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WFUNA



WORLD FEDERATION OF UNITED NATIONS ASSOCIATIONS

**So, You Want To Be The Next
High Commissioner? 2012**

**WFUNA Human Rights Training
for UNA Youth**

Evaluation Report

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PART 1: DESCRIPTION OF THE TRAINING

WFUNA's Human Rights training took place from 17 – 20 July 2012, and 21 members of 15 different United Nations Associations participated. Participants in the training were members of the following UNAs: UNA Australia, UNA Belgium (APNU), UNA Denmark, UNA Germany, UNA Italy, UNA Lebanon, UNA Malaysia, UNA Norway, UNA Republic of Korea, UNA Russia, UNA Spain, UNA Sri Lanka, UNA Suriname and UNA Sweden.

The four day training was divided into two components: education and project development.

During the education component, participants learned about available human rights instruments and implementation mechanisms, how the international community develops human rights standards, and what is being done to ensure implementation worldwide. Throughout the training, participants had the opportunity to interact with key actors in the human rights field.

The project development component of the training focused on teaching practical skills in the development and implementation of human rights education activities. All participants learned how to create basic education and awareness raising projects on human rights issues.

Training goal and objectives

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

The specific objectives of the training were as follows:

1. By the end of the training, participants should be able to explain the international human rights system, treaty bodies, and mechanisms such as the Human Rights Council, the UPR or the Special Procedures.
2. By the end of the training, participants should be able to identify opportunities for civil society to interact with the UN human rights mechanisms.
3. By the end of the training, participants should demonstrate an understanding of basic skills in project management (planning, monitoring, and evaluation).
4. By the end of the training, participants should be able to develop their own human rights awareness raising or education project to be implemented in their community and in collaboration with their UNA.

Participant selection process

In order to apply for the training, individuals had to fulfill the following criteria:

- be actively involved in their UNA and endorsed by UNA leadership,
- be between 18-25 years old,
- have a good knowledge of international institutions,
- be highly committed to human rights, driven, creative, and well-organized,
- be committed to implement a HR education / awareness raising project following the training.

The online application process involved the submission of a CV as well as a 500-word piece about a human rights issue in the applicant's community that they cared about.

Trainers, resource persons and experts

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

Fourteen staff from WFUNA's partners, Geneva-based missions, OHCHR, NGOs and other experts gave presentations during the first two days. Matteo Guidotti from the NGO School of Management carried out 1.5 days of project management training.

Training materials

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

During the training, participants received the following materials:

- OHCHR Handbook for Civil Society
- Core International Human Rights Treaties Compilation upon arrival
- Soft Copies of PowerPoint presentations used by speakers
- Project management presentation slides and workbook
- Project management Terms of Reference (framework for students' projects) and Reporting Template (mid-term and final report 6 months after the training)

PART 2: EVALUATION OF THE TRAINING

Purpose and audience of the evaluation

WFUNA's evaluation report outlines the systematic activities used to gather information about changes at the level of the learner (UNA Youth member) and the organization (UNA) that can reasonably be connected with our HR education intervention. It also helps to support decisions about how to improve the effectiveness of our HR education activities.

Target audiences of this report are: the WFUNA Secretariat staff (for continuous improvement), WFUNA's leadership (information will be integrated in the report to the Plenary Assembly) as well as WFUNA's partners from the OHCHR, Geneva-based Permanent Missions and NGOs and other stakeholders, especially those represented through guest speakers. Also, the evaluation report should be shared with participants and their UNAs.

Evaluation methodology

Planning Phase: Training Needs Assessment *(understanding the change that is needed)*

The online application process involved the assessment of the following:

- Individual learner's profile: age; gender; English language skills; education; specific task/role in the UNA; HR knowledge, skills and attitude (through a 500-word essay on a human rights issue they deeply care about and questions on their knowledge on project management); motivation and expectations of the training.
- Context / environmental scan: learner's UNA (approval of one leadership person and therefore the commitment of the UNA was required); human rights context in the learner's country (through a 500-word essay on a human rights issue they deeply care about).

The training needs assessment was carried out through the following tools: online application form; pre-training assignment (500-word essay); follow up by email.

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

Formative evaluation was carried out through the following activities:

- Discussion on the learner's expectations as part of the introduction, shown in form of a pie chart.
- Quizzes on the subjects covered at the end of the first two days: assessing the level of understanding and absorption of the issues dealt with during presentations and activities
- Questions Car Park: collecting unanswered questions during the day which are then discussed and answered during the next day's briefing. Questions give indications of the level of understanding of the issues covered and encourage interaction and participation of students who do not speak up easily in front of the group.
- "Hot Potato" Exercise: discussing questions from the previous day through an interactive exercise; layers of questions comprise a "hot potato" which is thrown around in the group. One by one, students open a layer and answer their question, receiving help from their peers.
- "Are we on target?" Exercise: gathering information on learner's reactions during the training session and covering the following questions with stickers on a flip chart target: 1. My expectations are met, 2. I am satisfied with the methodology, 3. I will use new knowledge/tools in my activities, 4. I can explain main HR mechanisms.

Implementation Phase: End-of-training/Summative Evaluation *(determines if objectives were met, if training was effective and if it should be used again)*

- Project development exercise: following the project cycle management workshop, students were guided in the design of their own HR education/awareness raising project. Project design was carried out in groups of 3-5 students based on geographical areas and UNA priorities. The implementation of this exercise mirrors the learner's understanding of the UN HR system and the project cycle.
- Human Rights Champions: based on the quiz results, WFUNA rewarded the three best participants.
- Final Evaluation Form: distributed to participants at the end of the training in the form of a questionnaire and assessing the overall training effectiveness and satisfaction of learners.
- Internal WFUNA de-briefing: staff of the Geneva WFUNA office held a de-briefing following the training and gathered information on strengths and weaknesses of the training.

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

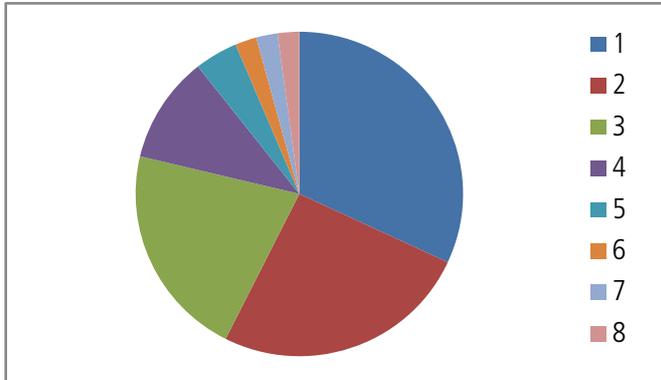
- Project Terms of Reference: framework for the students' project design in collaboration with their UNAs in their home countries. This ToR has to be provided to WFUNA together with the mid-term report three months after the training.
- Project Mid-term Report: to be provided by participants three months after the training, including supporting documents such as the ToR, the budget and the logframe.
- Project Final Report: to be provided by participants six months after the training, including supporting documents such as project implementation description, photos, etc.
- Communication of results: through the evaluation report (made public to target audience) and the publication of students' projects outcomes on the WFUNA website.

Key findings/results and analysis

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

Training needs assessment / Application form

In the online application form, applicants were asked what expectations they had for the training. The selected participants' expectations are listed below in descending order of frequency (as many participants had similar expectations). The pie-chart represents the frequency of each expectation.



1. Gain knowledge on HR issues and UN system
2. Acquire necessary skills to implement projects
3. Meet other young UNA members from other countries
4. Learn how to engage with community and share with them what I have learnt
5. Share my own experiences, ideas and opinions
6. Get first-hand insights from experts
7. Establish network with other UNAs
8. Be inspired by other young people who are committed to human rights

Bearing in mind the responses to Part 2 (Training objectives) of the final Evaluation Form which are shown below, and the other methods of evaluation, in general the above objectives seem to have been met. The only objective which may not have been met to the extent that participants hoped is number 5 -sharing experiences, ideas and opinions –as, although participants did have the opportunity to express themselves regularly, it was felt that more time for such interaction was needed.

‘Hot potato’ exercise

The ‘hot potato’ exercise enabled the active involvement of all participants. The game consisted of a ball of paper, made up of layers which each had a question, being thrown around the group. The person who caught the ball removed a layer and answered the question, assisted by the others if unsure. Questions were formulated based on the content of the previous days and the quizzes the day before – those questions which participants had struggled to answer in the quizzes were reintroduced and explained through this exercise.

This was a useful method of evaluating participants’ understanding and recall of what had been covered previously, and was an enjoyable exercise.



‘Are we on target?’ exercise

In the middle of the training participants were asked to indicate, on a diagram of a target, to what extent they agreed with the following statements, in order to assess whether the objectives of the training were being met:

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

As can be seen from the picture of the target, some participants agreed very strongly with the above statements while others were not as confident or satisfied. Although no participant strongly disagreed with any of the statements, more emphasis should be placed on explaining the main HR mechanisms in future trainings.



HR Champions / Quiz results

The table below shows the scores from both quizzes. The maximum amount of points was 25. The three best candidates have been rewarded with WFUNA t-shirts and bags.

PARTICIPANT	QUIZ 1	QUIZ 2	TOTAL
1	8	8	16
2	10	12	22
3	9	9	18
4	2	1	3
5	8	8	16
6	9	9	18
7	8	6	14
8	9	8	17
9	9	12	21
10	5	6	11
11	9	9	18
12	10	5	15
13	10	11	21
14	9	9	18
15	6	9	15
16	7	7	14
17	10	9	19
18	6	7	13
19	10	10	20
20	7	5	12
21	4	6	10

The average score was 16/25; 12 participants achieved this score or higher. The highest score was 22 and the lowest 3.

The range was 19, which reveals that within the group there was a wide range of level of recall of the information imparted during the training, although the lowest score of 3 was an anomaly and considerably increased the range.

The level of participants’ understanding is harder to assess through the quiz scores, because there were many factual questions on dates, names etc which test memory/recall as well as understanding.

However, the fact that more than half the group scored above 16/25, answering 64% of questions correctly, is a positive sign.

Final Evaluation Form

1. Overall Satisfaction:

	Very good	Good	Average	Poor
Your commitment	47.6% 10	52.4% 11	0.0% 0	0.0% 0
Your work	42.9% 9	57.1% 12	0.0% 0	0.0% 0
The group atmosphere	81.0% 17	19.0% 4	0.0% 0	0.0% 0
Meeting venue	57.1% 12	33.3% 7	9.5% 2	0.0% 0
Accommodation	28.6% 6	38.1% 8	28.6% 6	4.8% 1

- Regarding the meeting venue, 2 participants said that it would have been better if the speakers were more visible
- 1 said that he/she would have preferred to pay more for better accommodation

2. Training Objectives:

After the workshop, I feel I am better able to...	Strongly agree	Agree	Disagree	Strongly disagree
Explain the functioning of international human rights instruments and mechanisms	66.7% 14	33.3% 7	0.0% 0	0.0% 0
Identify different types of interaction of civil society with international human rights mechanisms	66.7% 14	33.3% 7	0.0% 0	0.0% 0
Define project management basics to be applied to design and implement human rights education and awareness raising activities	65.0% 13	35.0% 7	0.0% 0	0.0% 0
Select appropriate tools and techniques to design a human rights education or awareness raising project	57.1% 12	42.9% 9	0.0% 0	0.0% 0

3. Training Activities

	Yes	Partially	No
Were the activities effective in promoting the sharing of experiences among participants?	76.2% 16	23.8% 5	0.0% 0
Was the time allocated for activities throughout the training adequate?	61.9% 13	38.1% 8	0.0% 0
Was the combination of presentations, plenary discussions and group work appropriate?	75.0% 15	25.0% 5	0.0% 0

- 5 participants said that the timetable felt rushed
- 6 participants wanted more breaks/change of activity between presentations in the first two days
- 3 wanted to hear more about other participants' experiences
- 1 participant said that the quality of speakers varied

4. Training materials, speakers and facilitators

	Very good	Good	Average	Poor
General quality and usefulness of training materials	76.2% 16	23.8% 5	0.0% 0	0.0% 0
Speakers' ability to communicate information clearly	33.3% 7	61.9% 13	4.8% 1	0.0% 0
Facilitators' ability to summarize decisions	81.0% 17	19.0% 4	0.0% 0	0.0% 0
Facilitators' ability to show connection between the training activities	85.0% 17	15.0% 3	0.0% 0	0.0% 0
Facilitators' ability to create an open and honest learning environment	90.5% 19	9.5% 2	0.0% 0	0.0% 0

5. Training overall

What aspects were most useful?

- 11 participants identified the project management module as most useful
- 8 participants identified the speakers/presentations as most useful
- 2 participants identified the logistics as most useful

What aspects were less useful?

The majority of participants did not answer the question about the least useful part of the training, but those who did referred to aspects of the Project Management Training and the intensity/overlapping of presentations.

All participants said that they would recommend the training to others.

6. Suggestions for improvement

Participants suggested that the following could improve the training:

- more breaks between presentations
- more dynamic or clearer speakers
- more days of training
- making the training accessible to more people through financial support
- opening training to non-UNA members i.e. general public who are interested
- more sharing of national experiences, more discussion and group work
- more info on UNA activities and past HR projects on the WFUNA website for participants' reference
- more focused preparatory reading
- UPR role play earlier on in the program

Both written and oral feedback on the training has been highly positive. The strengths of the training appear to have been the comprehensive nature of the presentations, the opportunity to interact with speakers and the project management training.

The main weakness of the training was the intensity of the program with lots of successive presentations, which reduced the time available for group discussion. Although the many different presentations provided lots of useful information, there was overlap at times and participants found the first two days very intense.

PART 3: CONCLUSIONS AND RECOMMENDATIONS

The following conclusions can be drawn after considering all the information above. They address key issues that can be drawn from the findings and are completed by relevant and realistic recommendations for future training sessions.

Training needs assessment and participants

Conclusions

- 1 Application form / training needs assessment: the online application form did not include specific questions assessing the learners' level of knowledge on the UN HR system and it could only indirectly be assessed if candidates are familiar with the subjects.
- 2 Application deadline: the deadline for applications was two weeks before the training - particularly short for participants from developing countries who had to apply for funding and visas.
- 3 Selection of participants: WFUNA highly values and relies on the leadership of its members to pre-select candidates. Given this prior endorsement, not all participants had provided the necessary documents together with the application form (CV, essay) and therefore an assessment of the candidates profile has proven to be difficult.
- 4 Training preparation: a preparatory reading list had been provided to the participants covering a general introduction to the UN HR system without going into details.
- 5 Number of participants: while we had initially planned the training for 30 participants, the final number amounted to 21 from 15 different UNAs. Given the size of the room and the

Recommendations

- The training needs assessment/application form should include specific question about applicants' existing knowledge on human rights issues and the UN human rights system in order to ensure that we select appropriate participants and that the group shares a similar level of knowledge.
- In addition, WFUNA could request a picture as part of the application documents, to be used for introductory and presentation sessions.
- The application deadline should be kept at two weeks prior to training for participants from countries without visa requirements, but should be increased to four weeks for candidates applying for funding and/or visa.
- WFUNA should thoroughly assess the profile of applicants regardless prior endorsement of the UNA leadership and request all necessary supporting documents prior to accepting the candidate.
- The reading list should be more structured and could thereby replace some of the presentations from OHCHR staff during the first two days of the training which were sometimes considered dry or repetitive.
- WFUNA could have an assessment quiz on the first of the training (and after preparatory reading) in order to set the baseline of the students' level of knowledge.
- WFUNA could organize a mandatory webinar prior to the training in order to ensure that participants already have a good understanding of certain human rights issues.
- WFUNA should limit the group of UNA youth to 20 – maximum 25 students.

proposed group and simulation activities, this number proved to be perfect in terms of training set up and implementation.

Training content, methodology and materials

Conclusions

- 1 **Materials:** participants had been provided with a number of hard copy documents, in particular the OHCHR Manual for Civil Society and a compilation of the Core International Human Rights Treaties. While the first one was very useful, the second is quite heavy (two parts). All HR treaties are available online and participants have access to Internet during the training.
- 2 **Practical sessions:** Project management exercises and UPR role play were greatly enjoyed and appreciated by the participants.
- 3 **Presentations:** The presentations in the first two days of the training were considered rather lengthy and did not have sufficient breaks. Some information was overlapping although this also contributed to the good understanding of the complex HR system functioning.
- 4 **Sequencing of sessions:** the program closed with a film screening and presentations on human rights defenders, a very important topic.

Recommendations

- WFUNA should consider reducing the materials that we give to participants in hard copy, and in particular replace the Core International Human Rights Treaties compilation by a lighter version or remove it completely.
- It is recommended to continue and increase incorporating simulations and interactive sessions into the training program. For example, case studies and other types of role play would be a good addition to the training.
- WFUNA should reduce the number of interventions by guest speakers and in some cases the presentations themselves could be limited in time in order to give more time to participants for questions and interaction with speakers.
- Longer breaks should be included between the presentations.
- Speakers may be encouraged to include interactive elements in their presentations to students.
- WFUNA should include interactive discussions on the role and challenges of HR defenders rather at the beginning of the training.

Training logistics

Conclusions

- 1 **Meeting Venue:** the meeting room was just sufficiently big for a group of 21 students but the set up (one long table) was not convenient for group work. Also, the set up for speakers did not allow for participants to see them well.
- 2 **Food:** There was a surplus of food during the training, especially during coffee breaks (croissants/cakes). Cookies and muesli bars were less appreciated than bananas.

Recommendations

- If possible, WFUNA should try to ensure that the training takes place in a room which is big enough for effective group work and in which participants can easily see speakers.
- WFUNA should order for rather 80-90% of participants' coffee breaks, and can buy fewer snacks (perhaps more fruit and less biscuits/cereal bars).

Training Follow up

Conclusions

- 1 Networking: Participants asked about the possibility of WFUNA creating a Facebook group in order to help them keep in touch.

Recommendations

- WFUNA could consider creating HR Training-Alumni network, with a restricted webpage linked to the WFUNA page. This may also facilitate WFUNA's follow up with them.
- Alternatively, WFUNA could set up a facebook page especially for the training event.

ANNEXES

- a) List of participants
- b) Training Program
- c) Evaluation Tools
 - Application form
 - Quizzes
 - Final evaluation form
 - Project Terms of Reference
 - Project reporting template

a) List of participants

UNA	SURNAME	NAME	NATIONALITY
UNA Lebanon	Bakri	Alissar	Brazil
UNA Italy	Cursi	Renato	Italy
UNA Spain	Deiningner	Anna-Katharina	Austria
UNA Suriname	Dors	Regillio	Suriname
UNA Germany	Grosch	Hannes Felix	Germany
UNA Sweden	Guggenheimer	Hannes	Sweden
UNA Denmark	GundtoftSimonsen	Simone	Denmark
UNA Germany	Guo	Yike	Germany
UNA Sri Lanka	Hewage	Kithmina	Sri Lanka
UNA Sweden	Johansson	Theresia	Sweden
UNA Denmark	Lindberg Laursen	Mikkel	Denmark
UNA Australia	Millsom	Lucinda	Australia
UNA Italy	Morgante	Edoardo	Italy
UNA Belgium	Naets	Denis	Belgium
UNA Spain	Petit Iglesias	Pau	Spain
UNA Suriname	Pique	Tasmara	Suriname
UNA Malaysia	Raghu	Anuradha	Malaysia
UNA Russia	Rathod	Vikas	India
Venezuela	Salazar	Marli	Venezuela
UNA Norway	Skatvedt	Karoline	Norway
UNA Republic of Korea	Yoon	Uisung	Republic of Korea

b) Training Program

<p style="text-align: center;">SO, YOU WANT TO BE THE NEXT HIGH COMMISSIONER?</p> <p style="text-align: center;">PROGRAM</p> <p style="text-align: center;">PALAIS DES NATIONS ROOM XV</p> <p style="text-align: center;">17 - 20 JULY 2012</p>							
Tuesday 17 July		Wednesday 18 July		Thursday 19 July		Friday 20 July	
9.00 a.m.	Welcome Remarks <i>Irene Martinetti, Director of Programs, WFUNA Geneva</i>	9.00 a.m.	Objectives of the Day and Quiz Feedback <i>Wiebke Harms, Human Rights Education Program Officer, WFUNA Geneva</i>	9.00 a.m.	Objectives of the Day and Quiz Feedback <i>Wiebke Harms, Human Rights Education Program Officer, WFUNA Geneva</i>	9.00 a.m.	Objectives of the Day <i>Wiebke Harms, Human Rights Education Program Officer, WFUNA Geneva</i>
9.30 a.m.	Training Objectives and Guidelines Overview of the International HR System Short film on the HR System <i>Wiebke Harms, Human Rights Education Program Officer, WFUNA Geneva</i>	9.15 a.m.	International Politics at the HRC <i>Johannes Strasser, Austrian Mission</i> <i>Timo Bauer-Savage, German Mission</i>	9.15 a.m.	Project Cycle Management Overview of main elements of PCM <i>Matteo Guidotti, NGO School of Management</i>	9.15 a.m.	Developing a HR project <i>Matteo Guidotti, NGO School of Management</i>
10.15 a.m.	Coffee break	10.30 a.m.	Coffee Break	10.30 a.m.	Coffee Break	10.30 a.m.	Coffee Break
10.30 a.m.	The Human Rights Council <i>Heather Collister, ISHR</i> <i>Fei Xing, OHCHR HRC Branch</i>	10.45 a.m.	Civil Society and the UN HR System <i>Lidiya Grigoreva, OHCHR Civil Society Section</i>	10.45 a.m.	Project Cycle Management Logical Framework Approach <i>Matteo Guidotti, NGO School of Management</i>	10.45 a.m.	Developing a HR project <i>Matteo Guidotti, NGO School of Management</i>
11.45 a.m.	The Universal Periodic Review <i>Roland Chauville, UPR Info</i> <i>Eeva Kristina Holopainen, OHCHR UPR Section</i>	11.45 a.m.	Promoting the Right to Food - A case in practice <i>Joana Cismas, Geneva Academy of International Humanitarian Law and Human Rights</i>				
1.00 p.m.	Lunch	12.30 p.m.	Lunch	1.00 p.m.	Lunch	1.00 p.m.	Lunch
2.00 p.m.	UN Tour <i>WFUNA Staff</i>	1.30 p.m.	Effective Human Rights Advocacy at the UN <i>Phillippe Dam, Human Rights Watch</i> <i>Alex Conte, International Commission of Jurists</i>	2.00 p.m.	Project Cycle Management Logical Framework Approach <i>Matteo Guidotti, NGO School of Management</i>	2.00 p.m.	Film Presentation <i>Human Rights Defenders - Film Screening</i>
3.15 p.m.	The Special Procedures of the Human Rights Council <i>Nathalie Stadelmann, OHCHR Special Procedures Branch</i>	3.00 p.m.	National Human Rights Institutions <i>Carmen Celina Arevalo, OHCHR NHRIs</i>				
4.00 p.m.	Coffee Break	3.30 p.m.	Coffee Break	4.30 p.m.	Coffee Break	3.30 p.m.	Coffee Break
4.15 p.m.	Human Rights Instruments and Treaty Body System Film on the Treaty Bodies <i>Catherine de Preux, OHCHR Human Rights Treaties Division</i>	3.45 p.m.	International Human Rights in Practice UPR Role Play Exercise <i>WFUNA Staff</i>	4.45 p.m.	Project Cycle Management Logical Framework Approach <i>Matteo Guidotti, NGO School of Management</i>	3.45 p.m.	Working with and Protection of Human Rights Defenders <i>Budi Tjahjono, Franciscans International</i> <i>Simone Droz, former Peace Brigades International</i>
5.45 p.m.	Debrief and Quiz <i>WFUNA Staff</i>	5.45 p.m.	Debrief and Quiz <i>WFUNA Staff</i>	5.45 p.m.	Debrief <i>WFUNA Staff</i>	4.45 p.m.	Certificates, Human Rights Champions and Evaluation <i>WFUNA Staff</i>
6.00 p.m.	End of 1st Day	6.00 p.m.	End of 2nd Day Dinner Evening	6.00 p.m.	End of 3rd day	5.15 p.m.	End of Training

c) Evaluation Tools

SO, YOU WANT TO BE THE NEXT HIGH COMMISSIONER? 2012

APPLICATION FORM

NAME:

NATIONALITY:

DATE OF BIRTH:

APPLICATION QUESTIONS

1. UNA Recommendation for Human Rights Training participation Please provide the name of UNA contact who recommended you (WFUNA will confirm with your UNA that you are the endorsed participant.)
2. Title/Position of UNA Reference
3. Email address of contact
4. Phone number of UNA reference/contact
5. Please insert a 500 word essay about a human rights issue in your community that you deeply care about
6. Please attach your updated resume / CV
7. What are your general expectations of the training?
8. Have you previously participated in project management trainings?
9. If yes, please provide details on dates and content.
10. Have you previously been in charge of a project in the human rights or international development sector?
11. If yes, please provide details on the type of project and the organization you worked for.
12. Do you require a visa letter?

SO, YOU WANT TO BE THE NEXT HIGH COMMISSIONER? 2012
QUIZ - TUESDAY 17 JULY

NAME _____

1. In which year was the UN Declaration of Human Rights created?
 - a) 1984
 - b) 1948
 - c) 1946
 - d) 1945

2. In which year did the Human Rights Council replace the Commission on Human Rights?
 - a) 2004
 - b) 1988
 - c) 1999
 - d) 2006

3. How many members does the Human Rights Council have?
 - a) 47
 - b) 60
 - c) 23
 - d) 52

4. How long is each member's term?
 - a) 1 year
 - b) 2 years
 - c) 3 years
 - d) 4 years

5. How frequent is each UPR cycle?
 - a) every 4.5 years
 - b) every 3 years
 - c) every 2 years
 - d) every year

6. How many Special Procedures are there?
 - a) 26
 - b) 14
 - c) 48
 - d) 32

7. How many core human rights treaties are there?

- a) 9
 - b) 10
 - c) 12
 - d) 8
8. Which of the following can an NGO not do at the Human Rights Council?
- a) organize a side event
 - b) sponsor a resolution
 - c) submit a written statement
 - d) deliver an oral statement
9. Which of the following countries/areas is not the mandate of a Special Rapporteur?
- a) Belarus
 - b) Cuba
 - c) Haiti
 - d) Occupied Palestinian Territories
10. Who is the current High Commissioner for Human Rights?
- a) Louise Arbor
 - b) Mary Robinson
 - c) Bertrand Ramcharan
 - d) Navanathem Pillay

SO, YOU WANT TO BE THE NEXT HIGH COMMISSIONER? 2012
QUIZ – WEDNESDAY 18 JULY

NAME _____

1. Which of the following is not a candidate for HRC membership for 2013-2015?
 - a) Canada
 - b) Sweden
 - c) Switzerland
 - d) Ireland
2. By which year are the MDGs supposed to be achieved?
3. In which year was the right to water recognized?
4. In which year did the USA join the HRC?
5. What is the difference between a Permanent Mission and an Embassy?
6. How many EU member states are there?
7. Under which country's initiative was the Special Rapporteur on Iran created?
8. From which other right does the right to water and sanitation derive?
9. Which countries do not recognize the right to food?
10. What is a large scale land acquisition/"land grab" and how does it affect the local population?
11. In what situation are governments obliged to provide food?
12. Who was the last Special Rapporteur on the right to food?
13. 80% of people suffering from hunger are...
 - e) women
 - f) living in rural areas
 - g) indigenous people
 - h) children
14. In which year were the Paris Principles on NHRIs endorsed by the UN?
 - a. 1992
 - b. 1993
 - c. 1994
 - d. 1995

SO, YOU WANT TO BE THE NEXT HIGH COMMISSIONER? 2012

PROJECT TERMS OF REFERENCE

I. BACKGROUND OF THE PROJECT

Why the project is needed? What is the expected contribution of your organization to address the problem at stake? Why should your organization be involved in such issue? What is the implementation environment like?

II. OBJECTIVES OF THE PROJECT

What are the objectives of the project? Who are the beneficiaries of your project? What are the needs of the beneficiaries of your project?

III. MILESTONES & ACTIVITIES

What are the main milestones and tasks that your organization has to perform in order to achieve the objectives of the project?

IV. HUMAN RESOURCES

Who is involved in the project (implementation & monitoring)? What is the workload (1 man/day = 8 hours of work a day) of each person involved, broken down by milestone and activity?

V. BUDGET

What is the budget of your project?

VI. PLANNING

What is the calendar of the project (by milestone and activity)?

VII. GOVERNANCE, MONITORING & REPORTING

Who is in charge of what, when and how (steering committee, project committee, project managers)?

VIII. RISKS

What are the risks that your project has to manage in order to be successful? How you intend to monitor and manage them?

IX. OUTPUTS OF THE PROJECT

What are the expected outputs of the project?

X. ANNEXES

- Logical framework
- Stakeholder analysis

**SO, YOU WANT TO BE THE NEXT HIGH COMMISSIONER? 2012
 HUMAN RIGHTS EDUCATION AND AWARENESS RAISING PROJECTS
 MID -TERM AND FINAL REPORT TEMPLATES**

Training Period	17 – 20 July 2012, Geneva, Switzerland
Name of Training Participant	
Contact Details of Participant	
United Nations Association	
Deadline Mid-Term Report (project planning phase)	20 October 2012
Deadline Final Report (project implementation phase)	20 January 2013

MID -TERM REPORT (20 OCTOBER 2012)

Project Title	
Contact Person and Persons involved in the Project	
Background Information (country context)	
Problem Analysis	
Stakeholder Analysis	
Project Description, Objectives, and the Strategy to attain them	
Timeline	
Please attach the following supporting documents	<ul style="list-style-type: none"> • Project TORs • Logframe including success indicators • Budget (if applicable) • List of Partners (if applicable) • Applications for fundraising (if applicable) • Any other relevant documents

FINAL REPORT (20 JANUARY 2013)

Project Title	
Contact Person and Persons involved in the Project	
Description of Project Implementation	
Actual achievements against previously defined indicators	
Impact on UNA capacity / activities	
Lessons learnt	
Future plans	
Please attach the following supporting documents	<ul style="list-style-type: none"> • List of Participants to the event (if applicable) • Pictures or videos taken • List of Partners (if applicable) • Financial support received (if applicable) • Any other relevant documents