Evaluation
A Beginners Guide

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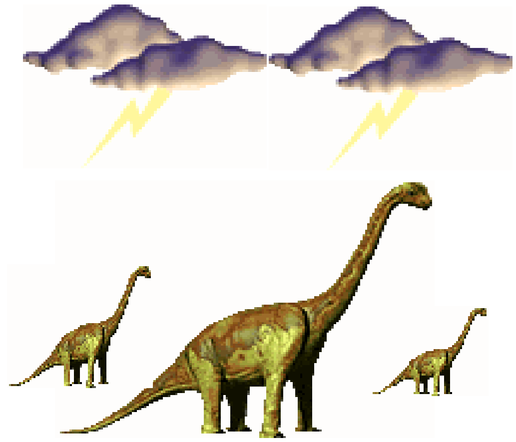

Dinosaurs would have had a better chance to survive
if they had **evaluated** climate changes a bit more carefully

Introduction

This document aims to present a user-friendly approach to the process of evaluation. It is particularly targeted at those involved in programs working towards the introduction of human rights concepts and values in educational curricula and teaching practices, who are initiating an evaluation for the first time. It contains practical suggestions on how to effectively organize the evaluation of such programs in order to learn from the work implemented so far.

Often the demands put upon human rights activists and the urgency to act against human rights violations means that no time is put aside to systematically evaluate Human Rights Education (HRE) projects and their effects.
However, an evaluation is a positive activity for several reasons**:**

- It is a chance for practitioners to test for themselves that their efforts are working and are worthwhile as well as identifying weaknesses to be remedied.
- It is an essential step towards improving effectiveness.
- It gives the program credibility in the eyes of those directly and indirectly involved (such as students and funders) It is essential for good planning and goal setting
- It can raise morale, motivate people and increase awareness of the importance of the work being carried out. Or it can help solve internal disputes in an objective and professional way.
- It allows others engaged in similar program work, in your country or abroad, to benefit from previous experiences.

What is evaluation?

Evaluation is a way of reflecting on the work that has been done and the results achieved. A well thought out evaluation will help support and develop further any program, that is why evaluation should be an integrated component of any project or program plan and work implementation.

The process of evaluating is based on evidence (data), which is systematically collected from those involved in the program by various methods such as surveys and interviews, and from the analysis of documents and background information. The analysis and interpretation of this data enables practitioners to evaluate the program concerned.

For example, it allows you to ask and answer questions like:

- Is the program achieving its goals?
- Does the program have an effect? Is the effect different from the set goals? If so, why?
- Is the program using its resources (human and financial) effectively?

We have identified three main goals for carrying out an evaluation:

Community impact centred when the goal of the evaluation is to look at the impact the HRE program is having in the community or the overall society. For example, looking at a human rights training program for the police and evaluating if such training is having an impact in the community.

Organization centred when the goal of the evaluation is to look at the life of the organization. This kind of evaluation would ask questions such as: Is the organization functioning well? How is the organization perceived by the public or by the authorities?

Learner centred when the goal of the evaluation is to look at the personal development of the learner. This means that the evaluation will be assessing if the learner is achieving knowledge about human rights, and if s/he is also acquiring other benefits such self worth, confidence, empowerment and commitment to human rights.

Although it might be helpful to focus on only one of these goals initially, it is important to be aware that some overlap will take place. For example when evaluating the community impact of a project you will inevitably have to look at the efficiency of the organization concerned.

An evaluation can be carried out by:

- Someone who works or belongs to the organization (internal evaluation)
- By someone who does not work in the organization (external evaluation)
- By a mixture of the two – a team of people working for the organization and outsiders (a combination of external and internal evaluation).

Depending on the circumstances in which the evaluation is to be carried out, the reasons why you are carrying it out and the resources available, you can choose one of these three ways of carrying out an evaluation.

Regardless of the general goal you choose, or if it is an external or internal one, evaluations should always be:

- **action oriented** -- intended to lead to better practices and policies. Evaluation reports should include recommendations for improvement.
- carried out as much as it is possible with a **participatory approach** -- those affected by the evaluation should be allowed when relevant to comment on the scope of the evaluation and the evaluation plan.
- take into account **the internal as well as the external factors** which may be influencing the work and its outcomes

Planning an evaluation

Measurable objectives and evaluation should be included in the plan from the start. Evaluation should not be an afterthought.

Preparing to implement an evaluation should involve some considerations**:**

Why?

It is important to have a clear goal for the evaluation. Do we want to evaluate the impact the project is having on society? or the way the project is functioning? or the personal development learners are achieving through the project ? In other words should the evaluation be community impact centred; or organization centred; or learner centred?

We need to ask what do we want to achieve with the evaluation? Evaluations should be of interest and value to those involved in the implementation of the program and those benefiting from it as well as for those funding the work.

For example, do we want to look at how we are administering/managing the program or project? This could be because we are having internal problems and we need an objective look at what these are and how to solve them. Or do we want to analyse the effects we are having on our beneficiaries? This could be because we are starting to prepare a new plan for the following years and we need to understand where we are at and where should we be moving towards. The results of such an evaluation could help us make our arguments stronger in front of potential funders.

To decide the rationale for the evaluation it is important to refer to the project's plan and budget. This, if well elaborated, is a key factor in helping us to remember the rationale behind the goals we are trying to achieve and why we have organized our human rights education work the way we have.

<u>What?</u>

Not to lose track of what the rationale for our evaluation is (the **why?**) we need to clearly define which problem or issue is to be evaluated (the **what?**). It is very important to set up well defined parameters for the evaluation by being clear on what is to be evaluated. One of the reasons why we don't evaluate is that we make the task too big -- it can be helpful to only focus on one or two elements, particularly as you are carrying out your first evaluation. We then need to decide what is the best type of evaluation for the purpose we have chosen.

For example, if we need to evaluate the effects we are having in the shaping of national policy for primary education we need to ensure that the terms of reference of the evaluation clearly direct the evaluator in this direction and that the methodology we are using is adequate to collect the relevant data .

We need to analyse the different components of the program; determine the ones which are key in the area that has been chosen for evaluation; and then include them in the terms of reference as the parameters within which the evaluation will take place.

<u>When?</u>

An evaluation should be timely – by this we mean that an evaluation should take place at an appropriate moment and that it should have a clear duration. For example, to carry out an evaluation of the administration of the program in the middle of a major five day human rights training course would only provoke resentment and disruption. But we may want to look into how the administration is running when we have closed the annual accounts and have prepared the activity report for the past year or when it is clear that it is not functioning properly and affecting all program work. Or before everybody goes home we may want to carry out a brief evaluation of a workshop when memories are still fresh. Or as mentioned earlier we may want to engage in an evaluation process as part of planning the next cycle of activities.

It is also important to produce a timetable of the duration of the evaluation.
You need to:

$ define deadlines
$ stages of the evaluation, how long each will take
$ when will people need to be involved (check that they are available)
$ how much time is going to be needed to analyse the data collected
$ when should the final evaluation report be ready

Who?

To carry out an evaluation it is not necessary to recruit an evaluation expert. Whilst in some cases an evaluation specialist may be required, in many cases the practitioners themselves (those involved in the teaching/training and administration of the program) will be in the best position to carry out an evaluation. It is vital to define who will do what and who is to have overall responsibility – the team leader of the evaluation.

Is it going to be an internal, external or combined internal and external evaluation? Make sure everyone involved understands why the evaluation is going to be implemented in a particular way.

How?

The choice of methodology for collecting information depends above all on what you want to achieve with the evaluation, the cultural context in which you are working and the resources (time and money) available. For those operating within a tight budget and conducting the evaluation themselves, the most feasible method of data collection is through the use of questionnaires and interviews (see section on methodology).

Preparing the Terms of Reference

The answers to the above questions (why, what, when, who and how) should provide you with the framework for your evaluation which is then presented in what is called the ' Terms of Reference'. These should contain the parameters (the content and the limits) of the evaluation and serve as guide to the person or persons carrying out the evaluation.

It is important to try to have a consensus on the ToR and that these be approved by the decision making body of the organization.

Do not forget to make a budget for the evaluation. An evaluation does not necessarily need to cost large amounts, but for accounting purposes it is important to establish what expenses may result from the evaluation.

Methodology

The most common methods for collecting data are:

- researching and analysing background documents and other materials which are relevant to the project.
- focus groups

- having relevant people fill in a questionnaire
- interviewing relevant people

These four methods can be all used, or combined in different ways depending on the scope of the evaluation and the resources available. Below there is more information about questionnaires or carrying out interviews.

A questionnaire or an interview

Questionnaires and interviews are the most common methods of collecting information from people. Sometimes all participants are questioned and sometimes just a sample. There are several reasons why such approaches are used so often when collecting information for an evaluation:

- $ they can be very flexible and user-friendly methods when used with care and imagination.
- $ they usually put fewer demands on the project.
- $ the same set of questions can be copied and used as often as needed, so comparisons can be made over time or between groups of students (do current learners have the same views as people on the program last year?).

To decide whether or not the list of questions will be used in an interview situation or will be distributed and filled in individually through a questionnaire largely depends on how much time you have available, how in-depth you want the information to be and whether or not you feel respondents would be comfortable and would respond honestly in a personal interview.

When deciding to use a questionnaire it is important to consider how the questionnaires will be gathered back in. Often the response is less than one might hope for. The key is to make it as easy as possible for people to complete this task for example if people are going to be posting the form back by a certain date make sure they know the address to send it to, or consider giving them post-paid envelopes. Another suggestion is to ensure that the respondent is aware of the importance and the purpose of the questionnaire, and how his /her reply will help.

It is also important to make explicit if the questionnaire is anonymous or if the respondent should write their name. You may not want them to write their name in, but you may want to have some data about them. For example, their occupation, gender, age bracket or place of work.

The advantages of interviews are that it gives the chance to discuss matters in greater depth than in a distributed questionnaire; it is a more suitable forum for tackling sensitive issues; and it offers a more flexible framework. The main disadvantages of opting for interviews are the drain on resources -- of time or of money if the interviewer has to travel to meet with the respondents -- and the greater complexity of the responses to be analysed.

Most interviews are based on a questionnaire consisting of mainly open-ended questions (see the section below on preparing the questions). In a tightly structured interview only the questions that appear on the questionnaire are asked by the interviewer. A semi-structured interview allows the evaluator to ask spontaneous - and perhaps more probing - follow-up questions in response to the information given by the interviewee. As in a distributed questionnaire the questions need to be clear and unambiguous.

The key to a successful interview lies in the relationship created between the interviewer and the respondent:

$ Try not to make the respondent feel that they are being tested.
$ Try not to react defensively to any comments the respondent makes.
$ Show the respondent that you are really listening by using attentive body-language, (i.e., facing the speaker; making good eye contact) and by not interrupting.

If you can make respondents feel that their opinions are valued and that they can talk freely and honestly in the interview, then not only are you gathering much valuable information for evaluation purposes but also possibly helping to create an interactive environment that could filter through to the program itself.

For both questionnaires and interviews it is important to allow time to analyse the responses and to ensure their confidentiality.

Preparing the questions

Once the aim of the evaluation has been decided and the Terms of Reference have been approved, including the method(s) to gather information, it will be necessary to decide on the style, content and format of the questions for either the questionnaire or the interview.

<u>Types of questions</u>

There are basically seven kinds of questions that can be used in a survey. As a general rule one should use the type of question which best serves the aims of the evaluation.

Here are some examples:

Open questions get the subject talking. They leave an open field in which to answer. Examples include

“Tell me about...”

“What happened when...?”

Probing questions are used to fill in the detail. They are questions which can tease out the really interesting areas and detail of a particular topic.

Examples include:

“What exactly did you think of the lesson?”

“What happened at the workshop?”

Reflective questions are useful to obtain further information. They are a repeat of something the person answering has said or implied. They are mostly used in interviews.
Examples include:

> "You say he over reacted - how?"
> "You didn't seem to enjoy that experience - - why was that?"

Reflective questions can also be used to help someone who is upset let off steam so that rational decisions can then be taken. For example "You're obviously upset about this, please tell me more about it?"

Hypothetical questions frequently lead to hypothetical answers. They can be useful in certain areas such as exploring values, new areas, or problem solving. If you are searching for precise information this type of question will not help you.

Closed questions require a one or two word answer and are used to establish single, specific facts.
Examples include:

- I have benefited from participating in this program.

  _ Yes _ No

- I have benefited from participating in this program. _____

  the respondent should select their degree of agreement or disagreement.
  1 = definitely agree; 2 = probably agree; 3 = neither agree nor disagree;
  4 = probably disagree; 5 = definitely disagree;

  There are different other kinds of "category scales" which can be used
  For example:
  1=frequently; 2=sometimes; 3=almost never;
  1=strongly approve; 2=approve; 3=undecided; 4=disapprove; 5=strongly disapprove;

How to choose what type of questions best serve your purpose
A combination of different questions can be used effectively both in a distributed questionnaire or in an interview situation. However, the design and presentation of these questions and how you combine them will depend on certain considerations:

$ Use language appropriate to those who will be responding to the questions. If there are respondents for whom the language of the questions is not their first language, keep it simple. This also applies to the choice of question format. A high number of open-ended questions is not generally suitable for those responding in a second language.

$ If the questionnaire is being distributed rather than being used in an interview situation, think about whether the forms will be posted out, given to people to take away and sent back to you, or will be filled in there and then. This will determine what you can cover in the survey. Generally, the ‘ there and then’ type of forms have to be especially short and easy to fill in.

$ Try to find a balance between convenience and thoroughness. Although closed-ended questions have the advantage of convenience both for those answering the questions and those collating the information afterwards, there are some matters that cannot be covered by these types of questions. Open-ended questions provide more freedom for the respondents as well as more insight for the evaluators but are harder to analyse.

The appropriateness of a strategy will of course depend on what you are trying to achieve, how much time you have available, and on the relationship of those communicating. One common technique is called “The funneling technique”.

It involves:
Starting with broad open questions "Tell me about....."
Funneling down with an open question "What exactly did you do...?"
Finishing off with a closed question "Was it you? Yes or not"

Another technique involves starting with a closed question and expanding out.

1. Starting with an open question:

Advantages
encourages the person to start talking
gives them plenty of scope
can be enlightening to see where they choose to start (or which areas they avoid)
can help to build confidence and establish rapport
helps to get their view of a subject without biasing it with your views

Disadvantages
May be too open and they don’t know where to start
Can encourage a talkative person to ramble
Can open out areas which you didn’t want to cover

2. Starting with a closed question

Advantages
Can be useful to establish facts at the beginning of a conversation
Good when time is very short
May be helpful if trying to get standard answers to a survey

Disadvantages
Can turn into an interrogation because when they reply with a short answer you have to follow it with another question

Gives direction and keeps tight control

Once the list of questions has been written, try it out on a few people before launching into a full scale evaluation. This will help to give you an idea of the time needed to answer them, the clarity of the questions and whether all possible responses are accounted for in the answers for each closed-ended question. At this stage you should also be able to detect any hidden biases or leading questions.

The final evaluation report

There should be plenty of time to analyse all the information gathered during the evaluation process and to write the report. The evaluation report should include the Terms of Reference, a description of the methodology used, the conclusions reached, including a justification of how these were reached, and a set of recommendations.

It is common practice to circulate amongst relevant people (for example, staff -paid and unpaid - and members of the board) a draft evaluation report, particularly if the evaluation has been carried out by an external evaluator. This process is to allow time for people involved in the project to raise questions about the findings of the evaluation, and possibly to adjust any potential areas of confusion. Of course this opportunity to comment on the evaluation report does not mean that people can alter or delete negative findings from the report.

The final report when completed should be delivered to those responsible for the management of the project. They in consultation with those responsible for the administration and implementation of the project should look into which recommendations should be taken forward and how to implement them.

Don't wait until it is too late to start organising an evaluation of your HRE project!

Appendix I

Making sure you have answered all the most important questions:

A final checklist

Why?

- Why do you want to do an evaluation?

What and How?

- What have you decided to evaluate? Social impact, organizational performance or educational achievement?
- Do you have the resources needed to carry out the evaluation? If not how are you going to get them?
- How are you going to gather the information? When are you going to know you have enough information?

Who?

- What are the interest groups involved in the work you want to evaluate?
- How are you going to assure their involvement and active participation?
- Who will gather the information and who will analyse it?
- Who is responsible for what and who takes the final decisions?

When?

- Is the schedule or timetable for the evaluation agreed?

After the evaluation:

- What did you learn?
- What should be improved?
- What are the recommendations coming out of the evaluation?
- Have you all discussed them?
- Have you made a timetable for their implementation?
- Are there financial implications?
- Who needs to be informed about all these outcomes?
- Are there new issues that the evaluation has brought to light and that need to be looked at?
- Have you taken a break or a holiday?
- Have you taken any measures to ensure that evaluation will be an ongoing process?

Don't start an evaluation if you are not going to finish it
or if you are going to ignore its results and recommendations !!!

Appendix II

This is a sample evaluation designed to give you an example of how terms of reference and questionnaire may read -- this is not an evaluation form per se.

EVALUATION OF THE IMPLEMENTATION
OF AI'S INTERNATIONAL HRE STRATEGY
FOR HUMAN RIGHTS EDUCATION

INTRODUCTION

The aim of this document is to outline the process for evaluating Amnesty International's Human Rights Education (HRE)work. The evaluation process will follow the guidelines for evaluation as set out in Chapter 13 of the Amnesty International Campaigning Manual published in 1997 (AI index ACT10/02/97).

"But I do not have time to be involved in this evaluation, I have other work to do" If we do not evaluate we cannot improve our work and therefore be more successful at future HRE activities. The time you spend on inputting to the evaluation now will save you time in the development of future HRE programs. Evaluation also gives us an opportunity to learn from each other. For all structures this information is invaluable. ***It is time well spent! And we promise to send you the results by ...***

BACKGROUND

Aims and Strategies for HRE

In its HRE work AI aims to promote knowledge and understanding of the full spectrum of human rights, as set out in the UN Universal Declaration of Human Rights, the International Covenants and other internationally agreed conventions, standards and treaties. Moreover in this work AI puts great emphasis on the universality, indivisibility and interdependence of all human rights.

LONG TERM GOALS FOR AI's HRE PROGRAMS

To reach a wide and culturally diverse audience of all age groups, and so to realise our belief that all individuals have both the right and the responsibility to promote and protect human rights.

1. To develop and implement relevant and effective HRE programs in all countries with AI structures. To ensure that the necessary resources are available for their full implementation.

2. To work with relevant NGOs and other organizations to ensure that HRE becomes an integral part of all educational work whether formal or informal. To encourage the use of

creative methods in teaching to enrich the learning processes.

The key strategies adopted to achieve the above goals were as follows:

Objective 1: To introduce human rights issues into formal educational and training curricula and teaching practices in schools, universities, professional training institutions and educational fora.
Objective 2: To develop and expand informal HRE programs.
Objective 3: To facilitate and increase the exchange of HRE expertise, information and materials within AI and the broader human rights movement.
Objective 4: to establish regional and sub-regional HRE networks
Objective 5: To actively lobby the relevant IGOs, and International NGOs to recognise and carry out their responsibilities in regard to HRE
Objective 6: To secure adequate funding at the international and local level for AI's HRE program.
Objective 7: To establish effective, comprehensive and systematic review and evaluation mechanisms for AI's HRE work.

THE EVALUATION PROCESS

The Aim of the HRE Evaluation

This evaluation aims to provide information to the membership about the impact of HRE work as well as to provide information to help improve the quality of future HRE work. The evaluation will focus on the implementation of the International HRE Strategy and the impact and the results achieved by sections through their HRE programs.

What will be evaluated?

The Outcomes of the section's HRE work ie : have the aims of the HRE Strategy been achieved?
The process and effectiveness of section's HRE work ie : what plans did you implement in order to achieve the aims of the International HRE Strategy and how well were they implemented?

Who should be involved?

1. All Sections and Structures carrying out HRE work.
HRE Coordinators
Board members responsible for HRE
Directors
Fundraisers and Campaign Coordinators
Local Group Coordinators

2. The IS Campaigning Program in particular the HRE Team.
Regional Teams and Regional Campaign Coordinators.
Development Teams.

Publications Program.
The IEC member responsible for HRE
The Senior Management Team at the International Secretariat.

How will the evaluation be conducted?

1. A questionnaire will be circulated to all involved in the evaluation process seeking specific input as well as any other information they wish to provide.
2. Wherever possible face to face and telephone interviews will be arranged to provide further feed back to the evaluation team.
3. External bodies such as educational authorities and local human rights organisations will also be interviewed to assess the external perception of Amnesty International's HRE work.

Who will conduct this Evaluation?

1. The International Executive Committee is the "client" for the evaluation.
2. The Standing Committee on Research and Action will carry out the evaluation - - send the questionnaires, carry out the interviews, analyse the results and write report, including recommendations.
3. The Director of the Campaigning Program at the International Secretariat and the HRE Team will also be involved with the evaluation providing input and guidance on planning and implementation issues.

How will results of the evaluation be communicated?

Once responses to the evaluation questionnaires and interviews have been received they will be drafted into report form and circulated to all participants of the evaluation. An executive summary will pull together the common themes contained within the responses to form a set of recommendations to be considered when planning future HRE work. The final evaluation report will be completed no later than 30 June 2001.

Questionnaire to Sections and Structures
Evaluation of HRE work
1996 - 2001

Please refer to the International HRE Strategy document (POL 32/02/96) and the above goals for this evaluation when fillining the following questionnaire. Your answers will form the main body of reference documents in the development of the full evaluation report, along with the documents listed in the appendix, responses from other evaluation participants and external contractors and service providers.

If you wish to supply any further information to aid the evaluation please do so. Your input is not limited to the space provided by the questionnaire. Please attach any supplementary information you wish.

When compiling your response to the questionnaires please consult widely with the staff and volunteers within your section and/or structure so that input from all programmes is reflected in your response.

An electronic copy of the evaluation form is also available via email on request

Questionnaire should be returned by Monday 15 May 2001 to:

HRE Evaluator
Campaigning Program
International Secretariat, Amnesty International
1 Easton Street,
London WC1X 8DJ
UK

Sample HRE Evaluation Questionnaire for Sections & Structures

Section/Structure...

Name of person filling this form ....

Position...

Who else has been involved\consulted in answering this questionnaire?
..

FOR THE PURPOSE OF THIS SAMPLE QUESTIONNAIRE WE HAVE REMOVED THE SPACE ALLOWED FOR THE RESPONDENTS TO FILL IN THEIR ANSWERS

1. Does your Section/Structure carry out an HRE project or program?
   Yes › No ›
   If no what are the main reasons for not doing so?

2. Are the International HRE aims and objectives as stated in the Strategy document clear and realistic?
   Yes › No ›
   If no what aspects are unclear to you, what would you have done to make them clearer ?

3. Are the HRE goals and objectives of your sections work plan clear and realistic?
   Yes › No ›
   If no what aspects are unclear to you, what would you have done to make them clearer ?

4. Did you add to or change the International HRE goals and objectives to suit your own national/regional environment?
   Yes > No >
   If yes please give an explanation of any changes.

5. The organisational priorities contained in POL 32/02/96 were as follows: Youth & Students, Law Enforcement, Journalists and Companies.
   Were you able to address these priorities? if so how?

6. When and how did you start implementing a HRE project or program?

   Please indicate the times of high and low HRE activity since the approval of the International HRE Strategy in 1996 and the reason for this?
   1996 ....
   1997 ....
   1998 ....
   1999 ....
   2000 ....

7. What sectors have you worked with or targetted? Why?

8. Have you worked with non-literate individuals and communities? How have you done this?

9. Please describe the most successful HRE project work you have implemented, including the effects that this has had in improving the human rights situation of your country/community (use a extra paper if you need to).

10. Please describe the most unsuccessful HRE project work you have implemented, including the effects that this had in the human rights situation of your country/community (use a extra paper if you need to).

11. What are the indicators you have used to measure the impact your project/program have had? I.e. lower incidents of bulling at school, or lower number of cases of torture denounced or greater number of articles about human rights in the press or greater number of trails of human rights violations or on the results of tests/exams?

12. What if any HRE materials has your section produced? Please specify the format ei: book, video, etc.

13. Did you pilot this materials?

14 Have you evaluated their use and usefulness?

15. Were the materials produced by the IS helpful?
    Yes › No ›

16. Did you use them?
    Yes › No ›

17. What could have made the materials more effective for you?

18. Did you find theHRE Newsletters usefull?
Yes ›　　　　No ›
If no in what ways do you think it could be improved?
If yes what do you like the most and why?

19. Did you find the information circulated by the IS about HRE clear and timely?
Yes ›　　　　No ›
If no please explain what information you would have preferred?

20. What if any new campaign approaches or techniques did you develop whilst implementing HRE work?

21. Do you work/co-operate with any other external organisations or commercial operations in your HRE work?
Yes ›　　　　No ›
Please can you list the organisations have worked with:

22. In each case please say if these partnerships were useful, what did the partnership consist of, in what way and how do you think you could involve them in the future?

23. Has HRE work been useful for building awareness about Amnesty's work in your country? If so in what way and why do you think this was the case?

24. Did your membership increase as a result of HRE work?
Yes >　　　　No >
If yes, please quantify?

25. Did you receive any financial assistance from the IS, TFF, World Wide Fund, or other sources available within AI?
Yes ›　　　　No ›
If yes, what was the source and in what way was it useful ?

26. Did you receive governmental funds? If yes can you specify the exact source, the period and work covered by such a grant and the amount received?

27. Have you been successful in fundraising from individuals or companies in your country? If yes could you specify the source, the period and work covered by the grant and also tell us the amount you received?

28. Did you request authorisation from the IEC **before** receiving government funding?

Yes › No ›

29. Do you think that the HRE goals/aims of set by your section were achieved during this period?
Yes › No ›
If no please give explanation why?

30. What HRE work (if any) are you planning to implement in the next 4 year period?

31. Have you already or will you conduct your own evaluation of the section's HRE work? If so can the HRE Team at the IS receive a copy? - Thank you!

32. Do you have any other comments or information you would like to add?