

Furthering the Development of Human Rights Education at the Universidade Nacional Timor Lorosa'e (UNTL)



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ACRONYMS

APMA/GC Asia-Pacific	Regional Master's Programme in Human Rights and Democratisation in Asia-Pacific / Global Campus Asia-Pacific
ASEAN	Association of Southeast Asian Nations
CNC	Centro Nacional Chega!
CPLP	Community of Portuguese Language Countries
DG INTPA	Directorate General for International Partnerships (EU)
DG NEAR	Directorate-General for Neighbourhood and Enlargement Negotiations (EU)
DoA	Description of Action
EEAS	European External Action Service
EIDHR	European Instrument for Democracy and Human Rights
EMA	The European Master's Programme in Human Rights and Democratisation
ERMA	European Regional Master's Programme in Democracy and Human Rights in South East Europe
EQ	Evaluation question
EU	European Union
EUD	Delegation of the European Union
GC	Global Campus of Human Rights
GC HQ	Global Campus of Human Rights headquarters in Venice-Lido, Italy
HRC	Human Rights Centre
MoU	Memorandum of Understanding
MOOC	Massive Open Online Course
OECD-DAC Criteria	Organisation for Economic Co-operation and Development, Development Assistance Committee principles for evaluation of development assistance
PDHJ	Provedoria for Human Rights and Justice
TNA	Training needs analysis
ToR	Terms of Reference
UNT	Universidade Nacional Timor Lorosa'e / National University of East Timor

EXECUTIVE SUMMARY

The project showed that there is substantial need and demand for human rights and democracy education around the world and that the Global Campus has a strong reputation and unique role in promoting excellence in this field. The project also validated the GC's potential for effective capacity building in less-developed countries and non-member universities by using its best practices and ideas from other parts of the network in combination with local expertise, authentic case studies and partnership-building with relevant stakeholders. Additionally, the project showed that the GC's model of human rights education is an effective and value-for-money way of fulfilling the EU's human rights action plan and of furthering Timor-Leste's development strategies. The project also proved to be a valuable testbed for new teaching and learning approaches in human rights and democracy education.

The **project delivered its expected outcomes and successfully met its remit to 'further human rights education' at UNTL**. The project had multiple transformative effects and, in some cases, outcomes exceeded expectations.

The evaluation focused on phase two of the project's implementation. During this period the project consolidated its achievements from phase one and also launched new initiatives. During the reporting period the project continued with the implementation of BA transversal modules, held a summer school, trained a second batch of UNTL professors, published an edited book, published a textbook, trained Timorese students within APMA and conducted outreach activities.

Main achievements

- **The project's multi-pronged approach created a strong multiplier effect and a network of 'educators and learners' of human rights and democracy across all faculties at UNTL.** The project successfully delivered its most important outcome by embedding and mainstreaming human rights and democracy education in Timor-Leste's tertiary sector. The training of trainers (UNTL professors), BA transversal courses 'Human Rights and Democratization', creation of a well-stocked resource centre, a summer school, creation of a textbook 'Our Human Rights, Our Future! An Introduction to Human Rights in Southeast Asia' (based on APMA's best practice within the framework of and funded by the Shape Sea project) and related teaching materials proved to be an effective and integrated methodology for human rights and democracy education with national, regional and international relevance. As a direct consequence of the project, the numbers of Timorese students and staff receiving quality human rights education went from zero to over 2000 individuals. Phase two, therefore, consolidated the HRC's position as an educational hub at UNTL and the country as a whole.
- **Starting from a low baseline the project steered the development of research at UNTL.** Publications on topics relevant to Timor-Leste's development and the Global Campus' research agenda, including a book on the effects of the Covid-19 pandemic on democracy were notable achievements. MA theses written in the context of APMA also contributed to the project's stock of policy-relevant research and were showcased to non-academic stakeholders during the Dili Human Rights Education week which was organised by the project. During phase two, the HRC launched fresh research on children's rights in Timor-Leste which aligns UNTL with the Global Campus' core research themes and also with one of Timor-Leste's most important human rights challenges.
- **The project made palpable advances in developing relations with civil society via training and outreach.** Building on work carried out in phase one, partnerships with key NGOs were consolidated on several levels including in the joint preparation of the textbook and teaching/training curricula. Using GC best practices, the project also

contributed to local CSO capacity building with dedicated activities 'Fridays4CSOs' to help groups professionalise their operations and gain new competencies, including research skills, with a view to engaging with government authorities, donors and international NGOs and to support the development of human rights in Timor-Leste.

- **APMA played an important role in bringing UNTL closer to the GC via a dense web of cooperation and transfer of expertise based on teaching, training, research, and outreach, which also expanded and strengthened APMA's own regional relevance.** UNTL became an associate member of APMA's steering committee, which gives the university a strong anchorage in the regional programme. The project furthered UNTL's internationalisation, established new student-centered and blended learning techniques at the university, and also created new teaching and research resources in the Tetum language. APMA also actively supported UNTL and the HRC's integration in to the important 'Shape Sea' initiative.¹ All of these activities and outputs furthered UNTL's institutional goals and also met several of the country's human rights-related priorities.
- **By using GC best practice in stakeholder management, strong partnerships were built and effectively sustained.** Stakeholders were involved in the project's conceptualisation as well as implementation. HRC partnered with the EUD, UN, National Ombudsman, key NGOs including the Centro Nacional Chega and other donors and diplomatic representations and became a hub and focal point for users. HRC staff were included in other human rights-related activities in the country, which reflected and reinforced the value and reputation of the Global Campus' 'brand' in the country.
- **The project furthered the EU's action plan on human rights through its successful implementation of human rights and democracy educational activities.** This achievement was reflected in the findings of an official EU report, which described the project as a flagship of EU human rights activities in Timor-Leste. The project initiated high quality teaching, outreach and research activities that directly addressed many of the key topics in the action plan, such as the effects of the pandemic on democracy, the rights of children, gender and inclusion, rights of people with disabilities and economic and social rights. The project's achievements in expanding access to quality education and digital learning, as well as capacity building with CSOs to shape an enabling environment for civil society in Timor-Leste also tangibly contributed to the fulfilment of the EU action plan.
- **The project successfully addressed local human rights challenges and was coherent with Timor-Leste's development strategies.** The contents of teaching and outreach activities reflected local human rights challenges, including gender, GBV, accountability and the abuse of power, discrimination, access to economic and social rights and the rights of children. The project also contributed to the Government's goal of developing the country's 'social capital' by producing teaching materials in Tetum, raising quality assurance standards at UNTL, providing access to physical and digital libraries, promoting awareness of and practices in gender equality and expanding UNTL's cooperation with foreign universities.

Lessons learned and recommendations

Lessons and recommendations fall into six overlapping clusters: (a) GC/APMA integration and the 'big picture' (b) management (c) intervention logic and assumptions (d) research (e) teaching and training (f) coherence and alignment.

¹ <http://www.shapesea.com>

(a) Integration and 'big' picture issues

The project confirmed the GC's pioneering role in furthering the nexus between human rights education and development and also attested to the effectiveness of APMA as a regional network. However, the implementation of the project also revealed a lacuna and potential resource gap with regards to how the GC should achieve its objective of 'strategic enlargement' as specified in its mission statement. The findings of the evaluation suggest that if this issue is left unattended there is a risk that the project will end up in limbo.

Recommendations include: GC/APMA should prioritise supporting HRC staff to create and embed MA transversal courses at UNTL as a significant step in aligning UNTL with APMA membership criteria and UNTL should ensure that its own vision on relations with APMA is up to date and implemented. GC should take the initiative to affirm its role as a pioneer at the intersection of human rights education and development; Using the experience in Timor-Leste, the GC's leadership should prepare the ground for creating 'accession criteria' and bespoke action plans for new universities to develop their relations with the GC. This should include conditions, milestones, and precise definitions of key terms such as 'associate member' and 'active participation'; Steps should be taken to make the remit and achievements of the capacity building programme more visible and mainstreamed across the GC to create a wider sense of ownership.

(b) Management

There is a strong need for the GC's capacity development programme and Timor-Leste showed that having an effective project manager on the ground working in tandem with the head of a regional programme with a strong academic profile in human rights is a key ingredient for success. The handover to UNTL altered this existing oversight and management structure, which will affect how the HRC is run.

Recommendations include: GC capacity development programme should continue to monitor the training-needs of all HRC staff as a basis for bespoke individual / group training activities to address potential competence gaps. Relevant individuals and departments at GC HQ (such as finance, human resources, public relations etc.) might be able to help train HRC staff in functional roles.

(c) Intervention logic

The findings of the evaluation reinforced the value of having an intervention logic or similar framework to guide implementation. The intervention logic was important and contributed to effective decision making, when discrepancies emerged between the EU's understanding of the context in Timor-Leste and the results of project's own scoping studies, which revealed a lower-than-expected baseline. At the same time, the intervention logic (because of its fairly rigid nature as a methodology) did not fully capture all of the informal processes, causal effects and mechanisms that also impacted the project's implementation. It was also noted that the project's monitoring, evaluation and learning (MEL) procedures were quite nascent, and insufficient attention was given to indicators and methods of measurement for 'impact'.

Recommendations include: The project manager should use a Theory of Change approach for the continuation of the Timor-Leste project and for other GC capacity building activities, this should also give rise to better MEL procedures and the creation of dynamic indicators to measure impact.

(d) Research

The project demonstrated how GC/APMA expertise and capacities can kick-start research on human rights and democracy in a non-member university. APMA's active role in bringing UNTL into the Shape Sea initiative was also an important driver in building HRC's research capacities. At the same time, the project showed that local research capacities need nurturing, that research training

does not come as standard in all academic cultures and also that the EU's understanding and expectations in capacity building projects for research do not necessarily map neatly on to reality. The project also confirmed that 'quick gains' with regards to research are unfeasible.

Recommendations include: UNTL's research on children's rights should continue to be prioritised as a means to enhance HRC's profile in this important area; The capacity development programme should inform GC researchers at GC HQ and across the network working on children's rights about HRC's research and help HRC staff 'showcase' their findings to GC colleagues; Thought should be given to how local stakeholders can help Timorese APMA students define their thesis topics, as a way of enhancing the relevance of theses and their value to the country's development; Future projects need to consider local research capacities seriously and carry out scoping studies to ascertain the baseline, which needs to be factored into the ToC / intervention logic.

(e) Teaching and training

The project was a tangible demonstration of the effective transfer of GC/APMA best practices and their successful adaptation to local circumstances. The project confirmed the importance of partnering with local bodies in curriculum development and that a multi-pronged and integrated methodology combining the training of trainers, a dedicated textbook and transversal modules is an effective way of capacity building. A further lesson is that teaching activities need to be accompanied by effective MEL procedures to ensure that participant feedback is looped back into development and revision processes.

Recommendations include: The project manager should work with the HRC director and staff to create MEL procedures for teaching activities; The project manager / APMA lead need to ensure that new MA transversal modules represent added value, that they enable students to develop specialisations and that assessments are different to those used in the BA module; The practice of involving non-academic lecturers, notably local UN and other development workers, as well as human rights defenders should be extended to the delivery of new MA modules; Future capacity-building projects should consider the model of pluri-disciplinary transversal courses and a training of trainers' approach, as well as compilation of a textbook.

(f) Coherence and alignment

The evaluation found that the project was in coherence with the EU's human rights action plan and was aligned with Timor-Leste's development strategies and human rights challenges. However, measures and indicators need to be created (within an intervention logic / ToC) to gauge the concrete ways in which the project has furthered the EU's action plan and also how the project's results help to realise Timor-Leste's development strategies. The project relied on several GC best practices with very positive effects, including an open-door policy for local NGOs, capacity building for civil society and effective stakeholder management and community building.

Recommendations include: The project manager should work with HRC staff and relevant stakeholders to formulate indicators, judgement criteria and measurement methods to ascertain the specific ways HRC activities further the EU's action plan, meet the objectives of Timor-Leste's development strategies and strengthen human rights in the country, including a gender dimension.

INTRODUCTION

This is the final report of an independent evaluation of the project 'Furthering the Development of Human Rights Education', which is funded by the European Instrument for Democracy and Human Rights (EIDHR). The project is implemented by the Asia-Pacific programme (APMA) of the Global Campus of Human Rights (GC) and the GC's Capacity Development Programme, in coordination with the EU Delegation (EUD) in Timor-Leste and local NGOs. The project aimed to contribute to the promotion of human rights, democracy and development by establishing a Human Rights Centre (HRC) at the National University of Timor-Leste (UNTL). The Centre mirrors the GC's remit and spans training, teaching, outreach and research activities, and is fashioned to Timor-Leste's specific human rights and development challenges. According to programmatic documents it is expected that UNTL will steadily gain sufficient capacity during the project cycle to subsequently become an active participant in the GC's Asia-Pacific regional programme (APMA).²

The Global Campus is associated with excellence in human rights and democracy education. Via its seven regional MA programmes, and its research, teaching, outreach and advocacy activities, the GC delivers state of the art human rights education, covering global and universal themes and issues, alongside topics relevant at regional and national levels. The GC and its members have established human rights education in a number of challenging environments and have contributed to the creation of a cadre of renowned human rights academics and practitioners, and a large number of well-trained human rights defenders who are active across the globe. Graduates of the GC populate jobs in international and European organisations and national administrations, as well as in INGO, NGOs and other civil society contexts. The GC is supported by EU funds and its activities are aligned with the EU's Global Strategy, as well as with the Human Rights Action Plan and development policies of EU member states. The GC engages with user and policy communities, contributes to awareness raising and in so doing makes a palpable contribution to furthering human rights around the world.

The project in Timor-Leste signifies a new phase in the Global Campus' evolution and the advent of a stronger capacity-building and development role. Already in the course of a mid-term evaluation of the GC, which published its findings in 2019,³ it was apparent that there was significant interest inside and outside of the GC to possibly expand the scope of the network, grow existing programmes, create new regional MAs or to develop new types of partnerships with 'like-minded' institutions to promote the GC's excellence in areas where there were gaps or specific human rights needs. The mid-term evaluation also took note of the many instances of best practice around the GC's regional programmes and suggested that they could be used as a basis for capacity building across the network (where needed) and also to facilitate the potential enlargement of the GC, should that be desired.

In 2019 the GC was entrusted by the EU with the task of leading a capacity-building project: 'Development of Human Rights Education and Research at the National University of Timor-Leste' (which constituted the first phase of the project 2019-2020).⁴ The success of this initial project and awarding of phase two funding prompted the GC to create a Capacity Development Programme at its headquarters, with a dynamic remit to contribute to:

² It is the evaluator's understanding that the original DoA envisaged UNTL's membership in APMA by the end of the project cycle, and also the establishment of doctoral training.

³ Mid-term Evaluation of the EIDHR programme 'Supporting a global network of universities for human rights and democracy postgraduate education'.

⁴ For insights into how the project fits into the broader context of human rights education see: Adriano Remiddi 'When Human Rights Higher Education and Development Cooperation Intersect: The Outreach Work of the Global Campus of Human Rights in Timor-Leste' in Human Rights Education in Asia-Pacific—Volume Ten Published by the Asia-Pacific Human Rights Information Center, 2020.

'the affirmation of human rights, democracy and sustainable development in least developed or developing countries, countries in transition, emerging democracies, and democracies under pressure, by supporting the establishing or strengthening of human rights education and research activities of universities outside the GC network or in underrepresented regions. It primarily follows the objectives 4 (enlargement), 6 (empowerment of women and youth) and 2 (digitalization) of the GC Vision and Mission, enhancing the profile of the Global Campus as a network at the intersection between academia and the development cooperation sector'.⁵

Although the project was still very young it was singled out as a success story in the EU's Annual Report on Human Rights and Democracy in the World 2019, which championed its role in bringing quality human rights education to the Timorese, its function as a hub for civil society and its outreach activities with local stakeholders.⁶ In the following year's report the project was referred to as the EU's human rights flagship programme in Timor-Leste.⁷

Scope of the evaluation, methodology and theory of change

The evaluation covers activities associated with EIDHR support 2021-2022, which constitutes the second phase of the EU's support. As well as Timorese students following the APMA programme, during the reporting phase the HRC's main activities were (a) training of UNTL professors (training of trainers) (b) implementation and delivery of 'transversal' teaching modules for BA students (c) human rights talks (d) a summer school (e) training and research events with local CSOs (Fridays4CSOs) (f) human rights and cinema events (g) publishing a specially designed textbook (h) publishing a research-based edited book on Covid-19 and democracy. In addition, several tasks initiated in phase one of the project continued, such as equipping the HRC premises and resource centre and recruiting and training HRC staff.

According to the evaluation's Terms of Reference (ToR), the purpose of the evaluation is to assess the project in relation to expected outcomes, intervention logic, ownership and sustainability factors, coherence with the GC-UNTL partnership and objectives of the EU's human rights action plan. The timing of the evaluation is important since the GC has handed the project over to UNTL and a new Director has taken post. It was the evaluator's understanding that the new Director will be in post for one year.

The evaluation is based on a 'Theory of Change' approach (ToC). This allowed the evaluator to identify the planned and actual linkages between the project's assumptions, inputs, outputs, outcomes and impacts from both abstract and factual bases and as they evolved over time. An initial ToC was constructed based on programmatic documents and is presented below. The evaluator also adopted a utilisation focused (UFE)⁸ approach to try to ensure that the actual evaluation process, as well as its results were as useful and relevant as possible, especially for the new GC Capacity Development Programme and APMA's leadership as they continue to navigate UNTL's association with the GC.

⁵ <https://gchumanrights.org/education/capacity-development-programme.html>

⁶ https://www.eeas.europa.eu/sites/default/files/documents/annual_report_e-version.pdf see also: <https://ohrh.law.ox.ac.uk/human-rights-centre-in-timor-leste-selected-as-success-story-by-the-european-union/>

⁷ https://www.eeas.europa.eu/sites/default/files/documents/2020_eu_human_rights_and_democracy_country_reports.pdf

⁸ Utilization-Focused Evaluation www.betterevaluation.org/en/plan/approach/utilization_focused_evaluation

The evaluation pursued several levels of analysis:

- **Project level:** UNTL and Human Rights Centre staff, Global Campus and APMA.
- **Partner level:** EUD, founding NGO partners.
- **User level:** civil society, human rights defenders, legal professionals, NGOs, INGOs in Timor-Leste.
- **Beneficiaries:** UNTL students and academics, local CSOs.

It also considered the **Policy level:** Timor-Leste's development priorities and strategies, the EU's Action Plan on Human Rights and Democracy 2020-2024 and its country strategy towards Timor-Leste. **The Country level:** human rights challenges in Timor-Leste and its domestic and international human rights commitments. **Wider issues and measures:** global / regional human rights trends and emerging challenges; excellence in human rights education.

The evaluation was carried out between November 2022 and February 2023 and incorporated a week-long field trip to Timor-Leste which took place during the 'Dili Human Rights Education Week', between 10-15 December 2022. This provided an opportunity for the evaluator to speak face-to-face with project partners, users and beneficiaries and to gain an authentic understanding of the local development and human rights context.

Findings from the evaluation are based on (i) scrutiny of programmatic documents and other web-based information relating to the project and its activities (ii) analysis of EU and Timorese policies (iii) results of a questionnaire survey completed by UNTL professors (iv) in-depth interviews with project staff / students from the Human Rights Centre (HRC) (v) in-depth interviews with UNTL leadership (vi) interviews with senior leadership and professors from the Global Campus of Human Rights and APMA (vii) interviews with key stakeholders, including UN and EU delegation staff and NGOs based in Timor-Leste (viii) participation in a stakeholders meeting and observation of project activities, including presentations of student theses, the official GC-UNTL handover ceremony, a book presentation of research carried out by HRC staff, a launch event for the project's textbook and an expert panel on human rights carried out at the UN compound in Dili.

The evaluation used OECD-DAC evaluation criteria⁹ - **relevance, effectiveness, coherence, efficiency, effectiveness, impact and sustainability / ownership**, which were tailored to meet the ToR and were supplemented with an additional criterion: **EU-added value**. These criteria were elaborated into an evaluation matrix. The report also presents lessons learned and recommendations, which are intended to assist the GC's ongoing capacity development work at UNTL and elsewhere.

The evaluation was carried out in a cooperative spirit. The project team in Timor-Leste, as well as GC leadership and APMA staff fully supported the evaluator's work and facilitated access to local stakeholders and relevant events and seminars. On those occasions when interview partners cancelled or postponed meetings, alternatives were found, or meetings rescheduled. Thus, no significant problems or limitations were encountered in the course of the evaluation.

⁹ <https://www.oecd.org/dac/evaluation/49756382.pdf>

Initial theory of Change

This theory of Change (ToC) aims to capture the project's underlying logic and objectives; key stages of development; expected achievements during the current project cycle, as well as its long-term outcomes and impact. (The ToC is intended to be a working document to support the project's ongoing development).

LEVEL	THEORY
Inputs	<ul style="list-style-type: none"> EIDHR provides financial support. EUD support. EU's human rights action plan / country strategy towards Timor-Leste. Support and supervision from the GC, APMA and GC Capacity Development Programme. UNTL investment and support for the project.
Assumptions	<ul style="list-style-type: none"> EU continues its support for the Global Campus. Activities of UNTL Human Rights Centre are perceived as relevant by stakeholders. Activities of the HRC are aligned with EU and Timor-Leste's development strategies. Funding is sufficient to ensure necessary levels of overall support and development. UNTL has structures in place to run the project. APMA is open to UNTL participating in its activities. There are GC 'membership' / integration criteria and UNTL can gradually meet them.
Outputs	<p>Then:</p> <ul style="list-style-type: none"> Creation and implementation of teaching / training courses across UNTL faculties. UNTL carries out outreach / research activities on human rights. Joint initiatives with APMA are carried out. Timorese students take part in APMA MA. HRC premises and resource centre for human rights at UNTL are created. The HRC has strong and structured partnerships with CSOs, NGOs, IOs etc. The HRC is engaged in gender-related activities.
Assumptions	<ul style="list-style-type: none"> UNTL's human rights offering will continue to be relevant to the Timor-Leste government and society. And there is demand for the HRC's activities. The EUD remains supportive of the project and the EU is committed to its human rights strategy in Timor-Leste. EU funding is sustained and can support activities and development; other donors are interested to support HRC. UNTL's HRC has a body of trained staff. UNTL's leadership remain committed to the project. GC Capacity Development Programme continues to support the HRC's development.
Outcomes	<p>Leading to:</p> <ul style="list-style-type: none"> Numbers of Timorese students and staff receiving training in human rights increases. Numbers of Timorese students with APMA diplomas increases. Numbers of academics and staff with teaching and research competences in human rights rises. Competences amongst human rights defenders and CSOs increase. Public interest in UNTL human rights activities grows. Research on human rights at UNTL is relevant to Timor-Leste society and the country's development. The volume and quality of UNTL HRC research rises, is cited and aligns with APMA and the GC. UNTL is dynamically integrating into the GC and APMA.
Assumptions	<ul style="list-style-type: none"> EU and other sources of funding are available to support HRC's costs. UNTL continues to take the necessary steps to meet the criteria to integrate into APMA. UNTL has human rights courses at MA and BA levels and more academics have PhDs. The GC's own vision and governance / management structures (and those of its regional networks) are configured to facilitate the integration of new universities. UNTL can effectively work with the GC and its Capacity Development programme to source, manage and implement donor funding. There is interest within the GC, APMA and UNTL to establish doctoral training for HRC staff,
Impact	<p>And in the long-term contributing to:</p> <ul style="list-style-type: none"> UNTL is a member of APMA and has significantly internationalised its operations. More UNTL staff have PhDs. UNTL has a significant national / regional role in human rights education, and in CPLP¹⁰ and eventually ASEAN contexts. The quality of human rights in Timor-Leste is strengthened and contributes to the country meeting its development strategies and SDGs. Child rights in Timor-Leste are strengthened. The EU's human rights action plan is strengthened. The gender dimension of human rights in Timor-Leste is visible and strengthened.

EVALUATION FINDINGS

Relevance

EQ 1 Relevance	What is the perceived relevance of the project?
Judgement Criterion 1.1	The initiative is perceived as an important response to the need to promote and protect human rights in Timor-Leste through training, research and outreach activities.
Indicator 1.1a	Broad consensus on relevance is seen among stakeholders (partners, beneficiaries, users).
Indicator 1.1b	Key stakeholder organisations demonstrate interest in actively supporting the project.
Indicator 1.1c	UNTL, EUD and GC leaders confirm their support for the project.

The evaluation found a **broad consensus** on the relevance of the project and confirmation that the activities of the HRC constitute an important and unique response to protect and promote human rights in Timor-Leste. Key stakeholders confirmed that because of HRC, a new generation of Timorese citizens gained access to in-depth knowledge about human rights at country and international levels. The evaluation also found a **strong consensus amongst all stakeholders, that human rights education is a vital ingredient for the country's sustainable and equitable development**. This was confirmed at the level of the President, and in government policy documents.

A UN stakeholder stated that **human rights defenders were at the core of Timor-Leste's acquisition of statehood**, and that through its various activities, the **HRC is helping to shine a light on this heritage and is ensuring that the country has a successor generation of human rights defenders**.

Interviews with stakeholders from IO contexts also attested that the **project was relevant to donor priorities and methods**. Evidence gathered on the EU's perspective confirmed that the HRC is furthering the objectives of the EU Action Plan for Human Rights and Democracy 2020-2024,¹⁰ and is also very closely aligned with the EU's Human Rights and Democracy Country Strategy 2021-2024 (see coherence). The HRC has a good working relationship with the EUD, which benefitted the project, especially in terms of enhancing its visibility in the country and amongst the local IO and diplomatic communities. HRC's relations with the EUD also helped with troubleshooting during the first phase of the project. The EUD continues to be an active partner, with the Ambassador and senior EUD staff routinely attending and contributing to events, including meetings with local CSOs and young people at the HRC's premises. In its reporting on human rights and democracy in the world, **the EU confirmed that the project was a 'flagship'** for its human rights activities in Timor-Leste.

The evaluation found that **as a result of the HRC's training and educational activities, students and young professionals have gone on to pursue careers in the development and human rights sectors** or have been able to introduce human rights aspects into their existing jobs, such as in law enforcement.

Ample evidence was found that important local **CSOs / NGOs / human rights related bodies attach significant value** to the work of the HRC; interviews found that HRC's educational activities are seen as contributing to the Timorese people's ability to both deal with its difficult past and also to build its future. Two key stakeholders - **Provedoria for Human Rights and Justice (PDHJ) and the Centro Nacional Chega (CNC)** - contributed to the HRC's training and

¹⁰ https://www.eeas.europa.eu/sites/default/files/eu_action_plan_on_human_rights_and_democracy_2020-2024.pdf

teaching curricula as well as the textbook on human rights, which is one of the project's most significant and visible achievements.

The Centre also set up 'Fridays4CSOs' for local NGOs to make use of its facilities and resources. The success of the initiative showed that the **Centre has become a hub** for local civil society, with groups holding meetings and activities which often, though not exclusively, involve UNTL students (see also impact).

The evaluator verified that **the project fulfilled (or was still in the process of fulfilling) the tenets and objectives of the MoU** between the GC and UNTL. UNTL's leadership confirmed its commitment to consolidating the work of the HRC and to support the continuation of mainstreaming human rights education across the university. UNTL leadership also reported that working with APMA had made a significant contribution to advancing UNTL's internationalisation and partnership-building objectives with foreign universities, which is a UNTL and national strategic priority, and also gels with the country's goal of joining ASEAN.

The Global Campus' leadership is highly supportive of the project and regards it as **an important step in the GC's evolution** and part of its 'growth model'. From the GC's perspective the project successfully met its objectives and has delivered activities that further human rights in Timor-Leste. The evaluator found that the project was presented in detail on the GC's website in the webpages on capacity development,¹¹ but UNTL is not referred to on the GC's APMA webpages, nor is it referred to on the English language pages of the website of the Institute of Human Rights and Peace Studies at Mahidol University (the headquarters of the APMA programme).¹² These discrepancies **suggest a lack of clarity with regards to how to frame UNTL's relationship with APMA**.

EQ 2 Relevance	Are the teaching and training activities perceived as relevant?
Judgement Criterion 2.1	The content, format and delivery of the programmes are relevant.
Indicator 2.1a	UNTL human rights courses have a strong reputation and attract high application numbers and from applicants with diverse backgrounds.
Indicator 2.1b	Previous participants confirm that activities were relevant / useful for their professional and / or academic development.
Indicator 2.1c	Academic staff confirm the importance of human rights education in the context of multiple faculties.
Indicator 2.1d	Teaching / training activities have passed through necessary national accreditation procedures and / or UNTL procedures.
Indicator 2.1e	Activities align with EU human rights strategy and with national development policies.
Indicator 2.1f	GC Asia-Pacific academics confirm the relevance of teaching and training at UNTL in the context of the regional programme.

There were two main interlinked activities in this sphere. First came the training of trainers (UNTL professors) in human rights education (implemented partly through a digital learning initiative) in order to prepare them to teach the 'transversal' modules for BA students: 'Human Rights and Democratization'. Both activities included all UNTL faculties, which meant that students and staff from very different backgrounds directly benefitted from the project. The evaluator found this to **be a significant achievement since human rights education in European universities and also across the GC regional networks seldom takes place outside of social sciences and law departments**.

There is a very **high level of appreciation amongst beneficiaries of the project's training and teaching activities**. Professors from diverse disciplines were open and keen to receive human rights training, which enabled the HRC to roll out its transversal courses across the

¹¹ <https://gchumanrights.org/education/capacity-building-training-programm/development-of-human-rights-education-and-research-at-untl/about.html>

¹² <https://ihrp.mahidol.ac.th>

university in full cooperation with university authorities and academic staff. Trainings attracted large numbers of professors from across all UNTL faculties; during the reporting period 21 professors were trained (40 across the two phases).

Data from participant feedback provided to the evaluator suggested that the **content, format and delivery of training was seen as relevant and interesting**. Interviews conducted by the evaluator also found that professors felt that not only did they gain new knowledge, but that they also got a chance to learn new teaching and evaluation methods, which they subsequently applied in their classrooms via student-centered learning. UNTL Professors reported that the **textbook developed by APMA and the HRC in the framework of the Shape Sea initiative¹³ provided clear and relevant case studies which** 'made sense' in a Timorese context.

Some UNTL professors remarked that the experience was a **unique opportunity for professional development**, which they fully intend to continue to pass on to their students, university colleagues and in their other places of work (many professors hold several posts). One professor of midwifery confirmed that her new competence in human rights had a significant effect on her professional capacities as a lecturer. Training in human rights, she said, improved the way she approached teaching midwifery students and about how to treat patients with **respect and dignity**. She also said that as a result of the training she was able to tell mothers about their own human rights. Other professors from different disciplines reported that training in human rights and passing information and insights onto their students helped them to frame 'old' subjects in 'new' and more interesting ways by taking human rights perspectives into account. Insights from all professors interviewed, correlated with feedback data supplied by HRC, strongly suggests that **UNTL academics would like to receive further top-up training on human rights**.

Close to 2000 UNTL students were direct beneficiaries of the project across both phases. Based on the **views of UNTL students there was significant appreciation of the HRC and its educational offer, which was frequently described as a 'highlight of their studies'**, which also helped them gain a better and fresher understanding of other parts of their curriculum. Students reported that they felt empowered and also motivated to play a role in protecting human rights in Timor-Leste as a result of their education. The evaluator also found a good level of understanding of the European Union amongst those students interviewed. Students also remarked that as their country develops its health and service sectors, as well as tourism, they aim to use their knowledge in human rights as future employees or innovators in these areas. Thus, the evaluation found that the HRC's educational offer was perceived as vocationally relevant by student beneficiaries.

The summer school 'Our Human Rights, Our Future! Protecting Vulnerable People and the Future Generations' held in July 2022 was attended by 25 people. It is another example of the HRC's collaboration with stakeholders (Rede Defensor Direitus Umanus – a local civil society network and the French Embassy of Indonesia and Timor-Leste). **The majority of participants confirmed that they found the course to be either very good or excellent**. The lecturers on the summer school were HRC staff and UNTL professors who themselves were project beneficiaries.

No significant problems in relation to national accreditation were noted. UNTL uses aspects of the Bologna system, which facilitated the development of the transversal courses on human rights and their embedding into existing teaching programmes. The evaluation **found evidence that new teaching modules at UNTL in the area of children's rights were at an advanced level of development**, but it was unclear whether UNTL and the HRC had a concrete timetable to realise any further modules (beyond the transversals and new children's rights ones) or indeed if HRC

¹³ The initiative is funded by Sida and NORaid <https://www.shapesea.com/academic-networking-and-collaboration-anc/>

staff have the sufficient capacity and know-how to develop new teaching modules across a wider range of human rights topics.

The contents of the **teaching activities are well-aligned with the national development policies** of Timor-Leste and also relevant to local human rights challenges, as already noted. The evaluator found that the programme of the Eighth Constitutional Government puts a strong emphasis on 'social capital development' and the role played by education. The spheres where the HRC project most closely aligns with national development priorities include the production of teaching materials in Tetum, raising quality assurance standards in higher education, promoting access to physical and digital libraries, promoting equity and gender equality and promoting cooperation with foreign universities, including in CPLP and ASEAN states.¹⁴ The evaluation found ample evidence of synergies between the project and government priorities.

The **evaluation confirmed that the project is relevant for national strategies on civil society development**. The government envisages an active role for CSOs in the development of the country, as well as for the development of civil society cooperation and dialogue on human rights with ASEAN and CPLP countries. The evaluator found **ample evidence that the project's activities are actively furthering these goals** (see also impact), cooperation with APMA implies that UNTL is collaborating with universities in ASEAN states.

Teaching and training activities carried out at UNTL were co-designed and implemented with APMA academic staff and as such, there is **some evidence of compatibility between the two institutions**. APMA's role also ensured that teaching at UNTL was anchored in a regional context. Several HRC staff/associates who benefitted from scholarships to do the APMA programme were able to subsequently use their knowledge to help define the curriculum at UNTL, under the tutelage of GC/APMA staff. At the same time, it was unclear if case studies developed on Timor-Leste in the course of the project would also be adopted into the main APMA curriculum, which might also enrich the existing teaching programme and help pave the way for UNTL's active participation in APMA.

These findings notwithstanding, on the whole, **the evaluation did not find detailed evidence of concrete plans or a timeframe for how APMA and the HRC will collaboratively develop the scope of teaching beyond 2023 and what steps are to be taken towards the goal of furthering UNTL's participation in APMA's regional network** (see sustainability).

EQ 3 (Relevance)	Are the research and outreach activities relevant?
Judgement Criterion 3.1	Research outputs are used, and outreach activities gather interest.
Indicator 3.1a	Citation of research in policy, popular and academic publications and embedded into GC research and outreach activities.
Indicator 3.1b	Outreach activities and outputs attract strong interest.
Indicator 3.1c	Extra-budgetary funding for outreach activities has been forthcoming.
Indicator 3.1d	Research collaboration (including MA thesis supervision) with APMA contributed to research outputs.

Starting from scratch, and despite a low baseline, the **HRC successfully kick-started research on human rights in Timor-Leste** (see also impact).

Research topics are cognate to Timor-Leste's development, are policy relevant and also mesh with the types of human rights research themes and priorities pursued by APMA and the GC. For example, the Centre's nascent research activities on children's rights are highly relevant to Timor-Leste; with a very young population, the rights of children, in relation to education and health, for example, are pertinent to the country's successful development and resilience, which is confirmed in government documents and the priorities of development partners.

¹⁴ <http://timor-leste.gov.tl/?cat=39&lang=en>

In 2022 HRC published a book in Tetum 'Impaktu Pandemia COVID-19 ba Direitus Umanus no Demokrasia iha Timor-Leste',¹⁵ which comprised chapters written by UNTL staff and an APMA alumnus on the effects of the pandemic on democracy in Timor-Leste. The collection was edited by HRC and UNTL staff and launched during the Dilli Human Rights week in front of a large and diverse audience, including CSOs. The book is in the GC's digital repository. The book is evidence that the **project has fostered a research culture and that staff trained by or associated with the HRC have developed their capacities to produce relevant research outputs of publishable quality**. The book went through a peer-review process led by a UNTL professor who had been trained in Australia, which was also an iterative process which helped HRC researchers improve their research and writing skills. The GC's digital repository records show that there were 132 downloads of the book 'Impaktu Pandemia COVID-19 ba Direitus Umanus no Demokrasia iha Timor-Leste'; 454 downloads of the pilot edition of the textbook and 458 of the final edition of the textbook (173 in English, 208 in Tetum and 77 in Portuguese). These figures suggest a high level of interest in the project's outputs.

Akin to Global Campus best practice, the **project regards MA theses as important building-blocks of the HRC's research culture**. MA students from Timor-Leste benefitted from supervision (and a dedicated tutor) from APMA staff and produced theses on topics important to Timor-Leste's human rights and development challenges, including the country's strategic goals mentioned in the government's programme, as noted above. Presentations of MA theses made during the Dili Human Rights education week covered such topics as human rights issues in law enforcement agencies, gender, matters relating to the rights of indigenous people, and tourism and development. During the stakeholders meeting several IOs confirmed that thesis research could potentially serve as a basis for joint projects or the involvement of HRC-trained students in projects run by IOs in Timor-Leste. The potential for the HRC to be involved in human rights training for the Timorese police force was also mentioned. Overall, the evaluator found that there was interest from the development community in the MA theses completed by Timorese students on AMPA, which could become seed corns for collaboration.

The evaluator found that the project played a critical role in developing MA students' competencies in applied research and that **the supervisory and research expertise of APMA staff were crucial in this regard**.

The evaluation found HRC **research activities to be in the process of integrating with the GC's research agenda**. An example of this is the HRC's project '*Promoting Children's Rights Education at the National University of Timor-Leste*' which is aligned with the GC's established profile in the field of children's rights.¹⁶

According to data available, the **numbers and types of participants in events shows that there is consistent demand for HRC outputs and outreach** activities. During the evaluation period HRC ran eight 'human rights talks' with speakers from civil society, the GC alumni community, IOs and government bodies. Human rights talks marked significant international human rights days, including Zero Discrimination Day, International Mother Language Day and World Press Freedom Day and provided an opportunity for participants to reflect on human rights at global and national levels. During the reporting period 192 people participated in the human rights talks. Human rights and Cinema outreach events, which gel with the GC's established profile in this area, attracted 17 participants. HRC's 'occasional activities', which included Ambassadorial visits and a summer school attracted 136 participants. The slight dip in participation in some HRC's outreach activities during the 2021-2022 cycle compared to the previous one can be explained by Covid-19 limitations. The evaluation noted that the Fridays4CSOs proved to be one of the HRC's most well-attended activities, which demonstrates **the project's perceived relevance for**

¹⁵ <http://dx.doi.org/10.25330/1397>

¹⁶ <http://dx.doi.org/10.25330/1397>

young people and their desire to gain new knowledge and expertise to improve their skills for NGO work in the human rights, democracy and development sectors.

Events held during the Dili Human Rights education week showcased the project's research and engagement with users. A high-level panel on human rights held at the UN compound involved users from local law enforcement and prison authorities, which was **a demonstration of the breadth of stakeholder interested in the project and the perceived relevance of its research activities for key state institutions.**

Effectiveness

EQ 4 Effectiveness	Have the management structures at UNTL been effective?
Judgement Criterion 4.1	Structures and procedures have been developed that respond effectively to the task of setting-up and maintaining a human rights centre at UNTL.
Indicator 4.1a	Level of consensus amongst project partners towards management structures exists.
Indicator 4.1b	UNTL has managed to employ, train and retain staff with relevant expertise and competencies in the field of human rights.
Indicator 4.1c	Structures and procedures have facilitated UNTL's cooperation and integration with the GC Asia-Pacific programme and GC more generally.

As a **unique and unprecedented venture, the GC created a novel management structure**. The project was implemented by the GC's new Capacity Development Programme, which is an integral part of GC HQ, and APMA. The main implementing partner was the EUD.

The overall direction and day-to-day management were carried out by the Capacity Development Programme's project manager who is a graduate of one of the GC's coordinating universities, and previously worked as coordinator of the ERMA programme. The director of APMA, who is based at Mahidol university, was the main academic and implementation advisor to the project manager, as well as the focal point for the future integration of the UNTL-HRC within the Asia-Pacific network. The **combination of GC and APMA staff as the underpinnings of the management and strategic development of the project appeared to have ensured overall effectiveness and consistency**, despite a novel and at times challenging context.

APMA's regional expertise, long-standing experience and best practices were optimised. Senior APMA academic expertise on human rights in the wider Asia-Pacific region was important for the quality and effectiveness of the curriculum. Equally, the **project manager's experience of human rights education in transition and post-conflict contexts, as well as his competence in stakeholder engagement and team building contributed to the effectiveness of the project's implementation**.

For the first phase of the project, the project manager spent significant time at Mahidol university, which enabled the team to collaboratively determine the teaching curriculum and associated activities. Subsequent to this, the project manager was based full-time at UNTL. The evaluation confirmed that **having a project manager representing the GC 'on the ground' was necessary for the effectiveness of the project**, and especially for effective collaboration with UNTL leadership, staff training and developing stakeholder relations.

Good working relations appeared to be in place with UNTL leaders. The evaluation found that the HRC enjoyed a privileged position at UNTL, with direct access to the Rector, which helped facilitate the setting-up and maintenance of the centre (including a relatively stable internet connection).

The evaluator found the **management structure to be robust and resilient in the face of infrastructure issues** (which included floods), the effects of the Covid-19 pandemic and other unforeseen problems. **Management structures were sufficiently nimble to be able to alter the project's methodologies and pathways when needed**. For example, after scoping studies at the start of phase one, changes to the planned teaching curriculum were made to help ensure the integrity of the project and its relevance for UNTL. Later, the onset of the pandemic prompted the creation of blended-learning techniques (online, video and in-classroom), which meant that the training of UNTL professors could continue at pace. It is the evaluator's opinion that **the standard of instruction provided during the pandemic was good and comparable with that offered by many European universities at that time**.

There appeared to be a consensus amongst partners regarding basic management structures and that the procedures put in place for day-to-day running, teaching, outreach and research activities was effective, especially considering that the majority of the locally hired staff were completing their MAS, learning on the job and rapidly gathering new competencies all at the same time. At the time of the evaluation **relevant staff were in post at the HRC** (which currently includes three graduates from the APMA programme funded by the project). Staff working at HRC have postgraduate qualifications and also relevant civil society experience, which, the evaluator found, enhanced their credibility in the classroom and in exchanges with civil society and donors.

The evaluation **considered the efficiency of the HRC's hiring and staff development guidelines. It was not clear** if detailed job descriptions were in place and whether sufficient procedures had been created based on best practice for managing and appraising staff equitably.

The **effectiveness of the management structure and procedures was significantly bolstered by the culture of cooperation, trust and transparency that the GC fostered with UNTL** and other partners, including the UN and EUD. The project manager played a crucial role in this regard and was credited as such by several stakeholders and UNTL / HRC staff. The evaluator also concluded that the physical presence of the APMA director and GC Secretary General strengthened the project's reputation and visibility, and therefore boosted its effectiveness to deliver its mandate. The fact that the project was nationally visible and validated by the President and upper echelons of government, as well as important national NGOs, also contributed to effective management and the 'opening of doors'.

The evaluation found that the project's management structure, which also included UNTL's associate membership of APMA's steering committee, helped UNTL edge closer to the GC but did not guarantee the kind of future relationship noted in earlier programmatic documents. Moreover, **the evaluator did not get a full sense of how the momentum of furthering UNTL's association with APMA would be maintained** beyond the reporting period.

The evaluator understands that a coordination committee was established in 2022 as part of the management structure's adaptation in light of the handover to UNTL, which also involved the appointment of a new director. The evaluator understood that the process of appointing the new director was not fully transparent and that there was no formal application nor evaluation procedure, which is the opposite of best practice. At the same time, it became clear to the evaluator that informal practices and personal links matter regarding senior appointments in Timor-Leste, and that this was a necessary 'political' appointment which would help safeguard the HRC. The evaluator's interview with the new director suggested that his vision of the HRC aligned with that of the GC and UNTL.

EQ 5 Effectiveness	Has the project achieved the expected results and outcomes?
Judgement Criterion 5.1	The project has furthered human rights education in Timor-Leste.
Indicator 5.1a.	Education and training are of a high standard with relevance at national, regional and global levels.
Indicator 5.1b	The project has grown expertise at UNTL in human rights education across many faculties.
Indicator 5.1c	There has been effective collaboration concerning education between UNTL and the GC Asia-Pacific programme.
Indicator 5.1d	Effective monitoring and evaluation systems are in operation and based on best practice.

The evaluator found that the project achieved its expected results and outcomes despite a challenging context and a lower baseline than initially expected.

The project's **core objective of furthering human rights education in Timor-Leste was achieved by creating a significant cadre of university teachers at UNTL trained in human rights and a BA teaching curriculum, alongside research and outreach activities**

that speak to global, regional and national issues and challenges. Accordingly, as a direct result of the project, human rights education is now mandatory for all BA students at UNTL, which means that **every future graduate of the national university will be a direct beneficiary of the EIDHR-funded project.**

The transfer of GC / APMA best practices and research expertise facilitated the publishing of a unique textbook (based APMA's textbook and in the framework of Shape Sea). The textbook 'Our Human Rights, Our Future! An Introduction to Human Rights in Southeast Asia' was co-written by APMA, GC and HRC staff (with APMA's director as lead editor), together with CNC and the deputy Ombudsman. Published in English, Tetum and Portuguese the textbook is given to professors and retained in the HRC resource centre for students' use, it is also available online in the GC's digital repository.¹⁷ The book has specific chapters on relevant human rights issues and case studies on Southeast Asia and Timor-Leste, which also reflect several priorities in the government's development programme, and the EU action plan. The book is a good example of the optimisation of GC (APMA) best practice in student-centered learning in the context of capacity building. The book highlights gender, other cross-cutting issues and also intersectionality, which is highly relevant in Timor-Leste.

Interviews with GC leadership, NGOs and IOs endorsed the quality of teaching and confirmed that **young people completing the curriculum will have acquired both the knowledge and analytical skills to help them navigate human rights at various levels.** Another salient indicator of effectiveness was the high retention level of UNTL professors trained by the project who went on to implement human rights teaching. Data also confirmed a **good pass rate of BA students taking the courses, which indicates that knowledge and understanding of human rights were being effectively passed on to UNTL students.**

Monitoring procedures for training and teaching activities were in place at the HRC. The evaluator was furnished with ample evidence of attendance and participant feedback. However, it was **not clear if the kinds of evaluation and learning techniques needed to loop findings from feedback questionnaires back into programmatic reforms and adjustments were also in place,** and whether all HRC project staff have adequate monitoring and evaluation skills. Furthermore, **the evaluator found that some of the participant questionnaires were simplistic and repetitive in nature and therefore of limited utility.**

EQ6 (Effectiveness)	Have research and outreach been implemented effectively?
Judgement Criterion 6.1	A research culture and related outreach strategy in human rights is in operation.
Indicator 6.1a	Research training is embedded in teaching activities in human rights at UNTL.
Indicator 6.1b	Research activity amongst staff in the sphere of human rights is evident.
Indicator 6.1c	UNTL staff have access to and participate in GC research and outreach activities.

The project established the foundations of research culture and an effective outreach strategy in line with the project's aims and objectives, as already noted. Elements of GC best practices were used to good effect.

Research outputs were effectively achieved despite there being a lower-than-expected baseline at UNTL when the project started. The evaluator noted that in some areas **the original DoA overestimated local capacities, including the conditions of physical premises, scientific resources and the availability of staff to take on research roles in human rights.** APMA and the project manager therefore had to engage in fundamental capacity building and staff training, which continued into the current reporting period. As a result, and as confirmed during the fieldwork, **HRC staff have begun to contribute to publications and have taken active roles in outreach activities linked to their research.** Local research capacities are still 'in the making'.

¹⁷ <https://repository.gchumanrights.org/items/60cf69eb-dd61-40f3-87be-3694d7eb7e42>

The main research output that transpired during the reporting period was the edited volume on the effects of the Covid-19 pandemic on democracy in Timor-Leste, which is in the GC digital repository. **Being placed in the GC repository is a sign that HRC's research is effectively meeting GC standards.** The project made effective use of resources and research expertise available to produce the book which is relevant to the country and is also linked to GC and APMA research priorities on democracy.

The **well-stocked resource centre and reading room, alongside the provision of access to digital resources, created a physical and intellectual space that facilitated research.** HRC has also trained local NGOs in research skills in the context of its Fridays4CSOs, which, the evaluator ascertained was **an effective and low-cost way of helping local CSOs to develop their professional capacities.**

Timorese students received research training as APMA students and also profited from additional support and supervision in the preparation of their MA theses. It is the evaluator's understanding that there are some elements of research training as integral parts of the project's teaching and training curricula at UNTL, though knowledge acquisition remains the most important priority. As yet there appear to be only a few examples of HRC staff participating in wider GC research and outreach activities, though the new children's rights research project will facilitate more HRC-GC collaboration and exchange.

EQ7 (Effectiveness)	Is gender and other cross-cutting issues afforded sufficient prominence in activities?
Judgement Criterion 7.1	Gender mainstreaming is effectively promoted in academic, training, research and outreach activities. Other cross-cutting issues are effectively embedded in the work at UNTL.
Indicator 7.1a	Gender mainstreaming is emphasised in the HRC, curricula, research and outreach activities.
Indicator 7.1b	Cross-cutting issues are reflected in programmatic documents, curricula, research and outreach activities.

According to the evaluator's scrutiny **of the project's teaching and training activities gender and other cross-cutting themes feature quite prominently** and have been effectively implanted into the curriculum. For example, in the textbook there are chapters on women's human rights, children's rights, the rights of persons with disabilities and the environment and human rights. Elsewhere in the textbook democracy and indigenous peoples' rights are explored. The project's research outputs have also focused on cross-cutting themes. For example, the edited book on the effects of the pandemic on democracy contains a chapter on LGBTQIA+ and gender. The HRC's effectiveness at dealing with cross-cutting issues is also evident in its other outreach activities, including Human Rights talks, summer school and Fridays4CSOs.

The HRC's programmatic documents have cross-cutting dimensions and the recording of participation in events and teaching records takes note of the gender balance of both speakers and participants. HRC has also enacted policies for gender and anti-discrimination. A gender-based analysis of the situation at UNTL was carried out in the context of the initial needs assessment and an anti-discrimination policy was internally agreed upon and published by the HRC. The policy is also put into practice in the context of Fridays4CSOs events; where the HRC expects CSOs wanting to use HRC facilities to adhere and commit to its anti-discrimination principles.

Efficiency

EQ8 (Efficiency)	Has the project been implemented in a cost-effective manner?
Judgement Criterion 8.1	The project and its activities have been cost effective.
Indicator 8.1a	Available resources were used according to the budget and in line with planned activities. Project activities were analysed for cost-efficiency.
Indicator 8.1b	Funding has been sought / secured from other donors; co-funding has been efficiently leveraged.

The project was already subject to a recent financial audit and all aspects were found to be in order and exemplary, thus the current evaluation did not need to carry out an in-depth survey of financial issues.

The evaluation found the project to have been implemented in a cost-effective manner. The relationship between the number and quality of activities, the project's impact and outcomes achieved thus far, in relation to the amount of funding signalled that **the project represented very good value for money.**

The project's **human capacity-building role was cost-effective and efficient. The methods pursued by HRC will have short, medium and long-term effects and impact extending well beyond the current funding period.** By investing in the 'training of trainers' (21 UNTL professors during phase two (40 overall)) the project created a network of teachers knowledgeable about human rights and equipped with relevant teaching materials and methods which have already had a **direct trickledown effect on to all UNTL BA students.** In collaboration with UNTL the project inserted human rights education as a mandatory part of undergraduate courses at the university, as already noted.

The project also invested in physical infrastructure with UNTL to create dedicated premises on campus replete with a resource centre with 500+ books and access to digital resources, as already noted. This was a cost-effective investment and has made HRC a **hub for academic and CSO activities, as well as stakeholder interactions which emphasise the project's strong multiplier effects.**

Other no-extra / low-cost spill over effects were also observed by the evaluator. For example, HRC's regular human rights talks with stakeholders and Fridays4CSOs expanded the number of beneficiaries and show HRC's transformative effect on the human rights landscape in Timor-Leste (which is also in alignment with EUD and governmental strategies on civil society).

The project's **investment in the textbook is another example of cost-effective use of EIDHR funds.** The book draws from APMA's textbook in the framework of the Shape Sea initiative and utilises Timorese expertise to buttress local relevance. The book provides a basis for the training of trainers and for the use of students following the transversal courses and is complemented by dedicated digital learning resources created by the HRC, APMA and the GC. In sum, **investment in the textbook has had a 'good return' and will continue to underpin the continuation and expansion of human rights education at UNTL.**

The project manager established a methodology for implementing activities according to the intervention logic and timetable and feedback is routinely gathered from participants, as noted earlier. However, **it was unclear to the evaluator if qualitative indicators have been created to measure cost efficiency (and impact) of all activities and second, whether HRC staff (beyond the project manager) have the necessary skills to consider cost efficiency as part of monitoring and evaluation.**

The evaluation confirmed that Timor-Leste is a challenging environment to work in and the cost of living is very high, even compared with Western Europe. The evaluator noted that the costs

associated with the project manager's salary were relatively low in relation to the extensive responsibilities and remit of his job, and especially in comparison to the incomes and allowances of staff working in the development sector for international organisations.

The project gathered and effectively leveraged additional funding and in-kind support during the reporting period. This included research funds from the Right Livelihood foundation, the UN, USAID¹⁸, and the French Embassy.

Impact

EQ 9 (Impact)	Has the project achieved the level and type of Impact anticipated in its programmatic documents / intervention logic?
Judgement Criterion 9.1	The project has made a significant contribution to the promotion of human rights education.
Indicator 9.1a	Strengthening of human rights education at UNTL has occurred.
Indicator 9.1b	The project has contributed to the professional development of key groups in the sphere of human rights.
Indicator 9.1c	Participants apply the skills and knowledge acquired in the project to the promotion of human rights in Timor-Leste.
Indicator 9.1d	Project activities and outcomes further Timor-Leste's national development strategies.

The evaluation confirmed that the project had impacts on various levels; individuals, HRC, UNTL, APMA and the Global Campus, EU Action Plan and Timor-Leste's development and human rights strategies. The evaluator found **ample evidence and indicators of structural and transformative changes and impacts brought by the project on several of these levels.**

With regards to **high-quality human rights education the evaluation found that the project exceeded expectations and delivered impact via strong transformative changes** in four main ways. First, UNTL's entire suite of BA teaching programmes across all faculties were re-structured to include mandatory courses on human rights and democracy for all Batchelor students. As mentioned earlier, this means that all future graduates of UNTL will complete their tertiary education and enter the job market or postgraduate studies with a comprehensive understanding of human rights at international and national levels. Second, the project had a positive impact on the professional competencies of a significant number of UNTL professors, which has also created a transdisciplinary network of university teachers associated with the HRC. Third, the project created a unique physical and intellectual infrastructure for human rights education at UNTL from scratch and as a result the HRC's premises and its resource centre became a hub on campus. Fourth, the project's textbook had a positive impact on the quality of human rights education and its relevance to Timor-Leste. Published in three languages, it was the first teaching resource on human rights to be translated into Tetum and to include case studies on Timor-Leste. The textbook elevated the quality of teaching and because of its three languages it widened the scope of UNTL students and staff benefitting from activities.

Another impact indicator relates to the **project's transformative effects on local CSOs.** By working with newer and youth-led NGOs in particular, the project has helped strengthen local capacities and chiefly to help groups professionalise their operations and methods, which was also accomplished in the context of the HRC's Fridays4CSOs. HRC's transformative effects in this sphere were also found in the creation of local CSO networks, which previously did not exist. Through these activities, **the project furthered Timor-Leste's development strategies, which foresee a more active civil society sector able to engage with government,** as noted earlier.

¹⁸ USAID support was awarded for a research / editorial project.

A further indicator of impact is **the furthering of UNTL's internationalisation and quality assurance methods**, which came about via new partnerships with APMA universities (which includes ASEAN states) and especially Mahidol university and subsequent transfer of GC best practice. UNTL's membership of Shape Sea also furthered scope for regional cooperation. As mentioned earlier, tertiary sector internationalisation is a national priority. Additionally, the project elevated the quality of research at UNTL, which also feeds into Timor-Leste's strategy in the area of science.

Though the project had impact in several important areas, as noted above, the evaluator determined that insufficient time has elapsed to be able to identify with greater specificity if, for example, participants are applying the skills and knowledge acquired in the project to the promotion of human rights in Timor-Leste outside UNTL, or the extent to which HRC-trained CSOs and NGOs are actively shaping national policies and directly engaging with government authorities. To **study impact in the coming years information on graduate job destinations and monitoring procedures need to be set up by HRC.**

Coherence

EQ11 Coherence		Is there coherence between project activities and EU human rights strategies?
Judgement 11.1	Criterion	UNTL and GC have adopted effective measures to ensure coherence across a range of elements.
Indicator 11.1a		Coherence is emphasised in the governance procedures of the project and its intervention logic.
Indicator 11.1b		Training programmes, research and outreach activities incorporate the study of relevant EU policies and the actions of EU Member States, Timor-Leste development strategies, SDGs.

The **objectives of the project are strongly aligned with the EU human rights action plan (2020-2024) and with Timor-Leste's development goals**, as already noted. The evaluation found that this coherence was also reflected in the project's logical framework and its governance procedures.

The **project also coheres with the EU's country strategy** and especially under the line of action 'Protecting and Empowering Individuals' where it directly fulfils priority one: *human rights education - raising awareness about human rights amongst the Timorese population, with particular focus on youth*. Through its training and teaching activities the project also contributes to the realisation of priority two: *gender equality and women's empowerment*; priority three: *children* and priority five: *sexual orientation and gender identity (SOGI)*. It is also the case that the HRC coheres with the EU's line of action 'Building Resilient, Inclusive and Democratic Societies', and in particular priority six: *democratic foundations*. The extent to which the project and its outcomes cohered to the EU's human rights and democracy achievements were confirmed in the EU's Human Rights and Democracy Reports 2019 and 2020, where it was referred to as the **EU's flagship** in this area, as noted above. An interview with an EUD official corroborated these findings regarding coherence.

EU added-value

EQ12 (EU Added Value)	What is the added value of the project that can be attributable to EU support?
Judgement 12.1	EU support has been essential for the development and furthering of human rights education in Timor-Leste.
Indicator 12.1a	The establishment and strengthening of human rights education in Timor-Leste has advanced in quality and coverage because of EU support and predictable nature of funding.
Indicator 12.1b	EU support has enabled students and staff from various backgrounds and disciplines to gain access to human rights education, which otherwise would not have happened.

The evaluation confirmed that **EIDHR funding was essential for reaching the project's multiple achievements** and that without it a broad swathe of Timorese staff and students across multiple disciplines would not have had the opportunity to gain quality human rights education, nor would 'young' CSO's have been exposed to European best practice in capacity building. The evaluator also ascertained that without EU support, policy-relevant research and basic knowledge of the EU at UNTL would have remained negligible.

The main **added value of the project attributable to EU support** came in four ways. First, in **human and institutional capacity building at UNTL**, which created a unique intellectual and physical infrastructure at the country's only national university. Second, in the **establishment of inter-university research and teaching cooperation between local (UNTL), regional (APMA) and international (GC) levels**, which facilitated an exchange of best practice in ways that otherwise would not have been achieved. Third, **staff and student mobility opportunities were created for Timorese citizens**, schemes for which had previously not existed, at least not at this scale. Fourth, EU money made it possible for **talented Timorese to carry out postgraduate studies and to get a high quality and internationally recognised MA**.

Sustainability and ownership

EQ 10 Sustainability and ownership	Are effective plans and procedures in place to ensure sustainability and the development of ownership at UNTL and in the context of the GC Asia-Pacific programme?
Judgement 10.1	Evidence of progress towards achieving the sustainability / ownership of the project.
Indicator 10.1a	There is a sustained demand for the HRC.
Indicator 10.1b	Effective measures have been adopted to ensure sustainability in the context of the handover to UNTL and with regards to human resources and physical infrastructure, as well as financial sustainability.
Indicator 10.1c	Procedures and criteria are in place / being put in place at the GC level to facilitate UNTL's membership in the Asia-Pacific programme. There is an Action Plan in development in this regard.

As noted above, the HRC is going through a period of adjustment; EU funding arrangements will change, and the evaluator understood that no extra money will be forthcoming from INTPA. Meanwhile, the HRC has been handed over to UNTL, and a new director has been appointed. This implies a greater level of responsibility for staff at HRC (the GC project manager will no longer be on the ground in Timor-Leste). It also implies that UNTL leadership and administration will have to be more directly involved in assuring the continuation of HRC. At the same time and according to programmatic documents, UNTL should be advancing towards active participation in APMA and building on the fact that it is already an associate member of APMA's steering committee.

The evaluation found **evidence of sustained demand for project activities**. Strong demand for human rights education and other activities was evident across all domains (training, research and outreach). Stakeholders confirmed the project's unique role in installing human rights into the 'fabric' of UNTL and that there is a need to strengthen this. The evaluator also noted that Timor-Leste's development and human rights strategies depend on well-educated citizens aware of their human rights and committed to democracy, as well as an active civil society equipped to engage with government and determine the country's future.

As noted above, the project brought about significant transformative changes at UNTL, and the evaluation confirmed that **plans are in the pipeline to create further modules**. This will expand the numbers of staff and student beneficiaries of the project, and at the same time further UNTL's relationship with APMA (one of the GC's membership requirements is that universities offer postgraduate credit-based courses in human rights). At the same time, as already mentioned, it is not evident if local HRC staff have the requisite skills and experience to develop a further set of modules above and beyond what is being currently delivered.

Sufficient evidence was found during the evaluation that a new management structure had been created in light of the handover to UNTL. A new director and coordination committee are mandated to manage the HRC and to ensure that the achievements of phase two are consolidated and objectives continue to be met. UNTL confirmed the legal status of the HRC, and that its premises will remain solely for the HRC. HRC staff have also been awarded employment contracts which make them tenured staff members at UNTL. Furthermore, it was reported that the finance office at GC HQ will continue to supervise aspects of HRC's budget. These developments, suggest that HRC's sustainability at UNTL has a good footing and there is also a good sense of local ownership. At the same time, based on interviews with staff, **it was not clear if, after the departure of the GC project manager the day-to-day running of the HRC will be effective at sustaining the quality of the centre's activities as well as its strategic goals and managing of stakeholder relations**. Furthermore, the evaluator was informed that the new director will only stay in post for one year.

Financial viability is assured for 2023 through the Child's Rights project, which is based at GC HQ and receives funding for the Right Livelihood Foundation. UNTL has also taken on substantial costs, including the physical running costs of the centre and some staff costs. It appeared to the evaluator that beyond this period there is a potential resource gap. INTPA did not devote funding to HRC despite the clear importance of human rights education and the value for money achievements the current project has effectively delivered. The GC's leadership is actively pursuing funding possibilities.

One of the project's key goals was for UNTL to become an active participant in APMA; the former's associate membership in the latter's steering committee is an important step in this direction.

The evaluation found that the project had created strong links between UNTL and APMA, with the latter's leadership playing an important role in curriculum design and supervising the work of Timorese students during their MA studies, amongst other areas. The evaluation confirmed that UNTL's full membership of APMA is not achievable in the short term, nor is it perceived as desirable by all stakeholders. As is the case with all of the GC's regional MA programmes, APMA was built over time by established universities with strong profiles in postgraduate education and research in human rights, and as yet UNTL does not meet even the basic requirements for membership. Sustained and substantial capacity building is still needed to create the necessary conditions to consider this as an option.

It was the evaluator's understanding that **UNTL will become an 'Associate member' of APMA (and not just of the steering committee), which would be a novel status in the context of the GC and one that does not necessarily imply eventual full membership, but nor does it rule it out**. The evaluator understood that UNTL's associate membership implies a

continuation of staff exchanges for training (UNTL to APMA universities) and support for Timorese students to study for the APMA MA. At the time of the evaluation, it was apparent that one or perhaps two scholarships would be made available for Timorese students to study at APMA.

However, the evaluation also found that if APMA had to cover such costs from its existing portion of the GC budget, its capacity to run other core activities would be challenged. The evaluation recognised that Timorese students on the APMA programme tended to need extra supervision and additional support from APMA professors.

The evaluator understood that the project manager (now non-resident) and APMA's director will retain their responsibilities for steering UNTL towards APMA. Agreement has been reached on the next strategic steps for the future of the HRC, which include developing post-graduate activity, which is integrated into the vision and mission of the HRC. However, there is still an insufficient underlying notion of what UNTL's 'active participation' in APMA implies.

LESSONS LEARNED AND RECOMMENDATIONS

The main lessons and recommendations arising from this evaluation fall into six overlapping clusters; (a) GC/APMA integration and the 'big picture' (b) management issues (c) intervention logic and assumptions (d) research issues (e) teaching and training (f) coherence and alignment with policy.

(a) Integration and 'big' picture issues

The project strongly confirmed APMA's role as an effective network delivering excellence in human rights and democracy education relevant to the region. The project also confirmed the GC's defining role in pioneering the nexus between human rights education and development. At the same time, it revealed a lacuna with regards to how the GC's mission on 'strategic enlargement' is to be fulfilled.

Reality showed that APMA is not ready to consider absorbing a new partner university which has a nascent profile in human rights education, and UNTL is far from ready to meet even the basic requirements to become a member of the Global Campus. There also appears to be a resource gap concerning how a dynamic UNTL-APMA relationship will be funded. At the same time, the evaluation roundly confirms that much has been achieved and that there is a momentum to maintain, moreover, all stakeholders have signed up in good faith to the goal of UNTL becoming an 'active participant' in APMA. The chief lesson here concerns the absence of clear definitions of what 'active participation' and 'GC associate membership' actually mean in the context of UNTL-APMA relations, and the need for clarity in these respects. Linked to this is the ambiguity and lack of consensus concerning next steps which results from the absence of detailed GC/APMA membership criteria, an action plan (with resources) and realistic time frame suited to UNTL's situation and APMA's interests. Without these elements there is a risk that even if there is sufficient will from all sides, the project will be in limbo.

RECOMMENDATIONS

SPECIFIC

1. GC/APMA should prioritise supporting HRC staff to create and embed MA transversal courses at UNTL as a further step in meeting APMA membership requirements
2. UNTL should ensure that its own vision on relations with APMA is up to date and implemented.
3. GC/APMA should aim to include UNTL in some of its other activities, such as MOOCs, Global Classroom and blogs to nurture integration at no- / little extra cost.

GENERAL

1. Using the experience and lessons gathered in Timor-Leste, the GC's leadership should prepare the ground for creating 'accession criteria' and bespoke action plans for new universities to develop their relations with the GC. This should include conditions and milestones, as well as precise definitions and elaboration of key terms such as 'associate member' and 'active participation'.
2. Steps should be taken to make the remit and achievements of the capacity building programme more visible and mainstreamed across the GC network and its core activities, to create a wider sense of ownership.
3. GC should take the initiative to affirm and make more visible its role as a pioneer at the intersection of human rights education and development.

(b) Management

The results of the evaluation of the UNTL project confirmed that there is a strong need for the GC's capacity development programme. It also showed that having a project manager on the ground working in tandem with the head of a regional programme with a strong academic profile in human rights is a key ingredient for success. The evaluation confirmed that the project manager's strong presence at UNTL was essential given that the initial baseline in Timor-Leste was lower than originally anticipated and therefore several adjustments were needed that required a hands-on approach. This structure ensured that day-to-day running and problem-solving was efficient, GC academic best practice and quality assurance was used and also that activities at UNTL were linked to the region. The presence of the project manager in Timor-Leste, the senior back-up provided by AMPA's director and the direct line of communication both had with the GC's Secretary General also helped strengthen relations with UNTL's leadership and to build strong partnerships with important local stakeholders.

The appointment of the new director and creation of a coordination committee is part of the handover of the HRC to UNTL, which also implies that APMA and GC staff will have a considerably less hands-on approach to running the HRC. The new configuration also meant that the project manager will no longer be in Timor-Leste, leaving a potential competence gap. The key lessons here are: Whilst HRC is an established entity inside UNTL, it is still a new organisation staffed by relatively junior employees and is therefore still in need of nurturing by GC/APMA in those areas where the new director does not have sufficient competence or profile. Furthermore, there is a strong need to continue to train and create attractive conditions to retain project staff with relevant skills in human resource management, financial controlling and general office management to ensure continuity, efficiency and to make the place attractive and viable for future donors. A continuance of significant senior GC/APMA 'presence' is also a requisite for the effective delivery of relations with UNTL leadership and stakeholders.

RECOMMENDATIONS

SPECIFIC

1. The capacity building programme in cooperation with the HRC director should continue with training-needs analysis (TNA) of all HRC staff as a basis for setting up bespoke individual / group training activities to address the potential competence gap and in view of the limited tenure of the current director and need to find a replacement.
2. The capacity building programme manager will need to respond to the outcomes of the TNA and propose ongoing training activities and modes of verification. Relevant departments at GC HQ (such as finance, human resources, public relations etc.) could play a role here.

GENERAL

1. Future capacity building projects at universities should include a formal TNA with staff as part of scoping studies.
2. Also in the context of initial scoping studies future capacity building projects need to give full consideration (including financial consideration) to how much time the GC project manager will need to be on the ground in the target country or region.

(c) Intervention logic

The findings of the evaluation reinforced the value of having a clear and realistic intervention logic or similar framework to guide implementation. The intervention logic was important and contributed to effective decision making, for example when discrepancies emerged between the EU's understanding of the context in Timor-Leste and the results of project's own scoping studies, which revealed a lower-than-expected baseline. In this instance the intervention logic helped the team to collectively adjust and to find new pathways of delivery, which included adopting more of a 'handholding' approach towards local staff, English language support, a training of trainers'

methodology and a less ambitious plan regarding possible PhD training. Crucially, such changes reinforced the overall impact, relevance and effectiveness of the project. At the same time, the intervention logic (because of its fairly rigid nature as a methodology) did not fully capture all of the informal processes, causal effects and mechanisms that shaped the project's implementation. It was also noted that the project's monitoring, evaluation and learning (MEL) procedures were quite nascent, which is not unusual for a new project, but still critical to success. Not enough attention was given to indicators and methods of measurement for 'impact', for example.

Consequently, lessons include the following: An intervention logic is important especially when setting up a project, but the Timor-Leste experience shows that a Theory of Change (ToR) approach is a more nuanced normative framework and also more appropriate to the subject matter of human rights education. The project's initial ToC was presented in the book chapter 'When Human Rights Higher Education and Development Cooperation Intersect' and could form the basis of future GC capacity building projects. Second, projects should have adequate MEL procedures in place with indicators, judgement criteria and methods to loop findings from feedback into programmatic development.

RECOMMENDATIONS

SPECIFIC

1. APMA's lead and GC's project manager should set aside a working day with HRC to refine the project's Theory of Change, using the ideas developed by the evaluator at the start of this report. This should also give rise to better MEL procedures, and creation of dynamic indicators to measure impact (graduate destinations, CSO engagement with government, EU action plan, Timor-Leste's development priorities, alignment with ASEAN human rights etc.).

GENERAL

1. GC's capacity development programme should continue to refine its 'general' Theory of Change template making it adaptable to regional contexts and future projects with non-member states.
2. GC's capacity development programme should gain greater familiarity with relevant MEL procedures and apply them in the context of future capacity building projects.

(d) Research

The project demonstrated how GC/APMA expertise and capacities can kick-start research on human rights and democracy in a non-member university. The project also confirmed the importance of research that links the local with regional and global trends and is also policy relevant. In this respect, the evaluation found that confirmed that APMA and Mahidol university had played an important role in supporting UNTL's involvement in the regional 'Shape Sea' network.¹⁹

At the same time, the implementation of the project showed that local research capacities can be lower than anticipated, that research training does not come as standard in all academic cultures and also that the EU's understanding and expectations in capacity building projects do not necessarily map neatly on to reality. The project also confirmed that 'quick gains' with regards to research are unfeasible and that longer term investment is necessary to create a sustainable research culture. The main lesson here is that capacity building for research needs to be realistic and take account of the amount of time it takes to develop methodologies, carry out fresh research and write-up findings. Also, research training needs to be ongoing and should include English language support.

¹⁹ <https://www.shapesea.com/academic-networking-and-collaboration-anc/>

RECOMMENDATIONS**SPECIFIC**

1. Research on children's rights should continue to be prioritised as a means to enhance HRC's profile in this area which is also highly relevant to the country's development challenges. GC/APMA should retain close supervision of HRC's work and extend the possibility of joint publications, and co-written blogs with HRC staff to help boost their capacity.
2. APMA's support for UNTL's inclusion in the Shape Sea initiative is important and as far as possible should be continued and optimised.
3. The capacity development programme should inform GC researchers at GC HQ and across the network working on children's rights about HRC's research in this area and help HRC staff 'showcase' their findings amongst the GC as a whole.
4. Digital solutions / blended research training for HRC staff need to be found. GC should explore ways to 'piggy-back' on regional MAs research training modules.
5. Thought should be given to how local stakeholders can help Timorese APMA students to define their thesis topics, as a way of enhancing the relevance of theses and value to the country's development.

GENERAL

1. Future projects need to consider local research capacities and carry out scoping studies to ascertain the baseline, which needs to be factored into a ToC / intervention logic / feasibility discussion with donors.
2. If not already carried out, the GC's research director should be asked to help HRC draw up a realistic research / research dissemination plan and to identify ways in which research on Timor-Leste can be integrated into GC research activities.
3. GC leadership and directors of studies / regional programme leaders should start to think about collective and innovative ways of providing doctoral-level opportunities for HRC research staff but taking account of the relative inexperience of HRC staff.

(e) Teaching and training

The project confirmed high levels of appreciation of APMA by Timorese participants. The project was a tangible demonstration of the effective transfer of GC/APMA best practices and successful adaptation to local circumstances. Additionally, the project confirmed the essential nature of partnering with local bodies in the preparation of teaching materials and curriculum development to boost relevance and effectiveness. In the course of implementation, the project also made good use of digital technologies, which together with the textbook (based on APMA best practice), teaching materials and the resource centre ensured that training and teaching opportunities reached its beneficiaries, even during the pandemic. The prime lesson here is that a multi-pronged and integrated methodology combining the training of trainers, a dedicated textbook and transversal modules is an effective way of capacity building and guaranteeing pluri-disciplinarity and reaching people from different backgrounds. A second lesson is that teaching activities need to be accompanied by effective MEL procedures to ensure that participant feedback is looped back into development and revision processes.

RECOMMENDATIONS**SPECIFIC**

1. The project manager should work with the HRC director and staff to create quality assurance and MEL procedures for teaching activities. The GC's overall director of studies (person with oversight of all GC programmes, including APMA) should be consulted on GC best practice.
2. The project manager / APMA lead need to ensure that new MA transversal modules represent added value, that they enable students to develop specialisations and that forms of assessments are different to those used in the BA module.
3. Consideration should be given to the involvement of more non-academic lecturers, notably local UN and other development workers, as well as human rights defenders in the delivery of new MA modules.

GENERAL

1. Future capacity-building projects should consider the model of pluri-disciplinary transversal courses and a training of trainers' approach, as well as a textbook-based approach.

(f) Coherence and alignment

The evaluation found that the project was in coherence with the EU's human rights action plan, which was woven into the intervention logic and methodology. The project was also in alignment with Timor-Leste's own development strategies and human rights challenges. The main lessons here are that whilst coherence/alignment was palpable, measures and indicators need to be created (within an intervention logic / ToC) in order to gauge (and report on) the concrete ways in which the project furthered the EU's action plan and also how the project's results help realise Timor-Leste's development strategies. The second lesson highlights the effective way in which several GC best practices were transferred to Timor-Leste with very positive impacts, including an open-door policy for local NGOs, capacity building for civil society and effective stakeholder management and community building.

RECOMMENDATIONS**SPECIFIC**

1. Parts of the HRC's director / vice director's job should be to work with HRC staff and relevant stakeholders to formulate indicators, judgement criteria and measurement methods to be able to ascertain the specific ways in which HRC activities have policy impact; further the EU's action plan, meet the objectives and goals of Timor-Leste's development strategies and strengthen human rights in the country.

SOURCES

Programmatic documents

Invitation letter to establish a human rights centre at UNTL
 Description of Action - Annexe
 UNTL-GC Memorandum of Understanding
 UNTL-GC Curriculum revision, August 2022
 Project visual time chart (GANT chart)
 Participant feedback statistics – various
 Examples of feedback forms
 UNTL-HRC Summer School Curriculum
 Summer School Evaluation Report
 Records of summer school attendance
 Full list of students taking BA module and exam results
 UNTL-HRC Extracurricular Activities Report 2019-2022
 Details of Fridays4CSO events
 Full statistics on numbers of participants at outreach events, including gender breakdown.

EU Documents

EU Action Plan on Human Rights and Democracy 2020-2024
https://www.eeas.europa.eu/sites/default/files/eu_action_plan_on_human_rights_and_democracy_2020-2024.pdf

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