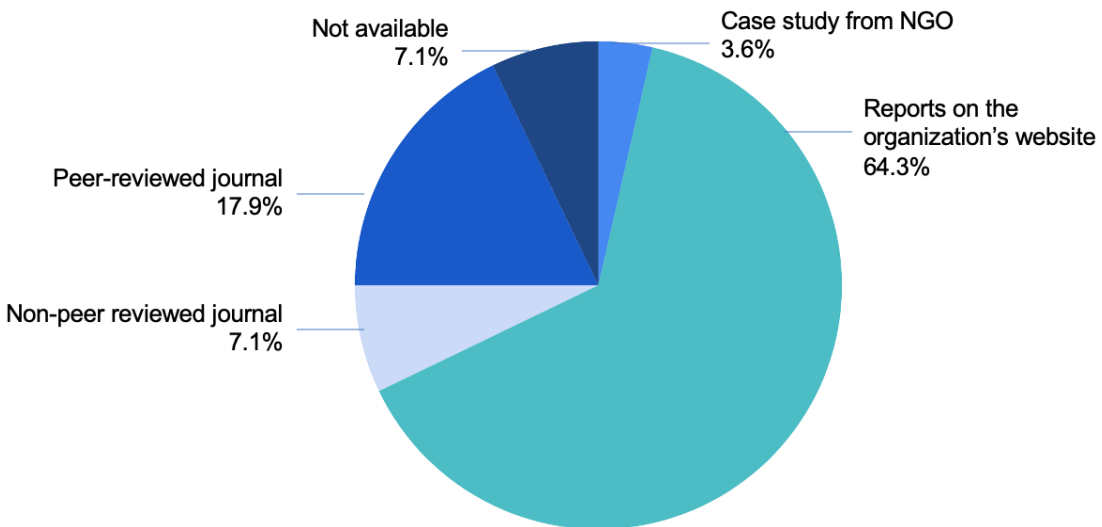
<sup>25</sup>Kristi Rudelius-Palmer, email to Columbia University Capstone Team, 26 April, 2020.



**Figure 3.** Proportional distribution of the programs' locations

### c) Type of publication

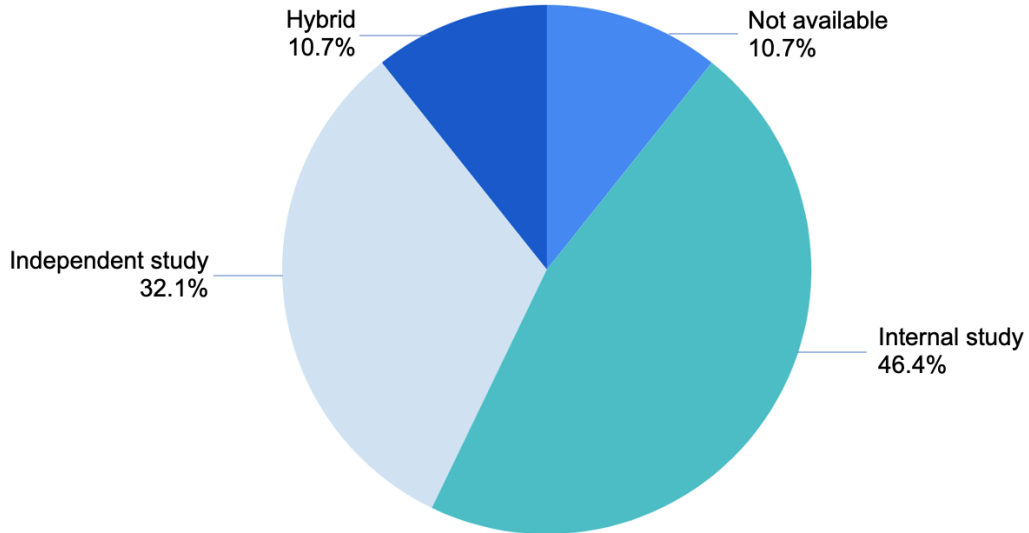
The majority of impact assessments and program evaluations were found as reports on organizations' websites (64.3%), or in peer-reviewed journals (17.9%). (See Figure 4.)



**Figure 4.** Proportional distribution of the type of publications where the evaluations and impact assessments were located

#### d) Type of impact assessments and program evaluations

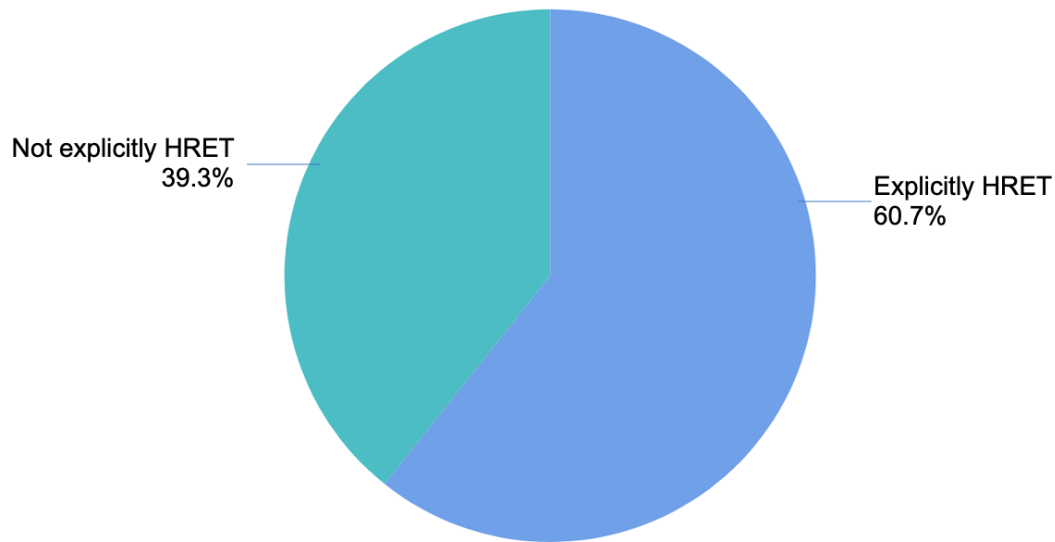
Of the types of impact assessments and program evaluations encountered, more than 46% are internal studies completed by the organizations themselves. (See Figure 5.)



**Figure 5.** Proportional distribution of the type of impact assessments and program evaluations mapped

#### e) Human rights framing of the programs

A majority of the impact assessments and program evaluations reviewed (approximately 60%) were explicitly characterized as Human Rights Education and Training (HRET). Other programs use terms such as “Social justice,” “Citizenship education,” and “Leadership training.” (See Figure 6).



**Figure 6.** Proportional distribution of the human rights framing of the impact assessments and program evaluations mapped

## 2. Cross referenced results

### a) Global trends

- **Prevalence of in-person programs with didactic or participatory methodologies**

In-person teaching methodologies were used in most programs; only two programs found did not use this methodology and were online.

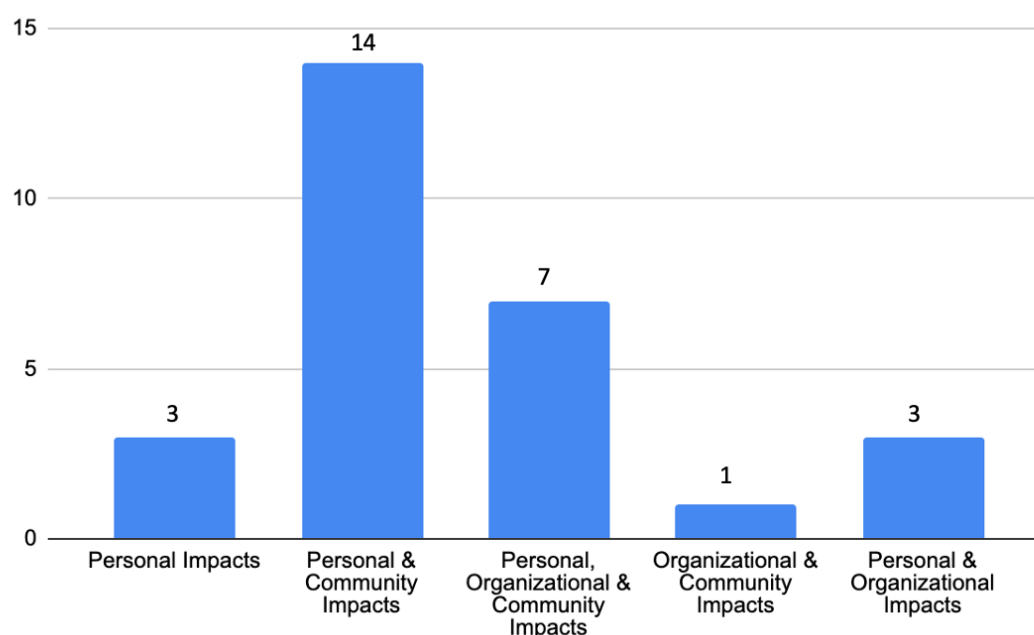
In-person programs often implemented didactic and participatory methodologies. Participatory methodologies were used in 24 out of 28 programs, while didactic methodologies were used in 17 of 28 programs. Also, they were often used combined within the programs. On the opposite spectrum, transformative methodologies were the least prevalent of the teaching methodologies, only used in ten programs and always in combinations with other methodologies.

Online formats have not yet been mainstreamed by the programs researched in this study. This finding may change in the near future as Covid-19 has limited the extent to which in-person education can occur.

- **Impacts at the personal level are the highest achieved**

Almost 97% of the programs with available information identified impacts on the personal level. These impacts were combined with community impacts in 50% of the programs, which suggests

in this data set an interest to use the program as an outlet to reach larger groups. See Figure 7 for the detailed quantity of each type of impacts combination.



**Figure 7:** Scale of impacts measured through the program evaluations.

- **Attitudes and knowledge are the cornerstone of the human rights impacts**

Changes in knowledge or attitudes<sup>26</sup> were the most frequently identified impacts through this research. In some cases attitudes prevailed, such as in the Americas, while the acquisition of knowledge was more commonly indicated in the Mixed Regions. The combination of knowledge and attitudes triumphed in Europe and Central Asia and Asia Pacific.

This finding indicates that in our set of data the HRET process sets its cornerstone in these two sets of impacts, that later expand into skills and behaviors. Specifically because none of the programs had only impacts in behaviors or skills without combining them with knowledge and/or attitudes.

- **There were no impact assessments within the 28 programs**

The research did not identify any studies that strictly met the definition of an impact assessment.<sup>27</sup> The absence of such studies is confirmed with the data, in which the evaluation

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<sup>26</sup> As defined in the “Definitions” section of this report.

<sup>27</sup> As defined in the “Definitions” section of this report.

process is mostly conducted internally and within the project or program cycle management process as a donor requirement or through academic research.

The lack of publicly available impact assessments was not found to be related to the size of the organization or its geographic presence. Most organizations reviewed did not have impact assessments available to the public, including international organizations such as Amnesty International and Equitas, as well as local organizations like Cantera in Nicaragua or the Popular Capacity Building Institute in Medellin, Colombia.

Similarly, the use of impact assessment was not found to be related to any particular region, indicating that there may not be an association with a particular culture of monitoring and evaluation.

- **Lack of public information and standardized content**

The biggest methodological limitation of this study was accessing data. Despite the lack of published evaluations, specific impacts are often mentioned by the organizations in their documentation as evidence of their work. Moreover, when the information regarding the impacts was publicly available, the researchers only found limited information, leaving some unanswered questions. This research necessitated a combination of multiple methods of data collection in order to build the most complete picture possible, yet in many cases it was still not possible to do so. Of the programs reviewed in the course of this study, none were found which included all of the desired information. Moreover, 17 programs were discarded from the sample due to the limited information accessible and the following challenges in communicating with the associated organizations.

Most programs or projects did not address:

- The profile of the education facilitator and their relationship to the participants.
- The length of the program and the learning hours in relationship with the outcomes.
- The average number of participants and how the size of the program may affect the educational experience.
- The learning objectives and the development of the curriculum in tandem with the overall objectives of the program.
- The specific impacts achieved through the program.

Most programs did not disclose the human rights environment in which the program or project takes place. It remained unclear whether these programs operated in contexts which:

- Enable civil society organizations to conduct their work.
- Allow discussion of human rights openly and address the issues of all vulnerable groups.
- Allow individuals to be critical of the government and the authorities' work.
- There is a positive environment to pursue advocacy work and attempt to transform unfair situations.
- It is possible to work and engage with the government on human rights issues.

## b) Regional trends

**Africa:** In Africa the two programs identified did not have impact assessments and were focused on delivering in-person programs with similar impacts at the personal and community levels, with a trend in delivering knowledge, skills and behaviors (See Table 2).

<b>Number of programs identified</b>	Two (7.14%)
<b>Name of the organizations and geographic distribution</b>	<ul style="list-style-type: none"> <li>● <b>Equal Education</b> - South Africa</li> <li>● <b>Tostan International</b> - Senegal, Burkina Faso, Djibouti, The Gambia, Guinea, Guinea Bissau, Mali, Mauritania, and Somalia</li> </ul>
<b>Human rights framing of the programs</b>	<ul style="list-style-type: none"> <li>● Explicitly HRET: both programs</li> </ul>
<b>Topics of the programs</b>	<ul style="list-style-type: none"> <li>● Life projects and human rights</li> <li>● Systemic racial, gender-based and other social inequalities</li> </ul>
<b>Source of data collected</b>	<ul style="list-style-type: none"> <li>● Academic journals</li> <li>● Websites</li> <li>● Annual report</li> </ul>
<b>Format of the programs</b>	<ul style="list-style-type: none"> <li>● In person through classroom style lessons and non-classroom settings: both programs</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>● Didactic, participatory, empowerment and transformative: both programs</li> </ul>
<b>Level of impacts</b>	<ul style="list-style-type: none"> <li>● Personal only: none</li> <li>● Personal and community: both programs</li> <li>● Personal, organizational and community: Equal Education</li> </ul>

<b>Type of impacts</b>	<ul style="list-style-type: none"> <li>• Knowledge, skills and behaviors: Equal Education (Equal Education)</li> <li>• Knowledge, skills, behaviors and attitudes: Tostan (Tostan International)</li> </ul>
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**Table 2.** Regional trends in Africa

**Americas:** In the Americas, the majority of the programs took place in-person, measured through program or project evaluations. Most programs took place in a combination of classroom and non-classroom formats. Almost all of them used participatory methodologies to achieve impacts at the personal level and beyond (See Table 3).

<b>Number of programs identified</b>	Ten (35.7%)
<b>Name of the organizations and geographic distribution</b>	<ul style="list-style-type: none"> <li>• <b>Institute of Human Rights Development - Brazil</b></li> <li>• <b>Cantera Nicaragua - Nicaragua</b></li> <li>• <b>Popular Capacity-building Institute - Colombia</b></li> <li>• <b>Villa Grimaldi Peace Park Corporation, Museum of Memory and Human Rights in Santiago - Chile</b></li> <li>• <b>Save The Children, Child Friendly Communities East Harlem, Human Rights Watch Student Taskforce, Facing History and Ourselves, Global Kids Leaders - United States</b></li> </ul>
<b>Human rights framing of the programs</b>	<ul style="list-style-type: none"> <li>• Explicitly HRET: To Teach Human Rights (Institute of Human Rights Development), Rights without Stigma School (Popular Capacity-Building Institute), Educación en derechos humanos en un sitio de Memoria ( Villa Grimaldi Peace Park Corporation), Mediated Visits (Museum of Memory and Human Rights in Santiago, Chile), Child Friendly Communities East Harlem (The Children’s Environments Research Group and The Isaacs Center and Corner the Market Media) , Human Rights Watch Student Taskforce (Human Rights Watch)</li> <li>• Non-explicitly HRET: Gender Course between Women from the Perspective of Popular Education (Cantera</li> </ul>

	Nicaragua), Supplemental Literacy Programs Catch Children Up ( Save the Children), Facing History and Ourselves (Facing History), Global Kids Leaders (Global Kids)
<b>Topics of the programs</b>	<ul style="list-style-type: none"> <li>● Citizen education</li> <li>● Gender identities and the patriarchal system</li> <li>● Discriminative practices and stigmatization towards human rights defenders</li> <li>● Historic memory and reflection about human rights violations</li> <li>● Children’s rights and leadership</li> <li>● Advocacy for human rights and children’s rights</li> </ul>
<b>Source of data collected</b>	<ul style="list-style-type: none"> <li>● Websites</li> <li>● Booklet</li> <li>● Annual reports</li> <li>● Final reports</li> <li>● Academic reports</li> <li>● Interviews</li> <li>● Randomized control trial</li> </ul>
<b>Format of the programs</b>	<ul style="list-style-type: none"> <li>● In person with a mixture of classroom style and non-classroom settings: All programs</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>● Participatory methodologies only: Child Friendly Communities East Harlem (The Children’s Environments Research Group and The Isaacs Center and Corner the Market Media)</li> <li>● Didactic and participatory methodologies: Educación en derechos humanos en un sitio de Memoria (Villa Grimaldi Peace Park Corporation), Mediated Visits (Museum of Memory and Human Rights in Santiago, Chile), Supplemental Literacy Programs Catch Children Up (Save the Children), Facing History and Ourselves (Facing History), Global Kids Leaders (Global Kids)</li> <li>● Empowerment and participatory methodologies: Human Rights Watch Student Taskforce (Human Rights Watch)</li> <li>● Empowerment and transformative methodologies: Rights without Stigma School (Popular Capacity-Building Institute)</li> </ul>

	<ul style="list-style-type: none"> <li>● Empowerment, transformational and participative methodologies combined: Gender Course between Women from the Perspective of Popular Education (Cantera Nicaragua)</li> </ul>
<p><b>Level of impacts</b></p>	<ul style="list-style-type: none"> <li>● Personal only: Educación en derechos humanos en un sitio de Memoria (Villa Grimaldi Peace Park Corporation), Mediated Visits (Museum of Memory and Human Rights in Santiago, Chile), Supplemental Literacy Programs Catch Children Up (Save the Children)</li> <li>● Personal and community: Rights without Stigma School (Popular Capacity-Building Institute), Child Friendly Communities East Harlem (The Children’s Environments Research Group and The Isaacs Center and Corner the Market Media), Facing History and Ourselves (Facing History), Global Kids Leaders (Global Kids)</li> <li>● Organizational and community: Human Rights Watch Student Taskforce (Human Rights Watch)</li> <li>● Personal, organizational and community: To Teach Human Rights (Institute of Human Rights Development), Gender Course between Women from the Perspective of Popular Education (Cantera Nicaragua)</li> </ul>
<p><b>Type of impacts</b></p>	<ul style="list-style-type: none"> <li>● Knowledge only: Supplemental Literacy Programs Catch Children Up (Save the Children)</li> <li>● Attitudes only: Mediated Visits (Museum of Memory and Human Rights in Santiago, Chile)</li> <li>● Knowledge and attitudes: Educación en derechos humanos en un sitio de Memoria (Villa Grimaldi Peace Park Corporation), To Teach Human Rights (Institute of Human Rights Development)</li> <li>● Knowledge and skills: Child Friendly Communities East Harlem (The Children’s Environments Research Group and The Isaacs Center and Corner the Market Media)</li> <li>● Attitudes and behaviors: Rights without Stigma School (Popular Capacity-Building Institute), Gender Course between Women from the Perspective of Popular Education (Cantera Nicaragua)</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge, skills and behaviors: Human Rights Watch Student Taskforce (Human Rights Watch), Global Kids Leaders (Global Kids)</li> <li>• Knowledge, skills, attitudes and behaviors: Facing History and Ourselves (Facing History)</li> </ul>
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**Table 3.** Regional trends in the Americas

**Europe and Central Asia:** This region was characterized by four in-person programs, with a mixture of classroom and non-classroom settings under explicitly HRET framings and impacts in the acquisition of knowledge and attitudes (See Table 4).

<b>Number of programs identified</b>	Four (14.28%)
<b>Name of the organizations and geographic distribution</b>	<ul style="list-style-type: none"> <li>• <b>Amnesty International</b> - Portugal</li> <li>• <b>Institute of Social Medicine, Medical School Belgrade University</b> - Serbia</li> <li>• <b>New Tactics Project of the Center for Victims of Torture</b> - Turkey</li> <li>• <b>Erasmus + Programme of the European Union</b> - Albania, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Finland, France, Georgia, Germany, Hungary, Italy, Latvia, Malta, Moldova, Montenegro, The Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovak Republic, Slovenia, Spain, “The former Yugoslav Republic of Macedonia”, Turkey, Ukraine and The United Kingdom. Others: Egypt, Israel, Jordan, Kosovo, Morocco and Sierra Leone</li> </ul>
<b>Human rights framing of the programs</b>	<ul style="list-style-type: none"> <li>• Explicitly HRET: all programs</li> </ul>

<p><b>Topics of the programs</b></p>	<ul style="list-style-type: none"> <li>● Healthcare and human rights</li> <li>● Grassroots organizing and mobilization for social change</li> <li>● Promoting the different values associated with human rights</li> </ul>
<p><b>Source of data collected</b></p>	<ul style="list-style-type: none"> <li>● Program evaluations</li> <li>● Tactical evaluations</li> <li>● Websites</li> </ul>
<p><b>Format of the programs</b></p>	<ul style="list-style-type: none"> <li>● Only one of the programs was online. Youth for Human Rights (Erasmus+ Programme of the European Union)</li> <li>● The remaining three were in-person, with a mix of non-classroom and in classroom settings almost in equal proportions. The Human Rights Education Program for Women (HREP) (New Tactics Project of the Center for Victims of Torture), Continued Medical Education (CME) (Institute of Social Medicine, Medical School Belgrade University), Schools Friends of Human Rights (Amnesty International)</li> </ul>
<p><b>Teaching methodologies</b></p>	<p>Unlike other regions, all of the programs had a didactic methodology that was often combined with other methodologies</p> <ul style="list-style-type: none"> <li>● Didactic only: Continued Medical Education (CME) (Institute of Social Medicine, Medical School Belgrade University)</li> <li>● Didactic and participatory: Schools Friends of Human Rights (Amnesty International), Youth for Human Rights (Erasmus+ Programme of the European Union)</li> <li>● Didactic, empowerment, participatory and transformative: one program: The Human Rights Education Program for Women (HREP) ( New Tactics Project of the Center for Victims of Torture)</li> </ul>
<p><b>Level of impacts</b></p>	<ul style="list-style-type: none"> <li>● Personal only: none</li> <li>● Personal and community: The Human Rights Education Program for Women (HREP) (New Tactics Project of the Center for Victims of Torture), Youth for Human Rights (Erasmus+ Programme of the European Union)</li> <li>● Personal and organizational: Continued Medical Education (CME) (Institute of Social Medicine, Medical</li> </ul>

	<p>School Belgrade University) Schools Friends of Human Rights (Amnesty International)</p> <ul style="list-style-type: none"> <li>● Personal, organizational and community: none</li> </ul>
<b>Type of impacts</b>	<ul style="list-style-type: none"> <li>● Knowledge and attitudes: Schools Friends of Human Rights (Amnesty International)</li> <li>● Knowledge, attitudes and skills: Continued Medical Education (CME) (Institute of Social Medicine, Medical School Belgrade University), Youth for Human Rights (Erasmus+ Programme of the European Union)</li> <li>● Knowledge, attitude, skills and behaviors: The Human Rights Education Program for Women (HREP) (New Tactics Project of the Center for Victims of Torture)</li> </ul>

**Table 4.** Regional trends in Europe and Central Asia

**Asia Pacific:** This region measured its impact mostly through the acquisition of knowledge and attitudes towards human rights, under programs framed mostly as non-HRET delivered in person (See Table 5).

<b>Number of programs identified</b>	Seven (25%)
<b>Name of organizations and geographic distribution</b>	<ul style="list-style-type: none"> <li>● <b>Azad Foundation (two programs), Childreach International and Shaishav, People's Watch</b> - India</li> <li>● <b>Rural Women Development Foundation Guangdong</b> - China</li> <li>● <b>EarthRights International</b> - Myanmar</li> <li>● <b>Yayasan Rumah Kita Bersama (Rumah KitaB)</b> - Cambodia, China, Myanmar, Laos PDR, Vietnam, Thailand</li> </ul>
<b>Human rights framing of the programs</b>	<ul style="list-style-type: none"> <li>● Non-explicitly HRET: Children in Charge of Change (CCC) (Childreach International and Shaishav), EarthRights School (EarthRights International), BERDAYA (Empowered (Yayasan Rumah Kita Bersama (Rumah KitaB), Green Sprout Rural Women Leadership Program (Rural Women Development Foundation</li> </ul>

	<p>Guangdong), Men for Gender Justice (Azad Foundation), Women on Wheels (Azad Foundation)</p> <ul style="list-style-type: none"> <li>• Explicitly HRET: The Institute of Human Rights Education (People's Watch)</li> </ul>
<b>Program topic</b>	<ul style="list-style-type: none"> <li>• Police torture</li> <li>• Illegal detentions</li> <li>• Caste</li> <li>• Female empowerment</li> <li>• Gender and patriarchy</li> <li>• Citizen education</li> <li>• Child marriage</li> <li>• Environmental issues in line with human rights abuses</li> <li>• Child rights participation</li> </ul>
<b>Source of data collected</b>	<ul style="list-style-type: none"> <li>• Evaluations</li> <li>• Website</li> <li>• Reports</li> <li>• Interviews</li> </ul>
<b>Format of the programs</b>	<ul style="list-style-type: none"> <li>• In person: the programs were conducted in a mix of classroom and non-classroom settings. EarthRights School (EarthRights International), BERDAYA (Empowered) (Yayasan Rumah Kita Bersama (Rumah KitaB), Green Sprout Rural Women Leadership Program (Rural Women Development Foundation Guangdong), Men for Gender Justice (Azad Foundation), Women on Wheels (Azad Foundation), The Institute of Human Rights Education (People's Watch)</li> <li>• Without information: Childreach International and Shaishav (Childreach International and Shaishav)</li> </ul>
<b>Teaching methodologies</b>	<ul style="list-style-type: none"> <li>• Participatory only: The Institute of Human Rights Education (People's Watch), Children in Charge of Change (CCC) (Childreach International and Shaishav).</li> <li>• Participatory and empowerment: Women on Wheels (Azad Foundation)</li> <li>• Transformative only: BERDAYA (Empowered) (Yayasan Rumah Kita Bersama (Rumah KitaB)</li> <li>• Participatory, empowerment and transformative: Men for Gender Justice (Azad Foundation)</li> </ul>

	<ul style="list-style-type: none"> <li>• Participatory, didactic and transformative: Green Sprout Rural Women Leadership Program (Rural Women Development Foundation Guangdong)</li> <li>• Participatory, didactic, empowerment and transformative: one program: EarthRights School (EarthRights International)</li> </ul>
<b>Level of impacts</b>	<p>All of the programs had impacts at the personal level.</p> <ul style="list-style-type: none"> <li>• Personal only: none</li> <li>• Personal and community: Women on Wheels (Azad Foundation), Men for Gender Justice (Azad Foundation), Green Sprout Rural Women Leadership Program (Rural Women Development Foundation Guangdong), Children in Charge of Change (CCC) (Childreach International and Shaishav)</li> <li>• Personal, organization and community: BERDAYA (Empowered) (Yayasan Rumah Kita Bersama (Rumah KitaB)), EarthRights School (EarthRights International), The Institute of Human Rights Education (People's Watch)</li> </ul>
<b>Type of impacts</b>	<p>The majority of the programs measured the impact through a combination of knowledge and attitude, with other types of impacts.</p> <ul style="list-style-type: none"> <li>• Knowledge and skill: Children in Charge of Change (CCC) (Childreach International and Shaishav)</li> <li>• Knowledge, attitudes and behaviors: EarthRights School (EarthRights International), BERDAYA (Empowered) (Yayasan Rumah Kita Bersama (Rumah KitaB)), Green Sprout Rural Women Leadership Program (Rural Women Development Foundation Guangdong), Men for Gender Justice (Azad Foundation), Women on Wheels (Azad Foundation), The Institute of Human Rights Education (People's Watch)</li> </ul>

**Table 5.** Regional trends in Asia Pacific

**Mixed regions:** Five different programs were executed either in several regions with the same syllabus and formatting, or with the participation of beneficiaries from different locations. Rather than impact assessments, these programs carried out program or project evaluations that included results and outcomes (See Table 6).

<b>Number of programs identified</b>	Five (17,85%)
<b>Name of organizations and geographic distribution</b>	<ul style="list-style-type: none"> <li>● <b>Amnesty International</b> - Africa, Americas, Asia Pacific, Europe and Central Asia, MENA</li> <li>● <b>Council of Europe</b> - Europe and Central Asia, Africa and MENA</li> <li>● <b>Robert F. Kennedy Human Rights</b> - Americas, Africa, Europe and Central Asia, MENA</li> <li>● <b>Equitas</b>- Americas, Africa, Asia Pacific, MENA</li> <li>● <b>Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict</b>- Americas, Europe and Central Asia, Africa, Asia Pacific, and MENA</li> </ul>
<b>Label of programs</b>	<ul style="list-style-type: none"> <li>● Explicitly HRET: Education Empowerment Justice Program (Amnesty International), Human Rights Education Youth Programme (Council of Europe), Speak Truth to Power (Robert F Kennedy Human Rights), Different names depending on the country (Equitas),</li> <li>● Non-explicitly HRET: Regional Program for the Study and Practice of the Non-Violent Strategic Action in the Americas (Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict).</li> </ul>
<b>Topics of programs</b>	<ul style="list-style-type: none"> <li>● Taking non-violent action as a means to address social injustice and human rights violations</li> <li>● Reinforcing the basic human rights of people across the world</li> <li>● Mainstreaming human rights education in children and youth work and youth policy</li> <li>● Promoting morality, ethics and human rights as central within the learning environments</li> </ul>

<p><b>Source of data collected</b></p>	<ul style="list-style-type: none"> <li>● Project evaluations</li> <li>● Interviews</li> <li>● Website</li> <li>● Reports</li> </ul>
<p><b>Format of the programs</b></p>	<ul style="list-style-type: none"> <li>● In person: mix in between classroom and non-classroom settings in: Human Rights Education Youth Programme (Council of Europe), Speak Truth to Power (Robert F Kennedy Human Rights), Different names depending on the country (Equitas), Regional Program for the Study and Practice of the Non Violent Strategic Action in the Americas (Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict), Human Rights Education Youth Programme (Council of Europe),</li> <li>● Mixed: Education Empowerment Justice Program (Amnesty International),</li> </ul>
<p><b>Teaching methodologies</b></p>	<p>There was a dominance of participatory methodologies:</p> <ul style="list-style-type: none"> <li>● Participatory only: Different names depending on the country (Equitas).</li> <li>● Participatory and empowerment: Regional Program for the Study and Practice of the Non-Violent Strategic Action in the Americas (Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict)</li> <li>● Participatory and didactic: Speak Truth to Power (Robert F Kennedy Human Rights)</li> <li>● Didactic and empowerment: Education Empowerment Justice Program (Amnesty International)</li> <li>● Participatory, didactic and empowerment: Human Rights Education Youth Programme (Council of Europe)</li> </ul>
<p><b>Level of impacts</b></p>	<ul style="list-style-type: none"> <li>● Personal only: none</li> <li>● Personal and community: Education Empowerment Justice Program (Amnesty International), Speak Truth to Power (Robert F Kennedy Human Rights), Different names depending on the country (Equitas).</li> </ul>

	<ul style="list-style-type: none"> <li>● Personal, organization, community: Human Rights Education Youth Programme (Council of Europe), Regional Program for the Study and Practice of the Non-Violent Strategic Action in the Americas (Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict)</li> </ul>
<b>Type of impacts</b>	<ul style="list-style-type: none"> <li>● Knowledge and behaviors: Education Empowerment Justice Program (Amnesty International), Different names depending on the country (Equitas)</li> <li>● Knowledge, attitudes and behaviors: Regional Program for the Study and Practice of the Non-Violent Strategic Action in the Americas (Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict)</li> <li>● Knowledge, attitudes and skills: Human Rights Education Youth Programme (Council of Europe).</li> <li>● Knowledge, attitudes, skills and behaviors: Speak Truth to Power (Robert F Kennedy Human Rights).</li> </ul>

**Table 6.** Trends in mixed regions programs

**Middle East and North Africa:** None of the five programs mapped in the MENA responded to our emails or calls. These programs are listed in [Appendix VII](#).

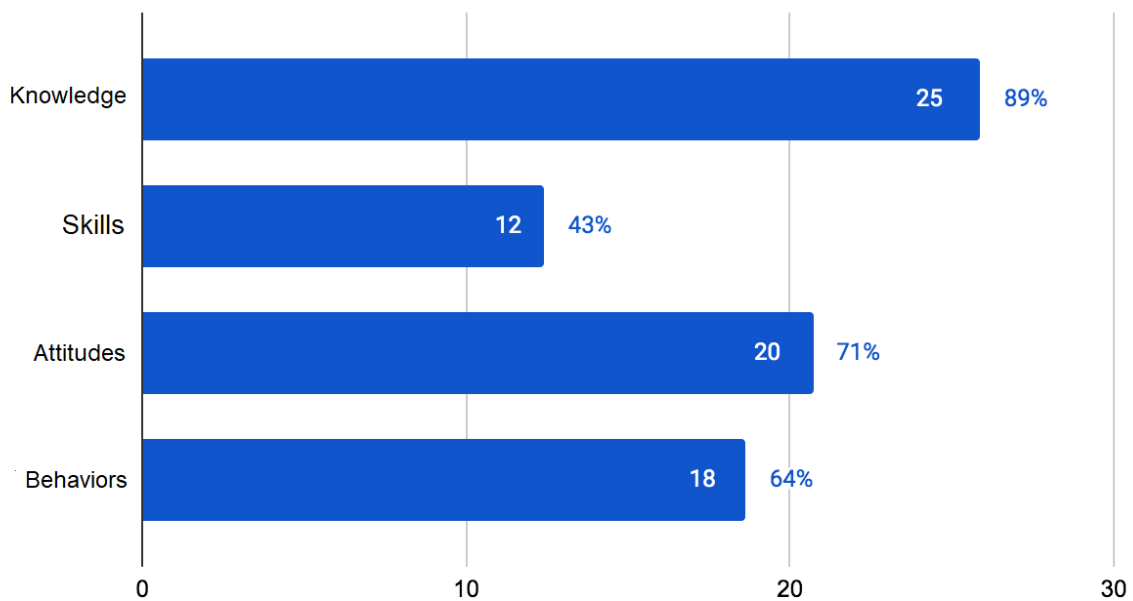
**3. Analysis of findings**

This section contains the analysis of the 28 impact assessments and program evaluations that met the criteria in our findings. To this end, the team worked on four complementary topics: measured impacts (knowledge, skills, attitudes and behaviors), evaluation method used to measure impacts, details about the positive changes observed, and key success factors of the programs measured.

**a) Measured impact: knowledge, skills, attitudes and/or behaviors**

The first topic analyzed was the type of impact measured: Knowledge, Skills, Attitudes, and Behaviors.<sup>28</sup> Knowledge and Attitudes are the most prevalent outcomes among our researched impact assessments and program evaluations. The results were measured in 89% and 71% of the programs respectively. Behaviors, following in third place, measured in 64% of the cases and Skills appeared only in 43% of programs. These numbers are represented in the chart below, which addresses the total number appearances, regardless of being measured together with another outcome. For instance, if a program has both Knowledge and Skills as outcomes, in this graph it will count as one appearance for each. Figure 8 illustrates the incidences of each of the outcomes on the impact assessments and program evaluations.

### Outcomes Measured



**Figure 8.** Incidences of each of the outcomes on the impact assessments and program evaluations

#### b) Evaluation methods

Seven different evaluation methods were identified by the programs reviewed<sup>29</sup>: (1) Observations, (2) Post-program Interviews, (3) Pre & Post Surveys, (4) Assembly Evaluations, (5) Focus Groups, (6) Randomized Controlled Trials and (7) External Finance Evaluation.

From the data collected we can see, the Observations, Post Interviews, and Pre & Post Surveys appeared as the tools used on 12, 14, and 10 impact assessments respectively. *RCT* and

<sup>28</sup> As defined in the “Definitions” section of this report on pages 5-9.

<sup>29</sup> As defined in the “Definitions” section of this report on pages 5-9.

Focus Groups were utilized only in three and six cases respectively, and the Assembly Evaluations only once.

Figure 9 shows the incidence each method was used in absolute terms.

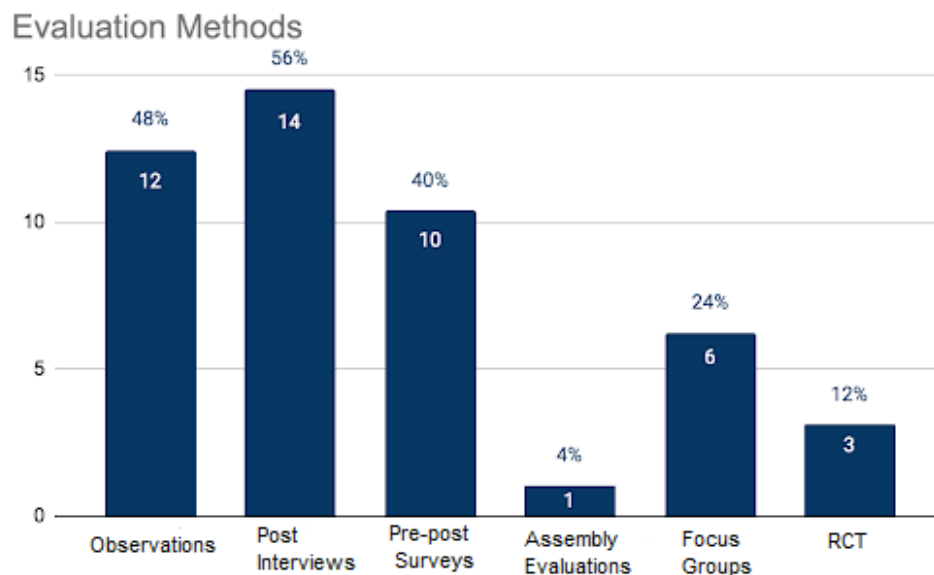


Figure 9. Incidence of each evaluation method in the programs researched

### c) Sample cases

In order to showcase some of the results mapped, this study has chosen five programs with a broad range of measured outcomes. to use as a sample. They are shared only as a sample of cases. The summaries and quoted results are extracted directly from their programs, impact assessments or interviews.

(1) **Organization's name:** Cantera Nicaragua

**Country:** Nicaragua

**Program's name:** Gender Course between Women from the Perspective of Popular Education

**Summary:** This program observed multifaceted results across various levels of social engagement. The first one is the reproduction of Knowledge, which was observed inside the NGOs and local communities. Furthermore, Cantera Nicaragua also perceived that their programs resulted in what they called "Empowerment" of women towards life within their families and real actions such as filing claims of domestic abuse and leaving abusive relationships and actions to sustain a local network of peers.

**Quote that exemplifies the summary:**

"Most of the women come from local NGOs, the idea is that they reproduce the teachings in the localities, through certain evaluations, they can confirm that in 90% of the cases they reproduce the knowledge."

"The empowerment of the women that translated into changes in the family, community and work structures".<sup>30</sup>

**(2) Organization name:** Azad Foundation

**Country:** India

**Program's name:** Men for Gender Justice

**Summary:** In general, men that participated in this program became more aware of gender roles. In that regard, men have been educating others on human rights issues, and helping out in house chores. Added to that, beliefs that men and women should play a specific gender-role in public and home life has also shifted. As an example of that, more men said that they would agree or support that women could be a professional chauffeur, participated more in household work and encouraged their peers to do so. Also, more men understood that violence can be more than just physical, it is emotional and psychological as well.

**Quote that exemplifies the summary:**

"98% of participants who previously believed the statement 'women are responsible for the violence they face by men,' now disagree. (...) In 2017, 93% of the surveyed men answered yes to the question 'Would you encourage any women from your house/community to enroll to learn to drive to become a professional chauffeur? (...) In the 2018-2019 report, (...) 81% of men wanted to participate in household work and to encourage their peers to do so as well (...) In the 2018-2019 report, (...) 38% men now understand that violence is not just physical and that it can be emotional and psychological."<sup>31</sup>

**(3) Organization name:** New Tactics Project of the Center for Victims of Torture

**Country:** Turkey

**Program's name:** The Human Rights Education Program for Women (HREP)

**Summary:** Four major aspects were perceived as positive changes. The first one was greater engagement perceived among family members - led by the women that participated in the program. The second outcome observed was that the participants were able to start grassroots organizations. Third, women showed higher rates of employment after completing the program. Fourth, they declared themselves to be more confident.

**Quote that exemplifies the summary:**

"The research also clarified HRET's impact in the larger community. Eighty-eight

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<sup>30</sup> Unpublished interview with Carmen Baltodano, conducted by author Daniela Villalobos. (Phone Interview. March 18, 2020).

<sup>31</sup> Unpublished interview with Amrita Gupta, conducted by author Jessica Ju. (Phone Interview. April 17, 2020).

percent of the women who participated in the program reported that they had become resource people in their communities, providing guiding and advice to other women. (...) A major outcome of HREP has been the emergence of local grassroots women's organizations. Since collective action and mobilization for social change remains one of the program's central objectives, the fact that so many local initiatives have emerged from the program constitutes a major success. WWHR–New Ways has continuously supported these groups over the years, as they signify the broader impact of HREP on local and national levels."<sup>32</sup>

**(4) Organization's name:** The Children's Environments Research Group, The Isaacs Center, and Corner the Market Media collaboratively developed the program.

**Country:** United States

**Program's name:** Child-Friendly Communities East Harlem

**Summary:** This program has identified positive changes regarding knowledge of concepts about the Convention on the Rights of Children (CRC). The scope of these concepts can range from the impact of child-friendly communities on a global scale to the characteristics of a child-friendly community - such as play and leisure, participation and citizenship, health and social services, safety and protection, educational resources, and home environment.

#### **d) Key success factors of programs**

To comprehend the key success factors, this study qualitatively mapped the main factors identified by the programs. These factors needed to contribute to positive measured outcomes and be cited as such by the programs. Our mapping resulted in the graph below (Figure 16). This chart compiles all appearances of any factor in all 28 programs. It is important to note that the total number of programs considered is 25, due to three programs not releasing any information about success factors wherein successes were indicated only in terms of outcomes.

#### **Definitions of key factors:**

After qualitatively mapping the success factors, this research collected a broad range of results. Therefore, in order to quantitatively organize and measure them, categories of success factors were created. The creation of each category was established once a consensus of minimum common aspects could be grouped into a single factor. An example of this can be the factor of "Engaging Community," in which, even though the ways communities engaged varied from program to program, a consensus that each community was "Engaged" during the program was clear. Hence, a new category was created. For all the other categories, the same logic applies.

- **Training Educators** refers to any program that reported the training of its educational team before, during, and/or after the creation of a program as a key factor of success.

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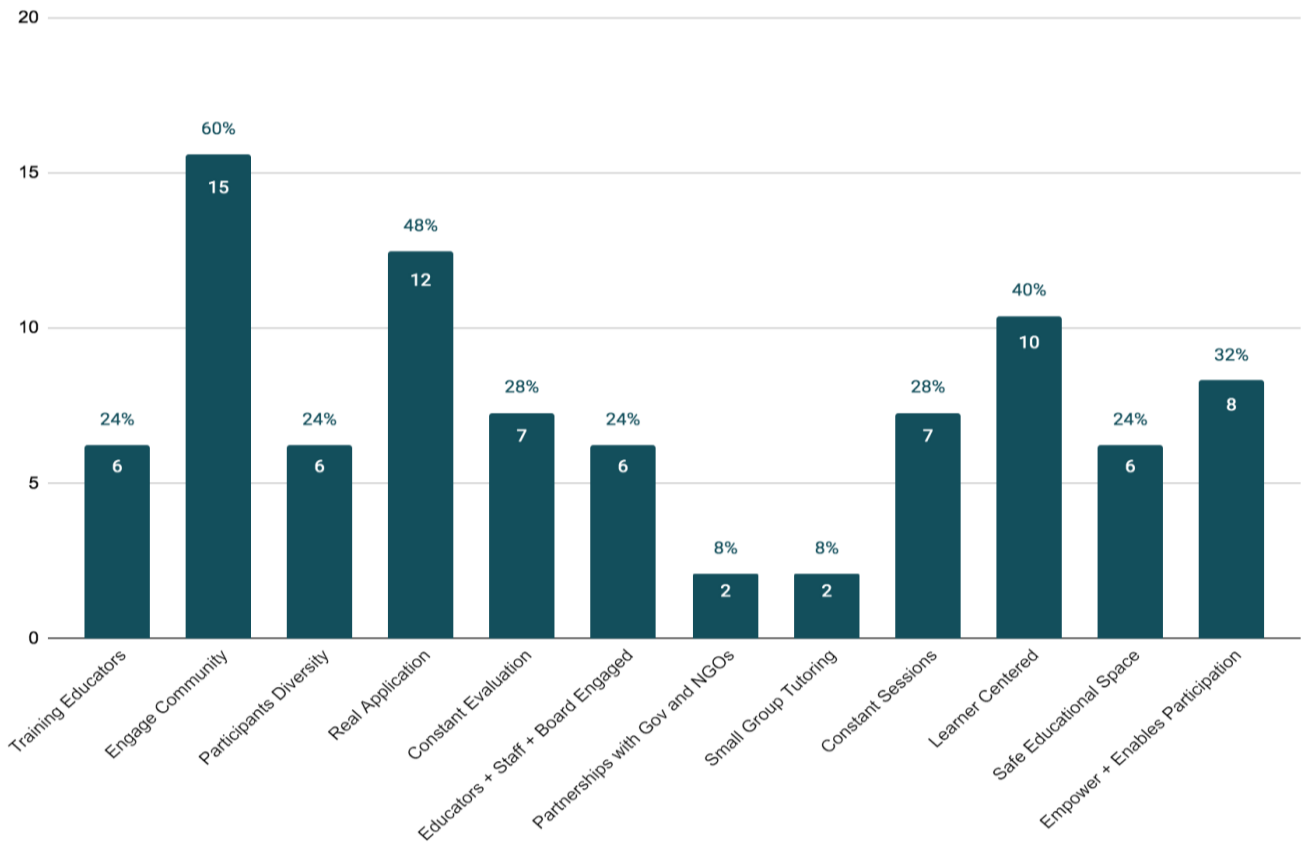
<sup>32</sup> Ercevik Amado, Liz, and Nancy L Pearson. "The Human Rights Education Program for Women (HREP): Utilizing State Resources to Promote Women's Human Rights in Turkey." The Center for Victims of Torture: New Tactics in Human Rights Project, 2005. Pages 13-14.

The training focus varied, including an array from more practical experience to more concept-based.

- **Engaging Community** refers to institutions that included the capacity to engage the surrounding community as a crucial factor for program success. It is important to note that those programs that reported community engagement as a positive change observed instead of a key driver of success were not counted here.
- **Diversity** counts for those programs that considered any type of diversity as the main driver of success. It can refer to the composition of the educators' team, participants or community background.
- **Real Application** refers to those programs that addressed and built their methodologies focused on delivering a palpable experience that could be useful in the real world. It included direct impact in the educational environment, in the community and personal development.
- **Constant Evaluation** stems from those institutions that reported structured evaluation processes as a key factor of success. It can rely on previous preparedness - before the program started, or on those that combined preparedness and adaptability along with the program (capacity to evaluate during the program and make a necessary change also while the program was running).
- **Educators + Staff + Board Engagement** is the key factor when an institution recognizes that engaging the whole educational team (not only the educators) was a driver of success. Administrative teams were involved in part of the activities - during the program with the participants, or as facilitators of projects.
- **Partnership with Governments and NGOs** refers to those programs that attributed the capacity and the importance of establishing partnerships as a key success factor.
- **Small-Group Learning** was considered a key success factor when institutions reported less than 15 participants in the programs and cited it as a driver of positive change perceived. Even one-on-one sessions were considered as part of this key factor.
- **Learner-centered** refers to all programs that reported methodologies tailored to the participants characteristics. Programs designed can range from rural communities in Latin America to women groups in Turkey. However, all of them were created to address the particular characteristics of each public of participants. For example, Tostan program in Senegal design is such that it utilizes culturally distinctive information in didactic delivery methods (for example, using songs, stories, etc.), thus enabling a learner-centered program.
- **Consistent Sessions** refers to all programs that reported they had regular meetings within a maximum of a 15-day span and cited this to be a key driver of success.
- **Safe Educational Space** refers to programs which reported a methodology that enabled a better and open relationship among participants and educators during the program, thus creating an educational space where all felt confident and secure to share perceptions. It is important to note that it does not apply to programs that realized their methodologies resulted in such a safe educational space after the end of the program.
- **Empowers + Enables Participation** refers to those programs that credited the success to the methodology when, during the program, the participants were called to action. Most importantly, the methodology was able to generate participants' confidence in

taking action while assuming the leading role of the program. It differs from “Safe Educational Space” because it does not rely on strengthening relationships and dealing with personal matters - this factor relies more on the ability to take action.

The most commonly identified success factors were 1) Capacity of the program to Engage the Community (15 appearances, hence in 60% of the programs), 2) Real Application (12 appearances, hence in 48% of the programs), and 3) Learner Centered programming (ten appearances, hence in 40% of the programs). Figure 10 shows the distribution of these factors across the programs researched in this study.



**Figure 10.** Key success factors percentage appearances

### e) Challenges in program implementation

Challenges in program implementation were identified and reported by 11 of the 28 programs reviewed. Four challenges to program implementation and success emerged:

- (1) Three programs reported various challenges related, or contributing to participant attendance.<sup>33</sup>

<sup>33</sup> Popular Capacity-building Institute, Tostan International and Azad Foundation.

- a. The location of program implementation offered various logistical, security and transportation challenges. For example, one program implemented by Popular Capacity-building Institute in Colombia, experienced limited enrollment based on geography. Transportation time and costs proved to be a significant barrier to participation, in some cases requiring participants to travel up to seven hours. Similarly, program location had to be carefully selected in consideration of the security of participants. In learning environments hostile to human rights ideologies, security considerations posed a significant challenge to venue selection.
- b. One report about Tostan indicated that "participants who had more pressing duties that affected the survival of their families missed or stopped attending classes" (Gillespie & Melching 2010, p. 480). Furthermore, "some of the village participants who attended only part of the program (the first year) forgot what they had learned over the next year. As a result, Tostan discontinued partial implementations and revised the workbooks used in the second part of the program to reinforce early learning" (Gillespie & Melching 2010, p. 480).

(2) Seven programs recognized that community environments which necessitate human rights education and training in the non-formal sector lacked some degree of social, cultural or political support for program implementation by community members and leadership.<sup>34</sup> Social hierarchies such as strictly patriarchal societies can be particularly challenging to human rights education programs which are perceived to be contrary to particular cultural values. This can result in the stigmatization or overt opposition to human rights education and training programs in such contexts. For example, the *Women on Wheels* program organized by Azad Foundation in India noted that the local environment, a traditionally patriarchal society presents the biggest challenge in program implementation. In India, women are expected to embody particular gender roles within the household. According to an interview with Azad Foundation representative Amrita Gupta, "This aspect is very difficult and must be kept in mind when we design any skill-based program for women. Some women are unable to complete the program due to family pressures, care work which poses a challenge."<sup>35</sup>

(3) Two programs indicated that program leadership and internal disagreements can create obstacles in project implementation.<sup>36</sup> Managers may be responsible for implementing programs across various countries, dividing attention among various program sections. Similarly, disagreement between donors, managers and staff regarding priorities and teaching models of programs can challenge program design and implementation. Managers are often challenged to reconcile their need to please donors

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<sup>34</sup> These seven programs include: Earthrights International, Yayasan Rumah Kita Bersama (Rumah KitaB), Rural Women Development Foundation Guangdong, Amnesty International, two Azad Foundation programs and People's Watch.

<sup>35</sup> Unpublished interview with Amrita Gupta, conducted by author Jessica Ju. (Phone Interview. April 17, 2020).

<sup>36</sup> Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), CEMPROC; Amnesty International.

in order to maintain funding whilst simultaneously accepting feedback and implementing suggestions from staff members working directly with participants.

(4) Ultimately, the most restrictive challenge to implementation, follow-up and evaluation for human rights education and training programs is insufficient funding, according to four programs.<sup>37</sup> This leads to staffing shortages, as well as a lack of essential resources. For example, the *Regional Program for the Study and Practice of the Non Violent Strategic Action in the Americas* determined that in the absence of sufficient funding, they will likely sacrifice program elements such as language interpreters in order to provide scholarships to participants, forcing a choice between higher quality program implementation and desired quantity of participants reached. Similarly, program evaluations and participant follow-up are difficult or in some cases impossible in the event that resources cannot be allocated to them. *Child Friendly Communities East Harlem* in the United States held monthly team meetings in order to discuss the programmatic and curricular updates, yet expressed a need for additional time and money in the budget to facilitate more frequent meetings.

Some of these factors are interconnected. For example, dropout rates affect donors' perception of program success, which in turn affect funding. Funding sources and restrictions affect leadership and planning by limiting resources. Similarly, cultural context can challenge participant attendance. For example, Azad Foundation notes that the local standards imposed on women are a strong factor that disrupts the attendance rate.

#### **f) Challenges in program evaluation**

Eight of the 28 programs reviewed identified and elaborated upon challenges in conducting program evaluations either within reports or through interviews with representatives.<sup>38</sup> These reports commonly cited funding shortages, limited access to key informants such as donors or participants, or unavailability of participant demographic information as detractors from monitoring and evaluation. Amnesty International indicated that creating meaningful monitoring and evaluation mechanisms was challenging due to the nature of HRET impacts; impacts are difficult to quantify because they are often based on intangible results such as changes in attitude. Additionally, both Amnesty International and Childreach International stated that HRET practitioners are not always necessarily qualified to reliably conduct impact evaluations, nor are they always inclined to do so. In the absence of sufficient funding or specific budget allocation, NGOs cannot hire additional personnel to conduct evaluations. Both Childreach International and The Council of Europe stated that there were an excessive number of data inputs from various sources, creating opportunities for human error and discrepancies in data collection styles and metrics with little opportunity for peer review, ultimately making statistical data collection unreliable in these cases.

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<sup>37</sup> EarthRights International; Rural Women Development Foundation Guangdong; Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), CEMPROC; Cantera Nicaragua

<sup>38</sup> Cantera Nicaragua; Amnesty International; Popular Capacity-building Institute; Council of Europe; Museum of Memory and Human Rights in Santiago, Chile; Save The Children; Childreach International and Shaishav; Tostan International.

As a result of the small number of programs listing challenges to program evaluation, interviews with HRET professionals and scholars were conducted in order to further illuminate common challenges in collecting impact data in human rights education in the non-formal sector. Professor Felicia Yeban confirms the lack of standard monitoring and evaluation skills amongst HRET practitioners, necessitating a third-party impact analysis.<sup>39</sup> However, she notes that in the absence of sufficient funding, it is unlikely to take place. Similarly, there are no commonly accepted monitoring and evaluation practices in non-formal HRET, which contributes to a lack of impact analysis practices in HRET organizations. Furthermore, Yeban notes that projects are primarily driven by donors rather than by the desired impacts of programs, making genuine impact analysis less relevant than appealing to donors.

HRET expert Nancy Flowers iterated many congruent explanations to those offered by Professor Yeban such as a lack of knowledge, funding and incentive to conduct impact analyses.<sup>40</sup> Furthermore, she stated that program lengths often challenge impact analysis. While many programs last only a few months or a few years, “to really assess the success of HRE one needs several years and repeated participant interviews over time. It rarely happens.” She further identified that the nature of HRET is such that it inherently challenges quantitative data collection. By design, HRET programs target cognitive, emotional, ethical, or behavioral learning, the results of which often do not manifest for several years, and are impossible to quantify.

According to Felisa Tibbitts, lack of capacity of HRET practitioners to conduct impact assessments, and the necessary time to conduct a genuine impact analysis are barriers to data collection and analysis.<sup>41</sup> Additionally, the use of project reports to indicate implementation are often accepted by donors without evidence of genuine program evaluation. However, this suggests an opportunity for donors to bolster data collection to support impact analyses by allocating funding for that specific purpose. However, in such cases where impact assessments are required by donors, they are rarely made public.

Many of the challenges noted by HRET experts are not only shared among that group, but are also indicated in the challenges noted by implementing organizations. This suggests that there is consensus about the identified challenges in measuring HRET impact across different levels within the HRET discipline.

#### **4. Excluded studies due to unfulfilled criteria or missing information**

Of the programs identified, 37 were excluded from the analysis. After the initial search, programs were systematically screened out for various reasons.

After reviewing information provided on websites and within relevant reports, programs which did not fulfill one or more criteria, were eliminated from this study and categorized as “excluded

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<sup>39</sup> Unpublished interview with Professor Felicia Yeban conducted by authors on April 17, 2020.

<sup>40</sup> Unpublished interview with Nancy Flowers conducted by authors on April 23, 2020.

<sup>41</sup> Unpublished interview with Felisa Tibbitts conducted by authors on April 20, 2020.

programs due to not fulfilling criteria.” In many cases, these programs met some, but not all of the criteria outlined in the scope of this research study. For example, many of these programs still constitute HRET but may not have children and youth participants, or may not fall within the realm of non-formal education. Ultimately 22 programs were excluded due to not fulfilling criteria, among which, eight programs did not fulfill the children and youth criteria.<sup>42</sup>

Other excluded programs which seemingly fulfilled the research criteria, either did not contain necessary evaluation or impact information, presented only scattered or insufficient information, elected not to release or publish impact or evaluation reports, or did not respond to our interview requests. Typically, these programs did not have impact or evaluative information publicly available, necessitating their exclusion from this study, even in such cases whereby program descriptions otherwise fit the criteria for this study. For this group, attempts were made to contact key informants to obtain missing information, but no responses were received. Ultimately 15 programs fell into this category, 14 of which lacked impact information, and six of which never responded to interview requests.<sup>43</sup> Additional time and resources are needed to follow-up to determine whether these organizations have internal program evaluations or impact assessments.

#### **IV. Conclusion**

This report mapped 28 program evaluations. Many program evaluations shared traits common to impact assessments, but they were not categorized as such by their authors. The lack of publicly available impact assessment coincides with expert opinions that HRET practitioners face difficulties collecting data and developing impact analyses due to the costs and human resources needed.<sup>44</sup> Similarly, the strategic visions of the organizations as well as their internal policies may interfere in executing such evaluations.

The lack of standardized information found across the different programs suggests that there is no specific set of internationally recognized criteria for the evaluation of programs in non-formal HRET. This highlights a potential need to mainstream specific guidelines for the monitoring and evaluation of HRET programs in the non-formal sector according to more comprehensive criteria. The United Nations can contribute to this effort by facilitating the development of standardized evaluation tools which can be used by NGOs which lack the resources or capacity to conduct internal impact assessments. This is an opportunity which, if explored, may have the potential to advance impact reporting of HRET in the non-formal sector worldwide.

This report aims to provide a foundation for further research. Additional impact assessments may be identified through research in other languages and further outreach to NGOs. The scope of this research might also be expanded to include specific details about funding and budgeting considerations in order to further explain success factors and their relationships to

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<sup>42</sup> Appendix VIII

<sup>43</sup> Appendix VII

<sup>44</sup> Information was extracted and synthesized from unpublished interviews conducted with Flowers, Yeban, Tibbitts and Rudelius-Palmer, by the authors of this report between March 1 and April 26, 2020. Opinions are described in Section IV, subsection 3 f *Challenges in program evaluation* found on page 39 of this report.

impacts on HRET programs in the non-formal sector. Out of the 28 programs reviewed, seven achieved all three levels of impact (personal, organizational, and community impacts) with a range of one to four teaching methodologies. Six of those seven programs have further indicated improvements in participant knowledge, skills and behaviors. To further determine patterns and correlations between teaching methodologies and levels of impact would require a larger sample size; in the future as more impact assessments and program evaluations become publicly available, trends can be established.

Additional opportunities for further research could be to analyze the benefits of cultural customization of program design to target participants and their implication for funding and evaluations. Qualitative indicators suggest that some NGOs attribute their success, in part to program designs which initially consider the cultural context in which programs are implemented, or similarly to a commitment to developing greater understanding of participant culture and customize programs on an ongoing basis. The local environment or local culture's role plays a dual role in program development and success. Within the scope of various programs, cultural context is identified as having a facilitating role in program implementation and success when considered in program design. In contrast, culture can also act as a hindrance to program success such as when local expectations of the roles of women are too starkly contrasted against program curriculum values. Exploring cultural influence on program design, implementation and outcomes may yield significant results with regard to impact analysis of HRET programs.

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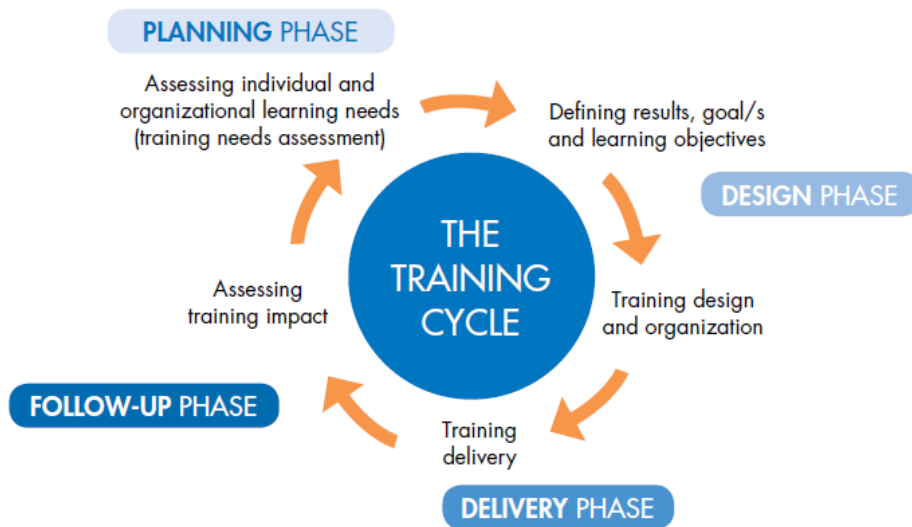
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**VI. Appendices**

**Appendix I. HRET Training Cycle Model**

The following chart<sup>45</sup> shows phases of the training cycle:

**Diagram 1 – The Training Cycle model**



**Appendix II. Standardized form: Impact of HRET programs in non-formal settings**

This form was created to allow the Capstone research team to gather information about NGOs HRET programs for the purpose of analyzing success factors. This form was filled out, as a first step, from existing impact studies and annual reports of relevant organizations. Subsequently, interviews were conducted to fill in any missing information.

Section 1 - Basics	
1.0	Capstone Team Member
1.1	Data Usage Attributions and Permissions
1.2	Organization's Name
1.3	Program's Name

<sup>45</sup> UN OHCHR, *From Planning to Impact: A Manual on Human Rights Training Methodology*. New York: United Nations Publications, 2019.

1.4	Title of the Impact Assessment/Program Evaluation
1.5	Authors of the Impact Assessment/Program Evaluation
1.6	Contact Information
1.7	Link to the Source of the Impact Assessment
1.8	Link to the Source of the NGO's Program
1.9	Cite according to Chicago Manual
1.10	How did you find the program?
1.11	How did you find the impact assessment?
1.12	Which were your keywords?
1.13	In which type of publication was the impact assessment located?
1.14	Which kind of impact assessment is it?
Section 2 - Criteria of research	
2.1	Parameters to qualify in the research
2.2	Implementing Stakeholders
2.3	Human Rights Framing of the Project
2.4	A. Length of the program B. Learning hours per student per cycle C. Number of learning cycles per program D. Existence of the program (in years)
2.5	A. Format of the program (non-detailed) B. Format of the program (detailed)
2.6	A. Average number of learners/participants per cycle B. Number of learners in total through the existence of the program
2.7	Type of learners/participants
2.8	Age range of learners/participants
2.9	A. What are the primary goals of this program? B. What are the learning objectives of this program?
2.1	A. What was the teaching Methodology used in the HRET program? (According to Tibbitts' HRE article) B. What are the primary pedagogical tools/teaching methods used by the HRET program? (lecture/presentation, activities, games, project-based learning, etc.) C. How did you develop the curriculum of the program (workshop/training)?
2.11	A. OHCHR Region B. Country/Countries

2.12	Human Rights environment in the country and/or community
2.13	A. Affiliation of the teachers/facilitators B. Profile of the teachers/facilitators C. Relationship of the teachers/facilitators to the participants D. Method of Training of teachers/facilitators
Section 3 - Results	
3.1	What was the type of impact achieved through the program?
3.2	If applicable, elaborate the impacts achieved at one or all levels.
3.3	How did you measure the level of impact on the participants? (Following the Tibbitts methodology)
3.4	What was the methodology used to evaluate the program?
3.5	What were the key factors that influenced the design and ultimate format of the program?
3.6	What are the positive aspects of this program? And which were the contributing factors for success?
3.7	What were the key lessons learned from the program?
3.8	What were the challenges faced during the preparation and implementation of the program?
3.9	Concerning the previous response: How are you basing your assessment of?
3.10	Do you know any similar program that you recommend for this study?
Section 4 - Follow Up and Personal Thoughts	
4.1	Is there any information for follow up?
4.2	Share your thoughts

### Appendix III. Keywords

<b>Keywords Document</b>				
<b>ENGLISH</b>	<b>SPANISH</b>	<b>FRENCH</b>	<b>CHINESE</b>	<b>PORTUGUESE</b>
Human Rights training	Curso en derechos humanos	Cours sur les droits de l'homme	人权培训	Treinamento de direitos humanos
Human rights capacity building	Capacitación en derechos humanos	Formation aux droits de l'homme	人权能力建设	Formação de direitos humanos
Social justice training	Curso en justicia social	Cours de justice sociale	社会正义培训	Treinamento em justiça social
Social justice capacity building	Capacitación en justicia social	Formation à la justice sociale	社会正义能力建设	Capacitação em justiça social
Peace education	Educación para la paz	L'éducation pour la paix	和平教育	Educação para paz
Peace education and conflict resolution	Educación para la paz y resolución de conflictos	Éducation pour la paix et la résolution des conflits	和平教育与冲突解决	Educação para paz e resolução de conflitos
Citizen/Citizenship education	Educación cívica	Education civique	公民/公民教育	Educação cidadã
Leadership education	Educación para el liderazgo	Éducation pour le leadership	领导力教育	Educação de liderança

Feedback (as synonym to impact assessment)	Retroalimentación	Feedback	反馈（作为影响力评估的代名词）	Feedback
Impact assessment	Evaluación de impacto	Analyse d'impact	对影响力的评估	Avaliação de impacto
Evaluation	Evaluación	Évaluation	评价	Avaliação
Monitoring	Monitoreo	Monitoring	监测方式	Monitoramento
Impact evaluation	Evaluación de impacto	Étude d'impact	影响力评估	Análise de impacto

#### Appendix IV. Regional classification followed by OHCHR<sup>46</sup>

Africa region	Middle East and North Africa region	Asia Pacific region	Europe and Central Asia region	Americas region
OHCHR Regional Offices				
East Africa	Middle East and North Africa	Pacific	Central Asia	Central America
Southern Africa		South-East Asia	Europe	South America
West Africa				

<sup>46</sup>OHCHR in the World: Making Human Rights a Reality on the Ground." Accessed April 29, 2020. <https://www.ohchr.org/EN/Countries/Pages/WorkInField.aspx>.

## Appendix V. Interviewees

### Experts:

- Kristi Rudelius-Palmer, Human Rights Education Consultant and currently pursuing her Ph. D. in Leadership for Intercultural and International Education at the University of Minnesota
- Nancy Flowers, writer and consultant for human rights education.
- Felisa Tibbitts, Lecturer in the International Education Development Program at Teachers College, Columbia University and Chair in Human Rights Education in the Department of Law, Economics and Governance at Utrecht University.
- Felicia I. Yeban, Professor of Behavioral and Social Sciences, Philippine Normal University
- Karen Robinson, Director of Human Rights Education at Robert F. Kennedy Human Rights
- Xu Zhao, Associate Professor at Werklund School of Education, University of Calgary

### NGOs:

- Carmen Baltodano - Cantera Nicaragua
- Cecily Mouly - Representing Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict
- Luz Nely Osorno Ospina - Instituto Popular de Capacitación/ Popular Capacity-building Institute
- Melody Ross, Krittika Vishwanath and Tale Longva - Amnesty International, HRET Unit, General Secretariat
- Amrita Gupta - Director Research Advocacy and Communication, Azad Foundation
- Fadilla Putri - Yayasan Rumah Kita Bersama (Rumah KitaB)

## Appendix VI. List of organizations/programs that did fulfill the criteria

The following table shows all the organizations and programs that did fulfill the criteria of our research.

Organization's name	Program's name	OHCHR Region
Institute of Human Rights Development	To Teach Human Rights	Americas
Cantera Nicaragua	Gender Course between Women from the perspective of Popular Education	Americas
Flacso Ecuador, International Center Nonviolent Conflict (ICNC), Pontificia Universidad Católica del Ecuador (PUCE), Center for Mediation, Peace and Resolution of Conflict	Regional Program for the Study and Practice of the Non-Violent Strategic Action in the Americas	Mixed
People's Watch	The Institute of Human Rights Education	Asia Pacific
Azad Foundation	Women on Wheels	Asia Pacific
Azad Foundation	Men for Gender Justice	Asia Pacific
Amnesty International	Education Empowerment Justice Program	Mixed
Rural Women Development Foundation Guangdong	Green Sprout Rural Women Leadership Program	Asia Pacific
Yayasan Rumah Kita Bersama (Rumah KitaB)	BERDAYA (Empowered)	Asia Pacific
EarthRights International	EarthRights School	Asia Pacific
Popular Capacity-building Institute	Rights Without Stigma School: tolerance and human rights in Bajo Cauca	Americas

Amnesty International	Schools Friends of Human Rights	Europe and Central Asia
Institute of Social Medicine, Medical School Belgrade University	Continued Medical Education (CME)	Europe and Central Asia
New Tactics Project of the Center for Victims of Torture	The Human Rights Education Program for Women (HREP)	Europe and Central Asia
Council of Europe	Human Rights Education Youth Programme	Mixed
Erasmus+ Programme of the European Union	Youth for Human Rights	Europe and Central Asia
Robert F Kennedy Human Rights	Speak Truth to Power	Mixed
Villa Grimaldi Peace Park Corporation	Educación en derechos humanos en un sitio de Memoria	Americas
Museum of Memory and Human Rights in Santiago, Chile	Mediated visits	Americas
Save The Children	Supplemental Literacy Programs Catch Children Up	Americas
Equitas	Different names depending on the country	Mixed
The Children's Environments Research Group, The Isaacs Center, and Corner the Market Media	Child Friendly Communities East Harlem	Americas
Childreach International and Shaishav	Children in Charge of Change (CCC)	Asia Pacific
Human Rights Watch	Human Rights Watch Student Taskforce	Americas
Tostan International	Tostan	Africa
Equal Education	Equal Education	Africa

Facing History	Facing History and Ourselves	Americas
Global Kids	Global Kids Leaders	Americas

### Appendix VII. List of organizations/programs with insufficient information

The following table shows all the organizations and programs that had insufficient information available and therefore were not included in this research. A table with detailed information can be found [here](#).

Organization	Program's name	OHCHR Region
Reach Out to Asia (ROTA)	3 programs: MENA Youth Capacity Building in Humanitarian Action, & Generation Amazing: Youth Development through Football in Nepal & Global Citizen Corps	Middle East and North Africa
National Foundation for the Development of El Salvador	Strengthening the Regional Citizenship of Central American Youth	Americas
Chicos Association	Training of Digital Citizenship Promoters	Americas
El Cairo Institute for Human Rights Studies	CIHRS Civil Society Youth Leadership Program	Middle East and North Africa
Equitas	Rawabet	Middle East and North Africa
The Council of Europe	Compass	Europe and Central Asia

ASSEDAPAR and NEP/UEPG	Hub for Studies and Training of Teachers on Education for Peace	Americas
Auschwitz Institute for Peace and Reconciliation (AIPR)	Citizenship and Democracy from Schools in Brazil	Americas
Amnesty International Human Rights Academy MENA (Middle East and North Africa) (ON)	Not Available	Middle East and North Africa
Beena Foundation	Not Available	Middle East and North Africa
Educational Project Supported by Wipro Cares	Institute of Social Studies Trust	Asia Pacific
Society of human rights and prisoner pakistan	Child Care Centers	Asia Pacific
Youth in SDG Nepal	Youth in SDG Nepal	Asia Pacific
Development and Education Programme for Daughters and Communities Centre in the Greater Mekong Subregion (DEPDC/GMS)	Shan Youth Safety Training to End Risky Migration (SYSTEM)	Asia Pacific

#### **Appendix VIII. List of organizations/programs that did not fulfill all criteria**

The following table shows all the organizations and programs that did not fulfill the criteria of our research, and therefore were not included in this report.

<b>Organization</b>	<b>Program's Name</b>	<b>OHCHR Region</b>
University of Costa Rica	Young, Literature and Human Rights: An Experience from the Humanities Classes	Americas
UNESCO & the University of Peace	Central American Study of the impact of the syllabus of Human Rights Education Programs	Americas
Civicus	Youth Action Lab	Mixed regions
Alcaldía de Providencia	Proyecto Ciudadano Integral	Americas
Universidad de Barcelona	Human rights education as an element of social cohesion: a case study	Europe and Central Asia
Centro Yachay Tinkuy	Improving the educational practice of educators and educators for the application of the Model Educational Socio-Community Productive (MESCP) in the Department of Cochabamba, Bolivia	Americas
IREX	Irex - Justice & Dignity for the Middle East & North Africa	Middle East and North Africa
CNDH Mexico	Educa CNDH – México	Americas
MENA Rights Group	Advocacy Program	Middle East and North Africa
Vital Voices Global Partnership	Vital Voices Middle East and North Africa Policy Advocates	Middle East and North Africa

Al-Fakhoora	Education Above All (EAA)	Middle East and North Africa
Rural Litigation and Entitlement Kendra	Human Rights Diploma Course	Asia Pacific
GAATW	GAATW global alliance against trafficking women	Asia Pacific
African Woman and Child Feature Service	Media Based Advocacy to Enhance Women's Rights and Access to land and Property in Line with Kenya's New Constitution	Africa
Institute of Social Institute of Trust	Youth Resource Center	Asia Pacific
Human Help Network Foundation Thailand	Child Protection & Development Center	Asia Pacific
Tongxingonghui	Not Available	Asia Pacific
Teaching Tolerance	Perspectives for a Diverse America	Americas
American Library Association (ALA)	Libraries Transforming Communities (LTC)	Americas
Girl Effect	Not Available	Not Available
Amnistia internacional	Schools Friends of Human Rights	Europe and Central Asia

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