

Amnesty International

# **Final Evaluation of the Africa Human Rights Education Project (AHRE)**

Final report

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Evaluation conducted by

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## **Acknowledgements**

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## 1. Programme Identification Details

<b>GTF Number</b>	GTF 376
<b>Short Title of Programme</b>	Africa Human Rights Education Programme (AHRE)
<b>Name of Lead Institution</b>	Amnesty International
<b>Start date</b>	15.09.2008
<b>End date</b>	14.09.2012
<b>Amount of DFID Funding</b>	£3,148,728
<b>Brief Summary of Programme</b>	<p>Amnesty International's Africa Human Rights Education Project is a four-year programme to strengthen civil society's capacity to deliver locally relevant HRE, and to improve human rights for the most disadvantaged, by empowering marginalised communities to promote and defend their human rights.</p> <p>The project [will] delivers community-level human rights education in 10 countries across East and West Africa in partnership with 20 local organisations. Local partners [will] mobilise community level Human Rights Education Workers (project participants) and support them with resources to design and deliver a range of innovative human rights education projects (micro-projects). The project [will] anchor[s] a culture of human rights education within specific communities, enabling communities to identify how human rights relate to their lives, as well as [and] the role duty bearers [should] play in promoting and protecting those rights, ultimately improving human rights behaviour.</p>
<b>List all countries where activities have taken place</b>	Benin, Burkina Faso, Côte d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo, Uganda
<b>List all implementing partners in each country</b>	<p>Primary partners: Women in Law and Development in Africa (WILDAF Benin), Amnesty International Burkina Faso, Amnesty International Côte d'Ivoire, Maata-N-Tudu Association Ghana, Legal Resources Foundation Kenya, Amnesty International Mali, Amnesty International Senegal, Amnesty International Sierra Leone, Amnesty International Togo, East &amp; Horn of Africa Human Rights Education Project (EHAHRDP Uganda)</p> <p>Secondary partners: Amnesty International Benin, Groupe d'Etudes et de Recherches sur la Démocratie et le Développement Economique et Social (GERDES Burkina), Association des Femmes Juristes de Cote d'Ivoire (AFJCI), Amnesty International Ghana, Centre for Rights Education and Awareness (Kenya), Association pour Défense des Droits des Femmes (APDF) (Mali), Groupe Agora pour l'Education aux Droits de l'Enfant et a la Paix (GRA-REDEP) (Senegal), Centre for Democracy and Human Rights (CDHR) (Sierra Leone), CRIFF-GF2D (Togo), Agency for</p>

	Co-operation and Research in Development (ACORD) (Uganda)
<b>Target groups – wider beneficiaries</b>	<p><b>Communities and individuals directly benefiting from the HRE projects</b>  22,500 people will become aware of their human rights, empowered with information and understanding of how they relate to their lives / the relevance of human rights in their communities. The project has reached a wide range of communities: marginalised and poor communities, communities of people directly affected by human rights abuses, rural communities, people living in informal settlements, people who have had no previous access to HRE, people who have the capacity to effect change (i.e. tribal chiefs, journalists, lawyers and teachers).</p> <p><b>National Level Participants</b>  Partners will directly benefit from the project through on-going training, advice and support from AI. In total, the following will be involved and benefit:</p> <ul style="list-style-type: none"> <li>■ 10 project coordinators (national coordinators)</li> <li>■ 24 local human rights organisations</li> <li>■ 50 members of 10 partnership committees</li> </ul> <p>At least 20 local partners will have increased capacity to plan, coordinate and deliver locally relevant HRE</p> <p><b>HRE Workers</b>  A pool of HRE workers will be created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects. They are alternatively known as project participants.</p>
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## 2. Table of Contents

### Acknowledgements

1. Programme Identification Details.....	3
2. Table of Contents.....	5
3. Abbreviations/Acronyms.....	6
4. Executive Summary.....	7
5. Short Introduction to the Programme.....	10
6. Evaluation Methodology.....	13
7. Findings in Relation to Standard Review Criteria.....	15
a. Relevance.....	15
b. Impact.....	22
c. Efficiency.....	26
d. Effectiveness.....	30
e. Equity.....	42
f. Value for Money.....	43
g. Sustainability.....	44
h. Replicability.....	47
8. Innovation and Learning.....	49
9. Summary of Recommendations.....	54

### Annexes include:

- Achievement Rating Scale
- Terms of Reference
- Evaluation Schedule/timetable
- List of People Met
- Documents Consulted
- Case studies

### 3. List of Acronyms

AI:	Amnesty International
AHREP:	Africa Human Rights Education Project
CBO:	Community Based Organization
CI:	Côte d'Ivoire
CSO:	Civil Society Organization
DfID:	Department for International Development (UKAid)
ESCR:	Economic, Social and Cultural Rights
FGC:	Female Genital Cutting
FGM:	Female Genital Mutilation
GBV:	Gender Based Violence
GES:	Ghana Education Service
GPAF:	Global Poverty Action Fund
GTF:	Governance and Transparency Fund
HRE:	Human Rights Education
HRE Workers:	Individuals or CBOs delivering micro-projects (alternatively known as Project Participants)
ICM:	International Council Meeting
IGD:	Inter Generational Dialogue
IPU:	International Projects Unit (AI – International Secretariat)
IS:	International Secretariat (AI)
ISP:	Integrated Strategic Plan
LIU:	Learning and Impact Unit (AI – International Secretariat)
M&E:	Monitoring and Evaluation
MoU:	Memorandum of Understanding
NC:	National Coordinator
NGO:	Non-Governmental Organization
PMT:	Project Management Team (based in Dakar)
PC:	Partnership Committee
PP:	Project Participants (alternatively known as HRE Workers)
TOR:	Terms of Reference
TOT:	Training of Trainers
VAW:	Violence against Women

## 4. Executive Summary

### *Background to the project*

Amnesty International (AI) is implementing the Africa Human Rights Education Project (AHREP) in ten countries in East and West Africa using funding from the UK, namely the Governance and Transparency Fund (GTF) from DfID (Department for International Development). It is a four-year ongoing project that started in September 2008 and is due to end in September 2012. DfID is providing a grant in the amount of £3,148,725, and AI is providing additional funding.

AHREP's aim is to strengthen civil society's capacity to develop locally relevant HRE, and to improve human rights for the most disadvantaged. In the 10 countries, AHREP supports 50 members of the Partnership Committee (PC), 10 National Coordinators (NC), and 24 local human rights organizations, including AI, to educate and empower communities to promote and defend their human rights.

Over the four-year period, AHREP has worked successfully in these ten countries to carry out Human Rights Education with the aim to educate civil society and assist people in communities to transform their lives.

### *Methodology of the evaluation*

The final evaluation has been conducted between June and August 2012, by an evaluation team: one team leader, Tania Bernath; and an assistant, Amourlaye Toure. The purpose of the evaluation is to provide a clear sense of AHREP's achievements, as well as pinpoint any shortcomings. The evaluation focuses on the impact the project has had on the lives of the target groups in the ten different countries.

Visits were undertaken to 6 of the 10 project countries including: Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, and Senegal. The aim of the visits was to gain a sense of the overall project in each country, as well as the impact that micro-projects have had at the community level. To complement the fieldwork, a literature review of the project documents was conducted. Interviews with key AI staff in London, members of the Project Management Team (PMT), and NCs in Mali, Togo, Sierra Leone, and Uganda, were conducted over Skype and via email. Findings of the evaluation were presented at a Final Evaluation Review meeting in July 2012, held in Senegal.

### *Overall findings*

NCs and PC members from the 10 countries have been successful in mobilizing and building the capacity of a total of 151 Project Participants to design and deliver 89 innovative HRE micro-projects in 267 communities reaching approximately 125,000 people, far exceeding the original targets of 50 communities and 22,500 people.

### *Impact of the project*

The AHREP has had an enormous impact at both the individual and community level. Examples of some major achievements include: widows gaining access to their land and property; socially excluded women being reconciled with their communities after 20

years in exile; women's improved access to skilled health care; a decrease in violence within families and communities; FGM ceasing in some communities; increased number of girls going to school and being saved from early marriage; and increased reporting of human rights abuses to police and the courts.

### *Relevance*

Responsiveness and accountability are at the heart of the AHREP. Communities themselves identified the human rights issues to be addressed in the micro-projects. They became aware of the obligations that duty-bearers (government officials, traditional leaders, heads of family) must fulfill. The relevance of the micro-projects to a community's life is well reflected in the contents, targets, and methods used in HRE and at the community level. Recurring themes, revealed in many of the projects, are the discrimination that women and children face in rural African communities, and the gap that exists in local knowledge about the laws that protect people from discrimination. Discrimination and rights violations go hand in hand. As a result of discrimination, women suffer violence, have little access to inheritance and land, are denied education, and receive the worst, in terms of health services and housing. The bottom-up approach used by AHREP, of facilitating a process where people identify their own needs, has proved to be an important strategy. In many cases, it has helped to shift the power relationship in communities, to where rights holders are claiming their rights and duty bearers are being pressured to fulfill them.

### *Equity*

Equity has been well integrated in the AHREP as eighty per cent of the micro-projects deal with women and children's rights, and at least one micro-project per country deals with disproportionately disadvantaged groups. Some of these groups include disabled communities in Senegal, visually disabled groups in Mali, women accused of being witches in Burkina Faso, the Batwa community in Uganda, the Nubians in Kenya who are considered to be a stateless people, and widows in Ghana.

### *Innovation*

Highly innovative practices have been tried in the micro-projects that have successfully impacted communities. Many of these new methods and approaches are easily replicable, and can be tried in other communities, and even in other contexts. Some innovative approaches include: carrying out awareness-raising activities at bull fights in Kenya; engaging with well-known visually disabled musicians to educate their fans about human rights; and empowering traditional chiefs to serve as human rights defenders.

### *Sustainability*

At the community level, where the seeds of sustainability appear to have been sown: Project Participants were highly engaged and showed an admirable level of motivation and interest in the micro-project; beneficiaries understood the relevance of the micro-project on their lives; community decision makers, such as chiefs and government officials, have taken measures to build community structures that are supportive of human rights (for example, HRE clubs), and to apportion resources to ongoing HRE through community committees, community volunteers, and professional HR advocates.



### *In-country HRE networks and HRE materials*

In-country HRE networks, comprised of the Project Participants and led by the NC, have been developed in all ten countries, with some countries extending involvement to outside organizations. The members meet regularly to network and share ideas. However, it appears that significant work still needs to be done to ensure the viability and sustainability of the HRE network in each of the 10 countries. HRE materials, including promotional materials (t-shirts, calendars, pens, scarves, and notebooks) and educational material (such as legal text made simple, and booklets) have been developed, and are being utilized to complement the activities and methods in use in communities and schools.

### *Visibility of the project*

Significant effort has been made within AI, and by the PMT, to share the learning and the findings of the AHREP. This sharing has taken place at regional trainings; at workshops organized by the PMT; during review meetings that took place on an annual basis; in forums organized nationally; and between various countries, such as the ones held in Burkina Faso with Benin, Togo, and Mali; and virtually, on the Internet, through email, and Skype. A film about the overall project, a Facebook page, and a website has been developed, as a means of sharing the successes and challenges of this project with the wider AI movement, and internationally.

### *Links to Amnesty International*

In the last year, AHREP has been integrated into the Africa Regional Strategy within AI. All of AI's African work is incorporated into the strategy. The urgency now is for AI to ensure that HRE is budgeted and planned for in each of the countries so that in the next phase of the project AHREP will continue and be more closely aligned to AI's campaigning work.

### *Selected Key Recommendations*

Selected key recommendations include:

- Immediately develop an Africa-wide action plan laying out the range of options available for the next phase of the AHREP.
- Clarification on how government funded HRE, and AI supported campaigning and advocacy, can complement each other.
- By December 2012, institute status reviews, by country, with the involvement of PC, NC and Project Participants, to document successful outcomes and to clear up any unresolved issues (such as: NC compensation; under-spent funds; relations between the primary and secondary partner; and status of the implementation of the financial policy, and the status of the HRE Network).
- For the PMT to develop an overall project database to capture information on all projects comprehensively, including targets/goals reached, and approaches and methods used, with the aim to build a better overall understanding of successful tactics and results.

## **5. A short introduction to the project**

In 2007 the lessons learned from the EC funded AI West Africa Human Rights Education project implemented between 2003 and 2006 provided the impetus for developing the AHREP. Participatory consultations were carried out in all ten priority African countries (Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo, and Uganda) to identify the human rights needs and priorities relevant to the communities. It was determined that rural communities must be targeted, and the communities themselves must identify the human rights issues they wanted to address.

In 2007 the Africa Human Rights Education Project (AHREP) was approved for funding by DfID GTF, to be implemented between September 2008 and September 2012. The goal of AHREP is "to increase awareness and understanding of human rights and how human rights instruments can be used to improve people's lives in 10 countries across East and West Africa".

### *Management arrangements*

#### *International Secretariat*

AHREP started out as a project under the auspices of the AI Mobilization Programme (IMP), which is a part of the International Secretariat based in London. Over the four-year period, AHREP has also been under the Campaigns Cluster, and is now part of the Movement Building Directorate, another department within the International Secretariat. The PMT in Dakar works closely with the International Secretariat to manage reporting to DfID. The various departments within the International Secretariat include the International Projects Unit (IPU), the International Mobilization Program (IMP), the International HRE team, the Learning and Impact Unit (LIU) and the Activism Team. All departments have provided ongoing technical expertise to the AHREP.

#### *Project Management Team (PMT)*

The PMT in Dakar is responsible for the overall management and performance of the project, largely serving in an advisory role to the Partnership Committees and National Coordinators. There are four people on the PMT: the Project Manager, two Regional Project Coordinators, and a Regional Accountant. An Administrative Assistant supports the PMT.

The Project Manager is responsible for the overall project and the two Regional Project Coordinators are responsible for five countries each. One RPC is responsible for Burkina Faso, Mali, Senegal, Sierra Leone, Togo, and the other for Benin, Cote d'Ivoire (CI), Ghana, Kenya, Uganda. All members of the PMT are fluent in both French and English. The Regional Accountant provides overall support to all 10 countries.

#### *Partnership Committees*

In each country, the two partner organizations (primary partner and secondary partner), (and three in the case of Kenya), together with an external human rights education expert -- for a total of 5 people per organization -- make up the Partnership Committee (PC). The PC is responsible for the overall design, management, budgeting, and monitoring of

the AHREP. Together with the NC, they develop, implement and manage country specific approaches including the selection and supervision of Project Participants.

The members of the PC are not remunerated but are provided with allowances for travel and administrative costs. In addition, 8 per cent of the total budget for each country is allocated to the primary partner of the PC. These funds are used to contribute to their overhead costs.

AI sections are primary partners in six of the ten countries and secondary partners in three. There is no AI section in Uganda. When the project first started initially, in countries where AI was not the primary partner, it was considered that that section did not have the sufficient capacity to serve as the primary partner.

<b>Country</b>	<b>Primary partner</b>	<b>Secondary partner</b>
Benin	WILDAF	AI-Benin
Burkina Faso	AI-Burkina Faso	GERDES Burkina
Cote d'Ivoire	AI-CI	AFJCI
Ghana	Maata-N-Tudu	AI-Ghana
Kenya	Legal Resources Foundation	AI-Kenya CREAW
Mali	AI-Mali	APDF
Senegal	AI-Senegal	GRA-REDEP
Sierra Leone	AI-Sierra Leone	CDHR
Togo	AI-Togo	GF2 D
Uganda	EHAHRDP	ACORD

#### *National Coordinators*

In each country there is a National Coordinator (NC) who is contracted by the primary partner and remunerated under the AHREP. The NC is responsible for managing the project at the country level, and liaising with the Project Participants and providing them with relevant human rights training, tools, and materials. NC have been responsible for setting up HRE networks in each country, comprised of Project Participants and, in some cases, other members of civil society as well. The NC also interacts extensively with NCs from other countries to share ideas in order to enhance their own, and each others' projects. NCs report to the PMT through quarterly narrative reports, and monthly financial reports on activities.

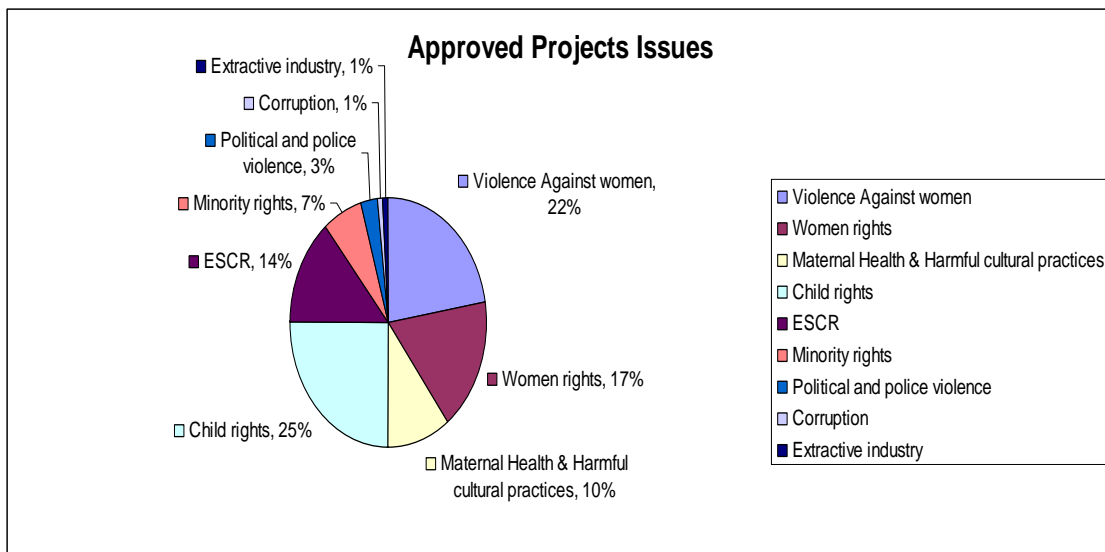
#### *Project Participants*

Project Participants are individuals who represent established non-governmental organizations (NGOs); community based organizations (CBOs); or are individuals working on their own. Some of the Project Participants come from organizations represented in the PC and include AI members. Other Project Participants come from a variety of organizations, both large and small, and play a variety of different roles within their various organizations, from Director to Project Officer. Some are paid by their organizations while others are voluntary activists. Project Participants are responsible for the design and implementation of the micro-projects, they are entirely voluntary and they

benefit only from the training and other capacity building activities.

### *Micro-projects*

There are a total of 89 micro-projects in 267 communities throughout the 10 countries. Micro-projects cover a wide array of human rights themes including women rights (violence against women, right to inheritance, right to health), children rights (early marriage, FGM, right to education, child labour), political violence, minority rights, and a range of economic, social, and cultural rights. See below for a breakdown of the types of projects, and see the annex for an overview of micro-projects by country and case studies. Micro-projects have been running for two years in two distinct phases: (one beginning in 2009/2010 and the other one from 2011) and will end in September 2012. The annual budget allocation for the implementation of the micro-projects was £15,000 during the first year and £30,000 in the second year. Although the amount allocated per country is fixed, it is at the discretion of the PC and NC as to how these funds are spent in terms of the actual activities.



## 6. Evaluation Methodology

The data collection methods used for the final evaluation included a literature review, self-assessment questionnaires, and qualitative research methods such as focus groups, participant observation, and individual and group semi-structured interviews.

*Literature review* involved relevant project documentation forwarded by the PMT in Dakar from AI overall, and from the country teams. A list of documents is included as an annex. The document review allowed for a thorough introduction to the project, its goal, objectives, expected outcomes and the status of its implementation.

*A mixed methods approach* including both qualitative and quantitative research methods were used. Qualitative research methods included individual and group interviews and focus group discussion. Persons consulted include NC, members of the PC at country level, Project Participants, the PMT in Dakar as well as AI staff in London. Some interviews were done over the phone. Quantitative methods included administering self-assessment questionnaires and the collection of quantitative information from project reports and presentations. Self-assessment questionnaires were sent to NCs in all the countries including those not visited during field trips (Togo, Mali, Uganda and Sierra Leone). The self-assessment questionnaire served as an interview guide (as was the case with the NCs in Uganda and Sierra Leone) or filled out (as was the case in Mali and Togo).

*Field visits* were undertaken to six countries including Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, and Senegal. During the field visits individual and group interviews were held with NC, Project Participants, PC members, and project beneficiaries in communities were held.

The evaluators also attended the *Final End of Project and Evaluation Review Meeting* that took place in Senegal in July 2012 and was attended by individuals from the country teams including the NC, a representative from the PC, 2-3 Project Participants from each of the 10 countries, key AI staff, and the PMT. This provided an opportunity to triangulate much of the information that was gathered in the field visits and from the literature review.

*Feedback and presentation of findings:* A presentation of initial findings by the evaluators was presented at the Final End of Project and Evaluation Review Meeting. This provided an opportunity for workshop participants to give verbal feedback during the session. Additionally, several copies of a draft report were provided to various AI staff members, NC, and PMT staff for feedback.

*Case studies* were developed for each of the ten countries. The development of case studies involved a variety of mediums. In Burkina Faso, Benin, CI, Ghana, Senegal, and Kenya, where field visits were undertaken, the focus of the case studies centered on information gathered from the micro-projects that were visited, from project documents including country presentations, and from interviews with the NC. For those countries that were not visited, information for the case studies was gathered through self-

assessment questionnaires, country presentations, and discussions with NC.

*Justification for which methods were used* The evaluation was carried out utilizing both quantitative and qualitative research methods. Qualitative research methods were used to understand the impact linked to programs aimed at long-term attitudinal and behavioral change. Semi-structured individual interviews of key stakeholders were the main form of data collection utilized in the evaluation. Additionally, while on the field visits, there were many opportunities to observe dramas and role-plays to understand the messages being provided to the community in their awareness-raising sessions.

Quantitative research data was collected via self-assessment questionnaires and completed by 5 countries (Burkina Faso, Mali, Sierra Leone, Togo, and Uganda).

The final evaluation works on the premise that social impacts can initially best be monitored by garnering peoples' personal testimonials where individuals are asked to recall specific learning experiences that resonated with them, and even transformed their lives in particular ways. Therefore the use of anecdotes and quotes are also used to form part of the analysis.

*Approach to analysis* Data gathered from interviews was typed up and the information was analyzed by being grouped together under common themes. Information gathered from project documents, including independent assessments, monitoring reports, and training reports, was used to triangulate the findings. Information gathered from the self-assessment questionnaires was tabulated, and comparisons made to the information that was collected on the field trips.

*Limitations of the evaluation* Time constraints were a major factor in carrying out the field research. Field visits lasted three days in each of the six countries. Significant traveling took place in country, to visit at least two of the micro-projects in each country and interview project staff. Another constraint was the language barrier, given the number and range of countries, and languages spoken in the six countries overall. This resulted in the reliance on translators for the majority of the interviews with project beneficiaries.

## **7. Findings in relation to standard review criteria**

### **a. Relevance**

According to DfID guidelines, relevance relates to the project's significance with respect to increasing voice, accountability, and responsiveness within the local context. It also refers to governance priorities at the local, national, and international level in relation to DfID's country assistance plans. This chapter also references the relevance of the project to the main implementer: Amnesty International.

#### *Definition and understanding of HRE*

AI defines HRE as “a deliberate participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.”

Using HRE is appropriate for overcoming voicelessness, and improving accountability and responsiveness within the local context. Overall, NCs agreed that HRE is a transformative process of reflection and critical analysis within a human rights framework. It begins the “awareness raising” process by providing human rights information, such as national legislation and policies, to populations using participatory methods such as community meetings, participatory theater, films, and community forums. The aim is to change behavior and attitudes and encourage rights' holders to claim their rights.

Discussions with NCs revealed some disparities in the extent to which they felt it was the role of the project to directly address human rights violations. NCs from Burkina Faso and Sierra Leone felt their role was to provide human rights information and guidance to Project Participants and project beneficiaries, allowing them to interpret and utilize that information. In Ghana, however, the NC felt it was her role to assist communities beyond just awareness-raising alone, by helping individuals redress specific human rights violations and assist communities to hold the government to account.

#### *The relevance of HRE to beneficiaries' needs*

##### *Initial needs assessments*

During the design phase of the project, needs assessments were done using participatory methods. Using participatory methods, when engaging with members of the community, ensured that the design of the micro-projects reflected community needs. The implementation, and the ongoing assessment of the micro-projects, has ensured that the content, methods, and targets are continually adapted ensuring that the project remains relevant to people's lives.

##### *Methods*

The HRE methods used within the micro-projects aimed at ensuring maximum participation among the project holders, delivering a “multiplier effect,” and ensuring that constant self-assessment was an inherently part of the project. The main tools and

methods of engagement employed in the micro-projects included community meetings<sup>1</sup>, training, training of trainers, films, participatory community theatre and workshops.

The following are examples of methods and strategies used to carry out the HRE:

*Women's rights training at a Community Durbar, Kulmanga, in northern Ghana*

In Ghana, trainings and workshops are often carried out at community *durbars*. A range of information on women's rights, from the impact of violations on women to the laws that protect women, are shared by local experts and Project Participants with representatives from all members of the community including chiefs, elders, religious leaders, men, women, youth and children. Following the presentations, women are asked to share their own stories.

*Community theatre to raise awareness about women's rights, Kaolack, Senegal*

Participatory theatre is used to convey messages about violence against women. Weekly in Kaolack, Senegal, people of all ages within the community are invited to a participatory theatre show. Actors deal with different women's rights issue using realistic scenarios to highlight abuses, and each week hundreds of people come from the community to the center of Kaolack to watch the plays that address these human rights issues. A common theme in these plays is domestic violence. The performance is followed by a discussion with the audience, led by a facilitator, about the human rights violations depicted in the play. Once the human rights violation is determined, through a series of question and answers, the facilitator then asks for a volunteer from the crowd to participate in the show. The volunteer re-enacts a scene in which the human rights violation is being addressed, and a woman successfully claims her rights. This process enables the audience to be a part of a participatory process, and to experience a situation where a woman's rights are respected. Human rights educators encourage entire families to watch the performance together as individual family members can remind each other of its messages back at home. Additional information provided during the theater show includes information about the range of legal, reproductive health, and psychosocial services available in the community for survivors of sexual and gender based violence. Seen as a deterrent, this information warns community members that women will seek redress if their rights are violated.

*Multipliers*

A key concept behind the project is the use of "multipliers." Multipliers are individuals who have been selected to use their work or position in society to teach and/or influence others. Training of Trainers (TOT) is the main approach used to train the multipliers. Project Participants have trained project beneficiaries as multipliers who are then encouraged to teach others, including family members and members of other communities dealing with similar human rights issues. The two examples below describe the multiplier effect. These are two examples used in Ghana and Sierra Leone respectively.

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<sup>1</sup> In the different countries a community meeting is called a Baraza, in Ghana, a Durbar, and etc.



*Each One, Teach One, Teach One*

A method being used by Child Rights Clubs called the “Each One, Teach One, Teach One” is being used in Ghana, as well as other countries. Each trained peer-educator trains another student, who in turn trains another, creating a multiplier effect, ensuring that skills and knowledge are continually passed on to others. In order to remember, and to encourage teaching at least one of their peers, students have created a song about this approach that is sung regularly during Club meetings.

*Human Rights Education Committees*

In Sierra Leone, Human Rights Committees (HRC) are set up in all the communities where micro-projects are being carried out. These HRCs have been trained in participatory methodologies with the aim that they will reach out to other communities to pass along the information and serve as a multiplier.

Although relying on information to be passed along by micro-project beneficiaries makes good sense and ensures value for money, there are a number of issues that need to be considered.

In Kenya, for example, there were excellent initiatives taking place in Kakemega, with the introduction of human rights clubs in schools where junior high school children carried out dramas on rape and defilement. In the drama, the survivor was encouraged and reported her case to the police. And while reporting rape cases to the police is an important message to send to communities in northwest Kenya, it is also critical that the messages geared towards rape survivors, include seeking out reproductive health care, psycho-social counseling, and ensuring that an advocate and/or a family member accompanies her to the police to report the case. That important step was omitted in the drama, as part of the message.

Specifically, there should be some form of quality control when using the multiplier effect to make sure that messages are passed along accurately. One idea might be through systematic monitoring, and feedback sessions, to ensure the right messages are communicated.

*Content*

The main HRE objective of micro-projects is to understand the content of the relevant laws and government policies linked to the range of rights dealt within the micro-projects (reproductive rights, right to education, inheritance rights, women’s rights, and children’s rights), and to understand the range of available mechanisms for redressing human rights violations in each country and context. Another aspect of the content of the HRE is the accumulated testimonies from those whose rights have been violated. These testimonies help deepen the understanding of the impact of the violation, on the survivor, when they are denied these rights.

A critical aspect to learning HRE is recognizing the gap between the tradition and customs that violate human rights, and the internationally recognized instruments and

national legislation that supersedes them. Utilizing the actual laws and the government policies, as guides to ensure that the community is receiving accurate information, is critical. This content is largely provided through the locally relevant HRE material that has been produced as part of the micro-project, and/or through local experts such as judges or lawyers in the community.

In some countries (such as in Senegal and Sierra Leone), Imams and Priests came out in defense of human rights by linking them to the Koran or Bible. Community members see that human rights' principles relate to the religious texts, a language that they know and understand. It was also very powerful for community members to witness their religious leaders talking about human rights.

### *Targets*

Individuals selected to participate in HRE activities varied across the projects. In some projects all members of the community were targeted, while in others, only the rights holders were targeted. There were many examples where micro-projects started out targeting one select group only to realize that it was necessary to target a different group to ensure maximum impact of the micro-project. In some instances, HRE is most effective when it targets all members of the community including women and children, their families, and community leaders such as chiefs and traditional leaders. In other instances, HRE may only need to target one or two select groups in the community to have an impact.

*Gaining access to land, in three communities: d'Akouho, d'Idéna et d'Oke-Odan in Benin*  
In Benin where women were trying to gain access to family property previously denied to them, it became necessary for the entire community to be involved in the micro-project for change to happen. At first, only the women were targeted for HRE to learn about their right to land. However, when these women tried to assert their rights they met a lot of resistance. It was only when the entire community became involved that change happened. Currently there are 12 active cases of inheritance claims being carried out by the affected women. To date, 4 have been settled, while 8 others are still being worked on, with chiefs showing a commitment to ensuring that women receive their rightful inheritance.

### **The link between HRE and campaigning and advocacy**

#### *Restrictions linked to receiving government funds*

AI accepts money from governments for HRE projects and relief only, under specific conditions. AI does not accept money from governments or political parties for research, fact finding, documentation, reporting or campaigning against human rights abuses. While some in AI favor a broad interpretation of the acceptance of government funding, others are concerned about preserving AI's independence and impartiality.

As there is a natural progression between HRE and advocacy, campaigning, and mobilization, it is not always clear at the micro-project level, where HRE stops and where campaigning and advocacy begins. In some instances, campaigning and advocacy have taken place spontaneously as it seems impossible to provide individuals with information

and knowledge about their human rights, and then not expect that they will act upon the information either individually, or at the community level.

Greater clarity on the use of government funds for programming will be helpful for AHREP's organizers as they seek funding for the next phase of the project. In that next stage, they hope to increase their focus on advocacy and campaigning. Additionally, because AHREP is closely aligned with AI and its Africa Regional Strategy on a strategic level, further clarification is needed to understand how government funded HRE, and AI supported campaigning and advocacy, can complement one another. Steps should be put in place to move in this direction immediately in order not to lose any of the momentum of the project.

#### *Linking AHREP with Amnesty International priorities*

AHREP is in line with the general spirit of AI's mission and the 2011-2015 Growth Strategy<sup>2</sup>. AI's overall Integrated Strategic Plan (ISP) places emphasis on the empowerment of rights holders, and the focus of the Demand Dignity campaign on poverty, and active participation. AI is clearly aligned with AHREP's objectives and goals.

AHREP is aligned with the work of AI sections in all of the countries except Uganda, where no AI entity exists. Goal 2 of the 2011-2015 Growth Strategy focuses on consolidating and growing AI's influence, activism, participation in the human rights community, as well as the fundraising potential in Amnesty International sections in Africa, Asia and Latin America.

Inherent to active participation is the involvement of the members of a community whose rights are being violated, giving them a role to advocate for their rights. As a crosscutting "key direction" in the ISP, active participation builds on the experiences of HRE projects that favor the empowerment and participation of rights-holders, and is also integral to the goals of the AHREP through the implementation of the micro-projects. Another goal of the Growth Strategy is to qualitatively measure impact. The AHREP has already begun to play a role. The most concrete example is through the Ghana Impact Assessment carried out by the LIU, IPU and PMT in Ghana in 2011<sup>3</sup>.

AHREP is also aligned with seven out of the twelve AI's strategic priorities between 2010-2015 (referred to in AI terminology as critical pathways) not only because HRE is part of each one of these projects, but because the overall theme of discrimination against women and children is a theme that is highlighted in all the country strategies, and is dealt with in the majority of the micro-projects. It is one of AI's strategic priorities in and of itself. However, despite all these natural synergies, AHREP, like other HRE projects being implemented by the International Secretariat, is seen as a stand-alone project<sup>4</sup>.

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<sup>2</sup> 2011-2015 Growth Strategy AI Index Org 30/001/2011

<sup>3</sup> Impact Assessment Case Study African Human Rights Education Micro-Project in Ghana AI Index ACT 70/002/2011.

<sup>4</sup> Review of AI's HRE Systems and Structures AI Index POL 32/012/2011

Although it is working with AI sections in 9 of the 10 countries, more needs to be done to ensure that AHREP is officially integrated into the Africa Programme's campaigning and advocacy work at the International Secretariat.

Efforts are being made to further develop these links. Currently the Africa Growth Strategy, which includes a focus on AI "moving closer to the ground," with plans to have three integrated regional offices in Africa: in Kenya, South Africa, and Senegal. HRE has been integrated into the HRE work overall. To date, the AI sections in Senegal, Cote d'Ivoire, Benin, Burkina Faso and Mali have already committed a percentage of their funds to be allocated to support the AHREP activities in country. These funds will be used to develop skills and knowledge in support of campaigning and advocacy work, and will serve as the first step in integrating AHREP with the broader work of AI at the country level.

In the next phase, AI sections that currently serve as secondary partners (AI Benin and AI Ghana) will become primary partners. The decision to make them primary partners makes sense, if the reasons that they were not chosen originally has been addressed. In the case of Benin the newly appointed executive director has been working closely with AI's IMT officer, based in Senegal, to strengthen the section. Conversations held with AI section staff in Benin have demonstrated great enthusiasm and commitment to the project. In the case of AI Ghana, although the section has gotten stronger, it makes less strategic sense, given that AI Ghana is based in Accra with little to no representation in the north of Ghana where all the micro-projects are being carried out, making that a much less strategic decision for the AI section to become a primary partner.

Additionally, as there is no AI section in Uganda, it was decided that if IPU is successful in securing further funding for AHREP, Uganda will not be included as part of the AHREP, as full integration of the work into AI would be too difficult to achieve. Kenya would be the only project country in East Africa that would be part of AHREP, leading to both a geographical imbalance and, arguably, an even greater cultural imbalance between the majority of Francophone countries, and the minority Anglophone countries.

It could also be argued that no section in Uganda should be seen as a reason for Uganda to be included in future programming, rather than be excluded. Additionally, given the proximity and good relations between the Kenya and Uganda teams, it might be argued that the Kenya section that will soon become part of the regional hub and could balance the lack of an AI structure in Uganda.

In the next phase of the AHREP, there are plans to include South Africa, Nigeria, and Zimbabwe although, for reasons of political sensitivity, DfID funding will not be sought for all of these countries. Even though, in Nigeria, there is no AI section present they will be included in AHREP because these are strategic priorities for the organization.

DfID's Global Poverty Action Fund<sup>5</sup>, from which AI is now seeking funds to continue the work of the AHREP, matches funds up to 75 per cent of the funding required, so at

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<sup>5</sup> A call for proposals is expected to be released in July 2012.

least 25 per cent of the funding will be sought from elsewhere, to support the non-HRE elements of the proposal. Closer alignment with AI strategies more broadly is critical to ensure that AHREP is in a position to continue HRE work, alongside campaigning and advocacy work. Therefore AHREP integration into the Africa Growth Strategy, and aligned with the strategic plans of the IS, as well as AI sections, is timely and will allow IPU to further fundraise.

#### *Linking AHREP to DfID priorities*

As per the DfID/AI proposal, the AHREP specifically relates to two characteristics for good governance highlighted in chapter 2 of the July 2006 White Paper, *Making governance work for the poor*. These characteristics are responsiveness and accountability.

DfID defines responsiveness as:

*Providing ways for people to say what they think and need with the view to ensure that an increased number of people are aware of and understand their rights and the role duty bearers should play in promoting and protecting those rights, and by increasing access to locally relevant information.*

Responsiveness is at the heart of the AHREP, in the sense that the communities themselves identified the human rights issues addressed in the micro-projects. Communities become aware of their human rights, and the role that the government or the duty bearers should play to address them, through access to locally relevant information.

Accountability offers citizens:

*Opportunities to check the laws and decisions made by government through informing key constituency groups of their rights, human rights mechanisms and the roles and responsibilities of duty bearers.*

The HRE being conducted through AHREP is teaching members of the community about their rights and responsibilities with the aim to support the most vulnerable members of society. Accountability also means:

*Encouraging a free media and freedom of association and providing journalists and community-based media with support, training and resources to develop their understanding of human rights.*

Micro-projects in Cote d'Ivoire, Benin, Burkina Faso, Senegal, and Kenya target journalists and the media to increase accountability on human rights issues.

Ghana, Kenya, Sierra Leone, and Uganda are DfID country priorities. During the course of the project, DfID representatives visited Ghana, Uganda and Sierra Leone, and engaged with National Coordinators. It seems that, in the countries where there is a DFID presence, some of the human rights issues that the micro-projects are dealing with fall in

line with DfID's country assistance plans. For example, micro-projects, focused on access to justice and maternal mortality in Sierra Leone, are in line with DfID priorities on the ground. For the last 5 years DfID has been funding an access to justice project and is supporting the Government of Sierra Leone in the provision of health care.

Given DfID's lack of presence in Benin, Burkina Faso, Cote d'Ivoire, Togo, or Mali there was no interaction with them at all.

## **b. Impact**

The main purpose of this evaluation is to understand the impact the AHREP has had on the lives of the target groups in the different countries. In order to effectively measure the impact of this project, the assessment must relate to the project goal of: "Improving human rights for the most disadvantaged by empowering communities in ten African countries to promote and defend their human rights."

### *Overall impact of the PC, Project Participants, and NC*

There was clear evidence that strengthening the capacity of the PC, NC, and Project Participants has had a direct impact on producing 89 locally relevant micro-projects in 267 communities. They have been equipped with human rights knowledge, skills, and tools to design, support, deliver and monitor micro-projects. This ensures that communities and individuals directly benefitting from HRE micro-projects, become aware of their human rights, and are empowered with information and understanding of how this knowledge relates to their lives and the relevance of human rights in their communities.

### *Impact on the staff of the Partnership Committee member organisations*

Strengthening the capacity of at least 20 local partners: to plan, coordinate and deliver locally relevant HRE is the first goal of the project. Staff from the partner agencies in Burkina Faso, Kenya, and Ghana said that the methods and strategies they had learned, from their involvement with AHREP, had radically changed their own approaches to the work of their organizations. In Ghana, the Director of the primary partner said that his involvement with AHREP had not only helped him on a personal level, but also helped him improve the project, aimed at supporting women's income generation schemes. His engagement with AHREP helped him to see that his project needed to pay much greater attention to power dynamics in the community, and engage with women more, to ensure that they were receiving what they were due as part of their project. In Kenya, discussions with one staff member from one of the partner agencies, revealed that what she learned from the micro-projects, about engagement with the police, had radically changed her own views on working with the police, and would impact the approach she planned to use with her organization in their work with the police. In Burkina Faso, a staff member of the partner organization said that he was applying the human rights information and the participatory methods, to help reduce the high rates of maternal mortality, through training community members, and he was finding that the approach being used was having a significant impact.

### *Impact on Project Participants*

The pool of 146 Project Participants have also been positively impacted by the project. Across the board, Project Participants stated that their involvement has had a profound impact on them both professionally and personally. The types of changes included: greater skills in implementing projects, self-confidence, greater levels of activism, ability to speak in front of large crowds, a deeper understanding of community power dynamics, and a better understanding of discrimination against women and children. Personally, many revealed that their involvement in the micro-projects had improved their own behavior towards their family, neighbors, co-workers, and friends. They attributed the change in their own behavior to increased human rights knowledge, the high level engagement they had with project beneficiaries, and improved communication skills.

One Project Participant from Cote d'Ivoire felt that her involvement with AHREP had really boosted her confidence. She said that, "*Due to the fact that we have such close contact with people, and are involved in training and capacity building, I have really improved my public speaking skills. I used to be terrified to speak in front of other people but now, I don't think twice about it.*" Another aspect of being involved in the micro-project that she really enjoyed was the team approach where there was a lot of feedback, and that exchanges of ideas and learning from one another was encouraged. She felt that using this more open and participatory approach made the project beneficiaries much more accountable to the whole process, that it was motivating for herself and for them, and that the micro-project would continue to run, even if she was not involved any more. Her plan now is to continue to use the tools, methods and strategies that she has learned, by being a part of the AHREP, in her own work.

Another Project Participant from Cote d'Ivoire who is a teacher said that the project has had a significant impact on how he treats his students now. He explained that: "*As a teacher, I used to remove students from class when they were not taking notes or when they had not done their exercises, and did not have their work done. Today, now that I understand the principles linked to the right to education better, I am more patient with my students, and have learned to understand my role in ensuring that my student's right to education is fulfilled. I completely changed my overall approach to my class, and have found another way to motivate them. I have also shared this information with the director of the school, and he has shared it with the other teachers on staff.*"

#### *Impact on Project beneficiaries*

To date, from all the information gathered from each of the projects it is estimated that 124,649 people in 267 communities are now aware of their human rights, and are empowered with information and understanding of how this information relates to their lives. These numbers exceed, by far, the 22,500 people in 50 communities originally projected. This newly empowered number includes: 31,879 women; 59,826 men; 59,480 youth; 486 teachers; 713 elders and community leaders; 249 people living with disabilities; and 16 journalists.

#### *Direct and indirect beneficiaries of the program*

The most direct beneficiaries of the micro-projects are the rights holders; they include women, children, the community-at-large, and women's and/or children's groups that

represent the interests of the rights holders. Another set of direct beneficiaries of the micro-projects are the gate keepers. They include those that hold the power in the community: the chiefs, the husbands, those who have been trained by the project as multipliers and/or those that provide a service to the community members, including Legal Literacy Volunteers (LLV), members of committees and rapid response teams.

The indirect beneficiaries are the secondary stakeholders. They include family members of the direct beneficiaries, government officials such as health staff and police who have some indirect link to the micro-projects, and other communities not directly targeted by the program but that have some links to it.

There is clear evidence that the micro-projects have had a positive impact on the lives of both direct and indirect beneficiaries. Some of the positive impacts on direct beneficiaries (such as the women and children) include: a greater ability to make decisions in their own lives around their reproduction; children being listened to in community or at school; girls doing better in school; greater retention; and increased self-confidence. Some of the indirect beneficiaries for instance: men report having a better understanding of how their own behavior impacts on the family; better communication and support for their wives; and also encouragement of their children going to school. There are also reports that communication within the family has improved, especially among husbands and wives, and parents and their children.

At the community level, the approaches used have been especially effective in challenging traditional and cultural attitudes and beliefs that discriminate against women and girls. Some of these changes include: rape becoming a community responsibility to report to the police; communities becoming involved in ensuring that women's overall access to health care is assured with the view to prevent maternal mortality; improved relations between the police and the community; and health care professionals getting involved at the community level to ensure that women come to the health care center, to name just a few.

For example in Cote d'Ivoire, as a result of the micro-project, there was a radical change in the way the community treated rape cases. Prior to the intervention, rape cases were dealt with within the family, and rarely reported to the police. However, as a result of the micro-project, the community has begun to take more responsibility to ensure that cases are reported to the police. Rape has become a community concern rather than something that women – the victims of the crime – are ashamed about. Since the project started in 2009, 14 cases of rape have been reported to the police, showing a significant increase from when the project started.

The findings described above are consistent with the findings of the Ghana Impact Assessment Study. One of the micro-projects assessed during the study promoted the rights of women and girls, and was implemented through the Federation of Women Lawyers in a community in the north of Ghana. It found that the key changes in the micro-project were linked to a change in societal attitudes towards women, a decrease in domestic violence, increased levels of confidence and greater participation of women in



community meetings, increased enrolment of children in schools, and women's greater access to land. The micro-project found that some of the key factors behind the change were linked to the level of ownership the community found they had for the micro-project, and the initiatives taken to improve communication between men and women.

#### *Impact on key decision-makers as agents of change*

Using key decision makers in the community such as chiefs, government officials, journalists, and teachers as agents of change, is a powerful strategy of the project.

One of the Imams from Rollo in Burkina Faso spoke about how learning about the family code, and inheritance rights, helped bring peace to his community. In the past, imposing an unjust tradition that discriminated against women and children often resulted in conflict in the family. However, imposing the law, seen as a fair law by community members, helped them to see that they were equal before the law, and this brought peace instead of conflict. In another example in Bousse, Burkina Faso, the chief of the community, very active in the micro-project that is addressing discrimination and violence against women accused of being witches, is playing a major role in challenging cultural beliefs, and is helping to reconcile these women with their communities.

Another good example is a journalist from Cote d'Ivoire who learned about economic, social, and cultural rights through the micro-project being carried out, by the organization LIDHO in Abidjan, the capital city of Cote d'Ivoire, began to look at these types of issues in a different way. She started writing stories about a person's right to health, education and housing, issues rarely dealt with by journalists, or in the media at all, in Cote d'Ivoire. As a result of her interest in the topic, the Editor of the newspaper asked her to investigate and write more such articles, enabling her to use her skills as a journalist to raise human rights concerns, and bring this information to the wider community.

#### *Impact on Amnesty International*

AI defines project impact as: "the extent to which a project or programme contributes to significant changes – positive or negative, expected or unexpected – in the lives of people and communities."

In line with AI's theory of change<sup>6</sup> the primary focus of the AHREP are: people in marginalized and poor communities; communities directly affected by human rights abuses; rural communities; people living in informal settlements; as well as, the people in these communities that have the capacity to effect change, including tribal chiefs, journalists, lawyers, and teachers.

As reflected in the above examples, AI's theory of change puts the individual at the heart of AI's work, and not as a passive being in the change process. Instead, critical to the process is recognizing the individual's agency as a critical factor in the change process. AI's interventions are directed ultimately at achieving change for individuals, but not all do so by focusing directly on the individuals. Much of AI's work focuses on influencing the actions of those who have the power to act in ways that impacts the lives of the

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<sup>6</sup> Amnesty International's Theory of Change POL 50/010/2008

primary beneficiaries: through changing public policies, changing accountability, and changes in activism and mobilization of human rights.

AHREP as a whole has had a huge impact on AI as an organization. Unanimously, interviews carried out in the field highlighted that AHREP has provided a new, more relevant identity for AI. As a result of the shift from working on political and civil rights to working on economic, social, and cultural rights, the latter are generally seen as more relevant in Africa. The bottom-up participatory approach has also been very popular amongst the AI sections and structures.

### **c. Efficiency**

Efficiency relates to how economically resource inputs (such as funds, time and expertise) have been turned into outputs and results. Value for money assesses whether the same results and quality could have been achieved for a lesser amount of money.

#### *Funding and achievement of results*

When AHREP was conceptualized, the original intention was for the project to be fully funded by DfID for the total amount of £3,148,725. However, due to unforeseen increases in costs, AI has had to provide additional funding. The additional funding was allocated to top up salaries of the PMT, following an overall review of salaries carried out by AI, that resulted in a significant increase in salaries between when the budget was put together and the start of the project. Additionally, a Regional Accountant was hired, in response to the need for strong financial tracking and reporting of the AHREP. Funds were also allocated for a series of international and regional meetings, despite that within AI there had been a consensus that these meetings were unlikely to be cost effective enough to add value to the project.

Throughout the four year period it is estimated that five departments from AI in London have provided support: the International Projects Unit (IPU); the Finance Programme; the International Human Rights Education Team (I.S. HRE Team); the Africa Regional Programme; and the Learning and Impact Unit (LIU). An example of how they assisted is LIU's supporting the design and implementation of monitoring and evaluation plans, and the training project staff and participants in M&E. While this was an additional cost, and difficult to quantify in GB£, it has increased the efficiency and effectiveness of the micro-projects overall.

The IS HRE team has also provided expert HRE capacity building support to the PMT, the PC, the NC and Project Participants, particularly on using participatory methodologies and tools for HRE. The IS HRE Team has also supplied a Toolkit for Monitoring and Evaluation of HRE, and has offered support in the areas of communications and network development and support. Overwhelmingly, NC has stated that these trainings and support have helped them develop technical HRE skills to keep their projects on track.

IPU has provided expert grant management, fundraising, and capacity building support to the PMT, the PC, NC and Project Participants. This support has been invaluable to

improving the efficiency of the PMT in particular, but also in ensuring the long-term sustainability of the programme's outputs, by providing capacity building that will assist in increasing self-sufficiency and efficiency.

#### *Financial and other potential risks to the project*

The Regional Accountant has conducted financial operational reviews in all countries to make sure that financial procedures are robust and on track. Further, the Regional Accountant has provided financial management training as well as a financial and accounting manual. Both are intended to support the NC and Projection Participants who lack in-depth financial and managerial experience.

The deployment of the Regional Accountant, to work as part of the PMT, has been extremely efficient. This deployment has helped to eliminate financial risks to the project, including the potential for the mismanagement of project funds (e.g. over/under spending funds) within the micro-projects by helping Project Participants to keep track of their project expenses. While no common manual of procedures was developed at the start of the project, half way into the project the PMT saw the need to develop guidelines to improve financial management. It has been shown that without this guidance it was difficult to maintain good financial records.

Mali, Benin, Burkina Faso, Cote d'Ivoire, and Uganda adopted the guidelines, which has helped to keep their finances on track. However, without a penalty in place and due to a lack of leadership from the primary partner, these guidelines were not adopted by the five remaining countries, which resulted in an inability to maintain consistent financial records. Although efforts were made by the Regional Accountant to address this omission through training and capacity building, it also required leadership and political will from the partner organizations and that was sorely lacking in some for full implementation.

Despite the efforts of the Regional Accountant and the guidelines developed to assist on finances, spending and tracking expenses remained a major challenge throughout the course of the project.

There has been significant under spending on a number of budget lines and although NC have the ability, and the authority, to transfer up to 10 per cent of funds between budget lines, few have done this. A greater sense of ownership of budgets by NC would have assisted with this.

As a result of the national crisis in Cote d'Ivoire, banks were closed for an extended period. This was a major factor that prevented the micro-projects in Cote d'Ivoire from continuing. In response, a financial risk management crisis policy was devised which highlighted procedures to follow before, during and after banks stop their operations. Mali, which suffered a political crisis, was also impacted in this way.

#### *Spending patterns*

In the first round of micro-projects there was a total annual budget of £15,000 per country to implement the micro-projects. In the second round this amount was increased to £30,000 per country. In total in the first round, there were 88 micro-projects, and in the second round there were 89, with 6 to 14 micro-projects per country. Due to the recognition by the PMT, and a recommendation made in the Mid-Term Review (MTR), it was decided that micro-projects from the first round would be encouraged to reapply for the second round rather than develop a whole new set of micro-projects. This made both good economic sense, and also ensured that there would be a likelihood of greater impact. This was also an efficient use of human resources, as it helped to consolidate the skills of beneficiaries in self-assessment and designing their own micro-projects for the second round.

In the third and fourth years of AHREP, spending patterns shifted from a dominance of set up and management costs to providing training and support to Project Participants, and the development of HRE materials. Of the 2010-2011 financial year overall budget of £673,550, approximately £208,000 was allocated to training and support for project participants, and £75,615.90 to the development of HRE materials. Likewise, in the 2011-2012 financial year, of an overall budget of £1,082,820, training and support to Project Participants accounted to approximately half (£510,144), and funds for HRE materials doubled from the previous year to £154,604. These spending patterns demonstrate effective financial planning and a sound rationale. At the time of writing, the final quarterly claim has been submitted and the project is projected to utilize all the remaining funds. This would indicate that the project has been well managed financially.

#### *Project Management Issues*

During the start-up phase of the project, IPU played a [fairly] significant role managing the AHREP, largely due to the fact that the PMT was not fully staffed until all the recruitments were finalized in October 2009. Prior to 2009 an International Projects Advisor within IPU was job-sharing the AHREP Project Manager role with one of the Regional Project Coordinators, and was very involved in setting up the entire project.

Once it was fully staffed, the PMT in Dakar took on full responsibility for managing and advising on the AHREP. IPU has remained in close contact with the PMT largely providing a link between DfID and AHREP with regard to reporting requirements.

#### *Project Management Team*

It is clearly evident from conversations with the NC and PC members, as well as with staff members of the International Secretariat, that AHREP is well managed and has enjoyed significant continuity in staffing as the four members of the PMT have remained in place throughout the life of the project. The PMT manages, supports and plays an advisory role through monitoring trips which it undertakes one to two times per year to each country, by providing training support, hosting annual planning meetings, and supporting the teams via telephone, Skype, and emails with NC and PC members in all ten countries. The PMT also interfaces directly with Project Participants while on field trips, and in the annual review meetings where they are represented.

Initially some NC and members of the PC found the role of the PMT unclear, with initial confusion about whether they were supposed to be managing or acting in an advisory capacity. This was especially confusing at first, in the countries where the PCs were less functional and did not fully grasp their own roles, and often looked to the PMT for direction.

The reporting on the project was largely the responsibility of the PMT who also worked closely with IPU to provide annual reports to DfID. These reports provided comprehensive information about the project, including stories of change, demonstrating constant effort to showcase the type and level of impact of the project. The PMT have also written three-monthly reports, country trip reports, and partner assessment reports throughout the course of the project, contributing to the significant reportage on the project overall. The PMT has devised an overall regional communication strategy to establish and coordinate online and offline communication tools, including the creation of a website, presence on social networks, and promoting online exchanges and dialogue for the visibility of the project. These communications aim to provide a framework for the 10 countries in terms of their own communication strategies by country.

#### *Partnership Committee*

Although the PC is a good idea conceptually, in practice it has not worked well in every country. Where it has worked well, it has much to do with the personalities involved and the general desire to make it work. In countries where it has been more challenging, the problems are linked to power struggles between the two partners, poor communication, differing organizational cultures of the two partners, and a lack of understanding of the expectations of each partners' roles. Although MOUs clearly lay out the roles and responsibilities, and were developed in each country among and between all the partners involved, there seemed to be significant confusion about the different roles and responsibilities of all partners, right up until the end of the project.

This confusion often resulted in having to call in the PMT from Dakar only to refer the PC back to their own MOU for guidance. One major challenge has been how partners have allocated their overhead costs. In one country overhead costs have been split evenly between the two partners. In the others, the primary partner has taken the full amount of the overhead costs, which, in some instances, has been disempowering for the secondary partners. Greater efforts need to be made to come up with a working solution as to how to share costs which does not result in a situation that is disempowering to one of the partners.

Working relationships between NC and PC vary significantly from one country to the next. In countries where the relationship is working well, NC routinely involve PC members, or a staff member of one of the organizations on the PC, in micro-project monitoring visits. In others, this is not regularly practiced, leaving the PC with little engagement in the micro-projects. In general joint monitoring visits which include members of the PC make sense from both a cost effectiveness and efficiency point of view.

In countries where the PCs do not function well, (either due to poor relations between the primary and secondary partners, or poor relations between NC and the PCs) efforts should be made internally to understand the issues at first, and then to come up with solutions to these issues. In the cases where no solution can be found there should be involvement from the PMT to assist in sorting out problems, to ensure that there is no negative impact on the overall project in the various countries. In essence, the PMT should serve as a court of last resort.

#### *National Coordinators*

It is the responsibility of the PMT and the PC to recruit NCs. Overall the NCs have remained relatively consistent throughout the course of the project. NCs from Sierra Leone, Senegal, Burkina Faso, CI, Mali, Ghana, and Togo have remained in their positions since the start of the project. However, there have been four in Kenya, and two each in Uganda and Benin. The turnovers have largely been due to better opportunities arising, but in one case, it was due to misunderstandings with regard to the management of micro-project and the relationship with the PC.

The skills and experience of the NCs vary quite significantly from one country to the next. Some are new to Amnesty International while others are familiar with it, and have worked with the organization prior to AHREP. For instance, the NCs from Mali and Burkina Faso were engaged with the work of the AI sections prior to the start of the project. Additionally, in terms of overall experience of the NCs, some have many years of work experience while others are in the early stages of their career.

#### *Project Participants*

There were a total of 146 Project Participants. In the planning, a total of 15 Project Participants were allocated to each country. In some countries this averaged out to be two per micro-project while in others it was only one. In cases where there were two Project Participants to one micro-project, this helped ensure there was continuity in the project if one person left. For instance, in Burkina Faso at the start of the micro-project, there were 18 Project Participants. Two of them died in 2010 and another participant left the project. This left 15 Project Participants in total, with 6 of the micro-projects having 2 Project Participants each, and 3 micro-projects with only 1 Project Participant.

#### **d. Effectiveness**

The effectiveness of the AHREP is assessed by considering the achievement of intended outputs and results, in relation to the targets and indicators presented in the logical framework of the AHREP.

The overall project goal is to increase awareness and understanding of human rights, and to demonstrate how human rights instruments can be used to improve people's lives in 10 countries across East and West Africa. The overall project purpose of the project is for “Civil society to be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate human rights issues that they face.”

The project outputs were developed with the aim of achieving the following:

- Strengthen the capacity of at least 20 local partners (2 x 10 countries) to plan, coordinate and deliver locally relevant HRE.
- Create a pool of 150 HRE workers (15 x 10 countries) and CBOs, and equip them with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects.
- Increase the number of people (22,500 = 150 x 50 people x 3 years) who are aware of their human rights, and are empowered with information and understanding of how that information relates to their lives.
- Empower people living in at least 50 communities to identify local human rights issues, know how these issues correspond to human rights instruments, and the relevance of human rights in their communities.
- Improve the quality of national and community HRE through better coordination, networking and skill sharing.
- Improve the quality of national and community HRE through access to more relevant training, and awareness-raising materials and tools.

Significant progress has been made on the project since July 2010 when the external Mid-Term Review (MTR) was carried out. The April 2011 to March 2012 annual report, submitted to the donor in June 2012, accurately highlights that all the outputs are considered to be fully achieved and/or are largely achieved. This means the project's objective and the outputs were realistic and achievable and, in some instances, have far exceeded expectations.

**Output 1**  
**Strengthening the capacity of at least 20 local partners (2 x 10 countries) to plan, coordinate, and deliver locally relevant HRE.**

This output was fully achieved quite early on in the project. Beginning in the early stages and throughout the micro-project planning process, PCs and NCs have participated in and benefited from training and capacity building in relation to financial monitoring, tracking and reporting, and participatory monitoring and evaluation. They have benefited from direct field support from the PMT, and LIU, IPU, the HRE team, and IMP. Given how critical it has been to build the capacity of partners to deliver locally relevant HRE, it makes sense that this aspect was given significant attention and achieved in the early stages of the project. The list of training events is indicated in the table below.

**PMT Support to Projects**

<b>Type of training</b>	<b>Participants</b>	<b>Location</b>	<b>Date</b>
Induction meeting for partners and National Coordinators	National Coordinators and Partnership Committee members	Dakar, Senegal	March 2009
Induction meeting for Project Participants	Project Participants and National Coordinators	Abidjan, CI	July 2009
Planning review, training and network meeting for Project	Project Participants, National Coordinators and Partnership Committee Members	National Meetings in each	Bi-Annually

Participants		of the 10 countries	
Planning review training and network meeting for National Coordinators	National Coordinators	Regional Meeting	Annually
Mid-Term Review planning, training, and network meeting	National Coordinators, Partnership Committee Members, Project Participants, AI Staff	Lomé, Togo	March 2011
Overall End of Programme Review	National Coordinators, Partnership Committee Members, Project Participants, AI staff	Saly, Senegal	July 2012

**Coherent, coordinated, informed and quality country level plans to enable the delivery of human rights education projects targeting locally relevant human rights issues (through selected agents of change and key target constituencies).**

Over the project period, baseline assessments were carried out, national strategic plans were developed for each of the countries, and a range of human rights issues were identified by communities, and dealt with in a total of 267 communities in 10 countries across East and West Africa. In most countries there were linkages between what was identified in the national strategic plans and the range of human rights issues dealt with in the micro-projects, including a focus on women and children’s rights’ issues [to a large degree].

In the early stages of the project there were significant delays in approving the first round of micro-projects, which highlighted that more training and capacity building of Project Participants was needed. This was subsequently carried out for the second round resulting in a significantly smoother process overall.

**Amalgamation of HRE experience, and expertise of representatives, on a national level (human rights organizations, experts and networks guide HRE complementary planning in each country).**

In each PC, there is an HRE expert whose main job is to provide strategic direction and feedback on HRE issues. Additionally, a key criterion for the selection of the National Coordinators was their knowledge and understanding of HRE. Networking with other HRE organizations by the NCs and PCs has resulted in links with UN agencies, NGOs, and the like.

Overall the level of involvement of the HRE expert in the PC was different in all of the countries. In some countries this position was never filled, while in others the HRE expert participated in regular meetings or in monitoring visits, giving them an opportunity to use their technical expertise in the projects. In the countries where they were very engaged it was considered that they played a useful part in providing technical expertise.

However for the most part, it was the NC who provided the most useful HRE technical



guidance either through training or feed back sessions to Project Participants. NCs also developed HRE expertise through their interactions with other NCs and other HRE experts at the regional and international trainings and workshops hosted by the PMT. In addition to AI's HRE international network, many of the NCs are also members of well-known HRE networks such as Equitas. For instance the NC from Kenya has been trained by Equitas providing further HRE expertise to the overall project.

At the national level, some NCs have interacted with HRE networks organized by the UN including UNESCO, UNFPA, and UNICEF and other agencies carrying out HRE work. However, it seems that significantly more work could be done to reach out to existing HRE networks within countries to guide and/or even play a leading role in them.

**20 partners report an increased ability to coordinate, support and measure HRE interventions that meet the needs of a range of specific constituency groups in each country.**

The responsibility of the PC is to coordinate, support, and measure the impact of HRE interventions. There have been several ways in which the 20 partners have been supported to develop their skills in coordinating, supporting, and measuring HRE interventions. One of the most significant has been the provision of tools to measure the impact of the micro-projects through an intervention introduced by LIU. The LIU has provided significant support in terms of providing AHREP with tools to measure the impact of the micro projects. In 2011, LIU conducted a Learning and Impact study on two micro-projects in northern Ghana. Engaging rights holders through focus group discussions, and individual interviews at the community level, drew out the key changes the micro-projects had brought about, and key lessons that can be applied to other micro-projects. The findings were extremely insightful and as a result the impact study was published. Following completion of the study, an impact assessment guide was developed by the PMT and LIU. Trainings targeting the rest of the NC were held with the Ghanaian NC and the PMT, sharing a guide on the evaluation methodologies with all Project Participants.

Following the sharing of the Ghana Impact Study findings, the NC from Ghana highlighted that feedback from the study helped improve the micro-projects significantly, as it helped both the National Coordinator and the Project Participants understand what was working and what needed to be improved upon in the micro-projects.

Additionally, NCs and many but not all of the PC members, have been involved in monitoring, assessing, and evaluating micro-projects. The reflection, at the end of project meeting was that more effort was needed to ensure that members of the PC had more technical expertise in HRE, in order to be in a better position to provide critical feedback.

**Increased visibility and profile of partners and human rights themes addressed through the project at national and international level**

The main goal of the regional communication strategy discussed earlier was to help increase the visibility of the overall project in each of the ten countries. A Facebook page was developed and updated on a regular basis detailing the activities of the project. Additionally at the international level, there is a website that provides an overview of the project.<sup>7</sup> NCs are encouraged to contribute to the website however, it is not updated as frequently as the profile page on Facebook.

At the national level almost all the countries have developed Facebook pages, use blogs, and some have even linked their work to the AI section's website. An overview of what has been developed can be found in Annex 4 of the 2012 Annual Report to DfID.

Additionally, the HRE material that has been produced, especially the promotional material, all carries the logos of Amnesty International and DfID as well as the partner organizations within each of the countries. As an example, in Kenya, all the CBOs working in partnership are included on the promotional material along with the three PC members working there.

A five-minute film in French has also been produced that provides an overview of the AHREP<sup>8</sup>.

## **Output 2**

**A pool of 150 HRE workers<sup>9</sup> (15 x 10 countries) and CBOs is created and equipped with the necessary human rights knowledge, skills and tools, to design, support, deliver and monitor HRE projects.**

Just as in the first output it was critical to build the skills of the Project Participants in the early stages of the project in order that they are well equipped to support project beneficiaries, and to implement the micro-projects.

Project Participants were selected on the basis of being able to deliver micro-projects addressing the human rights issues identified in their national plans. The first year of implementation plans came to fruition as a result of extensive capacity building in project planning, budgeting, monitoring, and evaluation. Project Participants have continued to strengthen their ability to carry out activities in their micro-projects using a variety of strategies to monitor impact, and social change, at the community level.

Some of the strategies include simple participatory tools developed by LIU and the PMT. Such tools are: 'Stop-Start-Continue,' and the 'Most Significant Change' stories; together with an impact assessment delivery grid. These were first tested in Sierra Leone, Benin, Togo and Mali, then used by other Project Participants in other countries and have now become standardized approaches to monitoring micro-projects. Additionally Project Participants have benefitted from training and capacity building activities that have been organized by NC within each country, and at the various regional and international

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<sup>7</sup> [www.amnesty.org](http://www.amnesty.org)

<sup>8</sup> Check this for more information <http://www.youtube.com/watch?v=FJUvkGtjIF4>

<sup>9</sup> HRE workers are now known as Project Participants.

trainings carried out.

### **150 HRE workers have increased project management, evaluation and specialized HRE delivery skills**

In total 146 Project Participants have increased their project management, evaluation and specialized delivery skills. Working along with NCs, Project Participants evaluated the second phase of micro-projects between April and June 2012 using the simplified evaluation methodology mentioned above. Although many were trained to use the impact assessment delivery tool, it was apparent that more in-depth training on using the impact assessment tool was needed to make sure the impact was being captured appropriately.

**Community HRE projects are developed and delivered by HRE workers that directly respond to the needs of specific constituency groups that mobilize greater critical understanding of, and remedial action against, specific human rights violations. (150 projects (5x10x3 years) with 30% of HRE workers reporting that they have utilized the tools and skills gained in the project).**

Projects Participants are required to provide their NCs with narrative reports every three months where they highlight the range of activities in which they are involved. In these reports, Project Participants are encouraged to write about stories of change, including specific cases where remedial action against specific human rights violations have taken place. With regard to this achievement, [of the 30 per cent] it can safely be assumed that all Project Participants and NCs have, without exception, utilized the training and resources gained in the project as this aspect of reporting has been carefully managed and has been instrumental to its success overall.

Due to the lack of consistent access to the Internet, many of the Project Participants failed to submit reports in a timely manner. These omissions resulted in NCs spending a lot of time following up with the Project Participants, and in delays in submitting work plans, monthly financial reports and quarterly narrative reports to the PMT. This in turn has impacted the PMT's ability to submit financial reports in a timely manner, resulting in delays in funds being dispersed back to the partners on time. In the future, in order to ensure timelier reporting, efforts should be made to provide Project Participants with another solution that would provide them access to the Internet even if there were relatively significant costs involved. Providing Project Participants with access to a computer and/or Internet, would also enable them to have access to online resources and participate in the HRE network more adequately. Additionally for Project Participants that come from small CBOs or NGOs, this could also serve as a form of motivation and/or compensation and serve the dual purpose of increasing their efficiency as well as improving their capacity overall.

**Tools and training received by HRE workers augments their ability to mobilize people into action for human rights.**

There is significant evidence to suggest that as a result of training and tools received, Project Participants were able to successfully mobilize people into action for human rights. There were some cases where Project Participants used their own resources to learn advocacy and campaigning skills. For the most part, however, advocacy and campaigning work has not been a major component of the overall project. Many of the NCs and Project Participants have highlighted that campaigning and advocacy are now essential for the consolidation of the outputs, to ensure that change takes place at the national level. Focus on the campaigning aspects will form the next phase of the project which is now being planned for.

### **Output 3**

**An increased number of people (22,500 = 150 x 50 people x 3 years) are aware of their human rights and are empowered with information and understanding as to how human rights relate to their lives.**

In the 2012 annual report to DfID it was reported that 124,649 were made aware of their human rights and empowered with information and understanding of how human rights are related to their lives, far exceeding the original 22,500 people projected for the three-year period.

NCs and Project Participants have been provided with guidance for developing an M & E plan, and tools on assessing the impact of the micro-projects that include identifying indicators to verify outputs. Although this overall guidance exists there is no uniformity in the understanding of what it means for people to become aware of their human rights, and be empowered with information and understanding of how the information relates to their lives. Thus, making the determination for this output varied significantly by country team. For instance, in some countries this number was determined by the number of people who signed a participant list after attending a workshop, or watched a community drama, and/or participated in a radio call-in program. While in others, a pre- or post-test was administered to those that had participated in training. In still another case, this number was determined by those present at a community meeting or training, through using stones, sticks, leaves, flowers, beads and beans, to count the number of people who had been present.

In order to effectively measure impact, further discussion is necessary to understand which activity can accurately be attributed to people having a greater understanding of their human rights and becoming empowered to act on them.

**Increased participation in civil society: 22,500 people in marginalized groups report an increased understanding of human rights issues and the ability to apply the knowledge and tools for social [and political] change [promoting and protecting human rights].**

AHREP estimates that it has reached 124,654 people who can demonstrate an increased participation in civil society and have an increased understanding of human rights issues with the ability to apply the knowledge and tools for social change.

**A broad range of communities and groups access the programme (and demonstrate enhanced critical understanding/capacity to assert their rights) including at least 11,250 women, 1,000 young people, 10,000 people living in remote communities, and 500 people with disabilities. Communities in at least 4 regions of each country access the programme.**

In total it was estimated that 267 communities were accessed, with at least 4 regions in all of the countries accessed, except for Ghana where the project covered 3 regions. Details of this can be found in the table in the annex, and also in the case studies.

It has been approximated that 31,879 women; 59,826 men; 59,480 youth; 486 teachers; 713 elders and community leaders; 249 people living with disabilities [as opposed to 500]; and 16 journalists accessed the project.

A discussion point for Output 3 is that these methods of counting indicate some level of participation in the activities of the micro-projects, yet it is difficult to know if all of the people who were counted became aware of their human rights, and empowered with information and understanding of how they relate to their lives, and/or if they played a more active role in civil society as a result of this knowledge. In the future, to more accurately represent this number, a better understanding of what this means together with examples, and an agreement on methods for counting, would make these determinations more accurate.

**Output 4:**

**People living in at least 50 communities are able to identify local human rights issues, their correspondence to human rights instruments, and the relevance of human rights in their communities.**

AI now estimates that it has reached at least 267 communities (with 89 micro-projects having at least 3 communities in each) who are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities. As the original target was “at least 50 communities,” this target has been exceeded five times over.

**People formulating plans and organizing projects of self-help in at least 50 communities/constituency groups (developing skills to document human rights abuses and to take action on human rights abuses)**

Incorporating accountability mechanisms into the overall design of the micro-projects was used in the majority of the micro-projects. Examples of accountability mechanisms include community committees, rapid response teams, a community liaison and/or Legal Literacy Volunteers (LLV). These accountability mechanisms have become semi-permanent structures and are found in almost all of the micro-projects that were community and/or school based, and whose members have developed skills to document human rights abuses and/or learned to take action on human rights.

**At least 30% of constituents report that they have changed their human rights behavior (either as perpetrators or victims of human rights abuses – and improved access to human rights and justice in beneficiary communities occurs).**

As changes to human rights behavior are not recorded in a systematic manner it is difficult to determine whether 30 per cent of the constituents report that their human rights behavior has changed. However, as with Output 3, there is significant anecdotal evidence which supports some form of behavior change from both perpetrators and victims of human rights abuses, and given the fact that thirty per cent of the original target number of beneficiaries (22,500) would total 6,750 people, there is little doubt that this goal was achieved.

In many communities it was reported that chiefs, other traditional elders and religious leaders had changed their behavior towards previously marginalized groups. This was demonstrated through encouraging women to participate in meetings, helping them claim land entitled to them, and encouraging children to go to school.

There are numerous examples where women report increased self-confidence in learning about their human rights, and their husbands and other members of the family supporting to assert them. More information on this can be found in the chapter on Impact and also in the case studies found in the annex of the report.

#### **Output 5**

**Strong, embedded and sustainable human rights culture for change, enabled through a human rights education network that facilitates mutual learning, best practice, and a joint voice.**

In the annual 2012 report it was reported that this output had been largely achieved by the project despite a few shortcomings. This is an accurate assessment as HRE networks have been created in all of the countries, yet there is still work to do in order to make them fully functional, and to ensure they provide the necessary visibility to the overall project, and to ensure sustainable micro-projects.

Some of the difficulty of achieving this output has stemmed from the fact that often the strongest networks are formed organically out of a need, and that these networks have resulted because they have been required as an output. More effort and thinking is needed to determine if there is a need, and to enable the HRE sectors themselves to shape these networks. In other words, these networks need to be further self-defined and self-determined.

In French-speaking Africa, these networks have been formalized and recognized by the national government under the law, in the respective countries, as this is the only way they can function legally. This does not necessarily mean, however, that they function better.

In all ten countries, HRE networks are operating with regular activities. Benin has been successful in formally extending membership to local human rights organizations not otherwise involved in micro-project implementation. Although some mutual learning has taken place, significantly more effort is needed to come up with best practice and ensuring that countries are communicating in a joint voice.

**All project partners are firmly embedded into HRE movements in their own countries, linked to a range of NGOs, CBOs and networks.**

There is some evidence that Project Participants and the Partnership Committee are embedded in the HRE movements linked to a range of NGOs, CBOs and other networks in each of the 10 countries. However significantly more could be done to further link AHREP to campaigns and networks that are taking place nationally.

This has resulted in Project Participants being recognized in their various countries for their expertise in HRE monitoring and evaluation, and for engaging with the media to improve project visibility. In Benin journalists often accompany the NC on field visits. In Kenya, two Project Participants have been appointed as HRE representatives to the Kenyan Truth Justice and Reconciliation Commission to advise on peace building and national cohesion.

**Africa HRE Network is an active learning forum with at least 160 members participating and sharing ideas and skills (10 exchange visits, 36 monthly Africa-wide email circulars, 360 in-country web pages and blogs created and utilized, and three thematic groups created with web pages, 3 network meetings for project coordinators, and 1 network meeting with project coordinators and HRE worker representatives). Learning is replicated and increased, complimentary activities are developed, duplication is decreased and a culture of HRE becomes embedded on a national basis.**

There are significantly more than 160 members throughout the 10 countries participating and sharing ideas and skills. There have been approximately 10 exchange visits through both international and regional meetings with AHREP partners including two regional joint sharing and training meetings: one between Côte d'Ivoire, Burkina Faso and Mali in Ouagadougou in January 2012, and the other between Togo and Benin in Porto-Novo in February 2012.

Networks are collaborating online to share experiences. Burkina Faso and Mali have active blogs and Facebook pages covering the project; Mali, Burkina Faso, Togo and Kenya have initiated e-newsletters and Facebook pages, and are contributing to the AHREP global e-newsletter and Facebook page. The Facebook page has proven to be a valuable tool for maintaining networks, sharing learning, and ensuring complementary working methods. Ghana is contributing to a national newspaper on a regular basis. Uganda, Senegal and Cote d'Ivoire have been very successful in getting significant national media coverage of their work.

There have been at least three network meetings with NCs and at least one between NCs and Project Participants. Learning is shared between NCs and Project Participants at the meetings, but greater effort is needed to ensure that HRE is embedded on a national basis.

**Increased learning is facilitated by at least 3 thematic sub-groups formed, bringing together HRE Workers across the ten countries**

Thematic sub-groups have been developed amongst Francophone partners with active groups working on female genital mutilation (FGM), gender-based violence, violence at school and inheritance rights. Anglophone partners have had less success in setting up thematic groups in country HRE networks. This is largely due to the fact that the Anglophone countries are not necessarily dealing with as many similar issues as the Francophone countries, and they do not “physically” border one another like the Francophone countries do. Another major barrier is the geographical distance between East and West Africa, which makes it physically more difficult to meet. Additionally, even though Uganda and Kenya are bordering one another they are only running a few micro-projects dealing with the same issues.

The language barrier between the Francophone and Anglophone countries hinders communication significantly. As a result, there has only been minimal sharing between countries that border one another, use a different language and yet are dealing with similar issues. Language issues have been tackled, in international meetings, through the availability of simultaneous translations. Additionally all the members of the PMT are bilingual and so communication over email and support on field visits is sufficient.

**Output 6:**

**Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and resources, as a key tool for change**

It is considered by AI that this output has been achieved but with some shortcomings. This is an accurate assessment, as the focus on the development of HRE materials took place only in the second phase of the project, and some parts have yet to be achieved (such as the AHREP resource center).

**Increased availability of locally relevant HRE materials and training in local languages, that meet the needs of specific constituency groups, and enhance the impact, dissemination and sustainability of locally delivered HRE projects (range includes radio scripts, drama scripts, posters, leaf-lets, curriculum guides etc). Increased relevance of materials for target communities, including materials translated into at least 2 languages in each country, and a range of formats including non-word based formats, for illiterate audiences (posters, radio, drama etc).**

The HRE material that has been produced includes both promotional materials such as posters, scarves, t-shirts, and postcards, and are produced in a variety of local languages,



as well as French and English, and distributed to communities as part of sensitization (educational) activities.

For example in Kenya, Project Participants have created calendars. Each month highlights a different human rights issue. They have also produced long scarves, and headscarves for women, and bags displaying messages. In Senegal, posters display messages of non-discrimination toward people with disabilities. In Burkina Faso, locally relevant human rights materials in local languages have been provided to each of the micro-projects. In Mali materials have been produced in Braille to benefit the visually disabled communities.

Every effort should be made to avoid duplication of HRE material. In Kenya, for example, prior to determining what HRE materials would need to be produced to support the micro-projects' local human rights issues, the NC collected already existing HRE materials that had been produced by the partners. These included manuals for paralegals, laws on rape and defilement, and human rights training materials targeting the police. Additionally, through existing networks, Project Participants and NCs could find out more about existing materials on the national level, as very often, when new laws are developed, the government or other NGOs produce HRE materials of this nature that could also be shared with the AI HRE networks. This way, more focused promotional material can be produced using funds saved, by avoiding duplication of existing HRE materials.

**HRE (physical and virtual) resource centres increase access to critical understanding of human rights. Accessed by at least 22,800 users per year (780 visits x 10 countries x 3 years).**

Physical HRE resource centers have been set up in every country. These resource centers are physically based in the capitals of the countries. The downside of this is that only those Project Participants and project beneficiaries who have regular access to the capital cities, have access to the resource centers. In order to address this problem, in some countries, this has resulted in setting up resource centers in more remote parts of the country, as is the case in Sierra Leone.

Virtual resource centers have not been set up at all, although NCs, and PC members have access to AI's HRE online resource center.

**Online resource centre – increased sharing of HRE information between ten project countries and beyond. On-line resource database of at least 200 resources established and accessed at least 1,200 times during the project.**

To date there is no online resource centre established specifically for the AHREP. Within some individual countries CD files and audio files that include resources, have been created and compiled and shared within, and between, the 10 countries.

A website has been established and according to the 2012 annual report, 5,810 people

have visited the website and 56,614 pages have been viewed over the past year.

Internet accessibility within AHREP is largely limited to capital cities in the majority of the 10 countries. Many of the Project Participants and the project beneficiaries come from rural areas where there is less accessibility to the Internet, making the idea of an online resource available lack relevance for those that have little to no access to the Internet.

## **e. Equity**

### *Equity as a central theme in AHREP*

Baseline studies carried out in each country at the beginning of the project found that women and children in marginalized and poor communities were the main victims of human rights abuses. The discrimination they face in their communities is largely due to traditional and cultural beliefs, and a lack of awareness of the human rights instruments and laws that exist to protect them. Approximately 80 per cent of the micro-projects deal with women and children's rights linked to denied access to education and health, discrimination in the family, early marriage, FGM, violence, exploitation and abuse.

Equity is a central consideration in the selection of the micro-projects. The issues cover both exclusion of one distinct group and/or general discrimination against women and children. At least one example of the exclusion of distinct groups can be found in each country and includes:

- Disabled women in Senegal;
- Single mothers in Northern Ghana;
- Batwa in Uganda (an ethnic minority community from the forest that suffer discrimination from the larger population as well as from the men in their community);
- Women suffering from HIV/AIDS in Uganda;
- Pregnant girls being denied access to school in Burkina Faso;
- The Nubian community which is considered stateless persons in Kenya;
- Discrimination against "sorcerers," in Burkina Faso (which not only impacts the accused women but very often their children as well); and,
- Visually impaired communities in Mali

Ensuring that the community understands the impact of discrimination on victims, and that human rights are equally relevant to all human beings, is critical for the success of the micro-projects mentioned above. This also coincides with the importance of emphasizing not only that people have human rights but that they also have responsibilities in upholding these rights.

Examples of general discrimination against women and children include issues such as maternal mortality, right to education, inheritance rights, addressing early marriage, and access to land and property. These human rights are relevant not only in the community in which they are exercised, but to many communities across the region and nationally. Generally the issues that are most relevant regionally or nationally are those that

challenge traditional and cultural beliefs and that are discriminatory to women and children, and where laws and government policies exist but the population is largely unaware of them. For instance, in Benin the high maternal mortality rate is linked to the social pressure women face to have many children. This could be considered a national human rights problem as this is a human rights problem that many women face in Benin.

## **f. Value for Money**

### *Micro-projects*

The approach used in the micro-projects has demonstrated excellent value for money. The small amount of funds allocated to implement the micro-projects has had an enormous impact. The original proposal intended that the AHREP would reach 22,500 people at a per capita cost of £140, a target that was considered ambitious, given the costs inherent in such a geographically wide project. So far it is considered that significantly more people than that number have benefitted directly from micro-projects, resulting in a much lower per capita cost over the four-year budget of £3,148,725. As a result of the initiative shown by project staff and volunteers, and the overwhelming support from local communities, the AHREP has reached far more people and communities than originally envisaged, and has far exceeded the ambitious aspirations of value for money, presented in the original application.<sup>10</sup>

Each country was allocated a total of 15,000 (UK) in the first round and 30,000 (UK) in the second round of micro-projects, and then it was left up to the discretion of the NCs and PC members to allocate to each micro-project, based on their projected need. Funds were spent setting up the necessary structures within communities. This initially involved organizing a number of trainings within communities targeting a wide array of participants, identifying resource people and/or some form of multipliers, and utilizing a TOT approach to provide the adequate skills to do the work.

Significant funds from AI were spent on international and regional meetings that brought together anywhere from 70-90 people from all ten countries. Participants included Project Participants, NCs, and PC members at these meetings in order to share ideas and learn new skills. These types of expenses are easily justified in the starting and ending phases of projects for capacity building purposes, sharing ideas, and setting up networks. However, beyond setting up these meetings in the beginning and end stages of the project, the value for money diminishes and money could have been better spent on other activities such as smaller in-country meetings or cross-border meetings to involve more people in each of the countries.

### *Salaries and compensation for the work*

#### *Project Management Team*

As stated in the MTR, although PMT salaries are far higher than those of the NCs, due to AI salary scales, and consumed a significant amount of the budget, their contribution was invaluable to the smooth running of the project. Through constant visits to the field and

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<sup>10</sup> 2012 Annual report to DfID p. 94

their availability and accessibility both on Skype and email, the PMT was considered a significant support across the 10 countries.

#### *National Coordinators*

The high workload, and the desire for more financial compensation, were two issues that came up repeatedly in discussions with the NCs during the evaluation. Salaries for NCs have been divided evenly between the countries without taking cost of living considerations into account. This has resulted in some NCs being well compensated while others were poorly compensated. NCs raised concerns in review meetings, only to be reminded that had they sat with PC members at the beginning of the project to determine their own budgets. This issue should have been addressed including how much should be allocated to salaries. Additionally, throughout the course of the project, there had been little effort by the PCs and NCs to take ownership of and control their own budgets. It is critical now for the PCs and NCs to sit together to review what has not been spent and allocate funds to areas that are needed (such as reviewing the compensation of the NCs).

#### *Project Participants*

The lack of any form of financial compensation for Project Participants came up as an issue in some communities. Some felt that the lack of compensation was impacting Project Participant's motivation and suggested that when seeking funds in the next phase of the project, funding for Project Participants should be a consideration. One Project Participant said she wanted to be compensated because she wanted to be able to spend more time working in the communities: she highlighted that working in a participatory manner takes time. In other countries and communities, where Project Participants are already adequately paid by their job, the lack of compensation was not a problem. Others felt they had benefited so significantly from being associated with Amnesty International and therefore were grateful for the training, knowledge, and networking opportunities they had acquired and felt this was compensation enough.

Given the variety of situations and different needs of the Project Participants in the various countries, it makes sense for this issue of compensation to be dealt with on a country-by-country basis. There was one suggestion, for instance, that Project Participants should be rewarded for their motivation, but not necessarily with salaries as they are considered activists in their communities rather than paid staff of AI. In a previous section, it is suggested that Project Participants be provided regular access to the Internet as an incentive.

### **g. Sustainability**

Sustainability refers to the likelihood that the positive effects of a project, especially the skills, behavior, and available services, will persist for an extended period after the external assistance has ended.

The set of factors that increase the likelihood that the micro-projects and the overall project would be sustained after funding has ended, include both the skills acquired by the PC, NCs, and Project Participants, and the level of effectiveness of the HRE being

employed.

*Skills acquired by Partner Organizations and Project Participants*

As discussed earlier, significant effort was made in the beginning stages of the project to select highly skilled NCs who not only have appropriate HRE knowledge and skills, but who are also highly skilled trainers and mentors. Training and capacity building have been central to the overall program. NCs have also trained Project Participants, many of whom are already trainers themselves, or who provide some sort of leadership role in their community, and have been provided high quality training and mentoring to continually build their skills.

As discussed in the chapter of impact, the type of training that the Project Participants received over the three-year period included: project management, financial management, participatory methods, monitoring and evaluation, and active participation. These skills have all contributed to improving the quality of, and sustaining, the micro-projects, and will remain with partners and their communities after the GTF funding has come to an end.

There were examples where Project Participants demonstrated considerable motivation and initiative, which contributed to sustainability of the project. For instance, a Project Participant in Thiès in Senegal felt so committed to ensuring the activities lasted beyond the period of the funding, she made sure that funding was secured through the university, for activities after the micro-project is due to end.

Additionally, during the course of the project, as already mentioned in the effectiveness chapter, some Project Participants have taken on more public roles. In Kenya two of the Project Participants have become HRE representatives to the Human Rights Thematic Group of the Kenyan Truth Justice and Reconciliation Commission. A contributing factor for the Project Participant's achieving this kind of recognition were both their links with the AHREP, as well as the skills they learned as a result of the project. In these roles the Project Participants are likely to have the ability to influence human rights friendly laws and policies, another factor that will increase sustainability of the micro-projects overall.

The idea behind the setting up of the HRE networks was, in the long-term, that this structure would ensure sustainability of the micro-projects. HRE networks that showed unity and have actively taken on their responsibility for fundraising, and the future work of the micro-projects, are also playing a role in ensuring long-term sustainability.

*HRE as an approach in communities* HRE has been an effective tool to work in communities for a variety of reasons. It has been positive as a conflict resolution and empowerment tool, as a confidence building measure, and it has succeeded where other less participatory approaches have failed to effectively deal with negative cultural practices and the significant resistance found in the communities.

*Participatory needs assessment* Communities were approached with the intention of choosing the human rights issues that impact their communities most deeply. Once the

issue was chosen, methods and content was provided to help communities understand how these human rights issues could be addressed. Planning with people, and facilitating them to design the micro-projects, ensures that they are heard and that their needs are met. This process has clearly led to ownership of the micro-project, and is another key to long-term sustainability.

*Readiness for change* Another contributing factor has been the level of readiness that the communities have shown for change. The readiness was determined when communities were initially approached. HRE has shown to be an effective approach to address the resistance and contribute to conflict resolution and peace in the communities.

*Chiefs and local decision makers as project participants:* Involving Chiefs and local decision-makers has resulted in a greater sustained impact in the communities. Chiefs hold positions of authority and are well respected in their communities. Therefore when a Chief takes the lead, or endorses an issue, the community is much more likely to follow the decision taken. Imposing by-laws or taking public positions, which Chiefs have the power to do, also helps to make decisions more binding. When a Chief makes a decision publically it demonstrates to the community that the norms within the community have shifted, and it is more likely that community members will follow. There is then a greater likelihood that this will lead to long-term sustainable changes on these issues.

In Benin, a local village Chief attended a sensitization talk that targeted local decision-makers and influencers around women rights to land in Adja Ouéré. Prior to this information, he was unaware of the fact that legally, women and men should inherit land equally. On learning this, he took it upon himself to make this information known to all the women in his community. He then took up 2 cases of women who were deprived from inheriting their land, both resulted in them successfully reclaiming their land.

*Integrating accountability mechanisms into community structures:* Mechanisms of accountability were incorporated into the overall design of the micro-projects and used in the majority of the micro-projects, serving as a key strategy to greater sustainability. These mechanisms exist as a means for community members to both seek out information, and also receive assistance for recourse, to address the human rights violations they are facing. Examples of accountability mechanisms include community committees, rapid response teams, a community liaison or Legal Literacy Volunteers (LLV). The presence of these structures was found in almost all of the micro-projects that were community and/or school based.

For instance in Ghana, FIDA, a local NGO, is working in six communities to improve the situation of women and girls. In consultation with community members, Chiefs select representatives from communities to serve as Legal Literacy Volunteers (LLV). They are trained to serve as community “watch dogs” to protect the rights of women and girls. Their training includes the use of relevant legal instruments, how to mediate on cases of human rights abuses, and how to refer cases to law enforcement agencies. The LLV serve as a resource in the community where people can go for advice, and find support to seek recourse, and help to make a more sustained impact in the communities overall.

In Sinfra, a town in northern Cote d'Ivoire, a micro-project has been set up to address the high rates of maternal mortality that plague their community. As a result of the HRE delivered in the micro-project, more pregnant and lactating women started going to the hospital to give birth. Initially when women started going to the hospital, they met resistance from the staff: hospital staff attitudes toward the women were very poor and women who needed c-sections were being forced to pay before receiving care. To help address some of these issues, a committee comprised of 30 influential male and female community members was set up as part of the micro-project, to intervene when needed in support of pregnant and lactating women.

The committee became engaged on the issue with surprising results. Committee members now speak on behalf of the pregnant and lactating women, the attitudes of the hospital staff have been transformed, and c-sections are carried out and payment is received afterwards rather than before the operation.

## **h. Replicability**

This section looks at what aspects could be replicated in other contexts, innovative aspects that could be replicated, and a discussion of what the circumstances would be for the overall project to be replicated.

The AHREP is a highly replicable project overall. This includes the model for the micro-projects, the skill acquisition of the PC, NC, and Project Participants, the HRE Networks, the high and low-tech awareness raising strategies, and monitoring and evaluation techniques to measure impact. A similar model, like AHREP, could be extended to other countries in Africa and in Asia.

More specifically, the approach used to develop the micro-projects is easily replicable because they require very little overhead cost, except for training costs, and once communities are trained, those who have been trained can replicate what they learned in another community at a relatively low cost.

Likewise, HRE Networks have been using traditional media and new media to increase the visibility of the micro-projects, and raise awareness about human rights issues nationally and internationally, through articles in newspapers and journals, through Facebook pages, blogs, and websites. All these strategies and approaches can be utilized in other contexts.

One of the most significant developments has been the provision of tools to measure the impact of the micro-projects through an intervention brought about by LIU, and discussed in the chapter on Impact. The impact assessment exercise carried out in Ghana involved significant time and human resources, from both the PMT and LIU, and resulted in the development of an impact assessment methodology. This methodology can easily be shared and utilized in other HRE projects to help NCs and Project Participants easily monitor and evaluate their projects. Their tools include simple evaluation methods such

as “stop, start, and continue,” and “the most significant change,” used to review and evaluate the micro-projects. These methods are participatory, easy to understand, for both literate and non-literate people, and ensure that representation is heard from all the groups, and that the whole community is engaged.



## 48. Innovation and Learning

This section highlights what have been described as innovative methods and strategies, and the main lessons that have been learned throughout the course of the four-year project. These are divided up between programme design and programme management.

### *Innovation*

*Innovative approaches for awareness raising and sharing information:* In rural communities raising awareness and sharing information has been done using both technical and non-technical means. Some of the non-technical methods utilized in the projects include:

- Carrying out awareness raising activities at bull fights in Kenya;
- Working with musicians in Mali, Burkina Faso and Kenya who write and perform songs about human rights issues.
- Organizing football matches between the community and the police in Kenya to improve community relationships between the two groups.
- Utilizing Chiefs as Project Participants leading micro-projects in Burkina Faso also shows significant innovation.
- Creating HRE Braille materials for visually impaired people in Mali;
- Using Forum and Participatory Theatre in almost all the projects.

*The development and provision of tools* The development and provision of tools such as the impact assessment guide, that provided Project Participants with simple methods to conduct participatory evaluations that engage the entire community, was innovative and effective. These included the introduction of easily introduced methods such as “stop, start, and continue,” and “the most significant change,” used to review and evaluate the micro-projects.

*Networking and Collaboration within Africa* The amount and level of networking and collaboration have been another key area of innovation. Human rights educators and activists together, from a variety of organizations - CBOs, NGOs, and AI from both rural and urban areas, have formed HRE Networks, that are brought together on a regular basis in each of the 10 countries. In addition NCs, Project Participants, and PC members, from each of the ten countries, have made linkages through regular access to the Internet through blogs, Skype, email, and meetings, creating a tight knit community of HRE experts and educators across the continent.

### *Lessons Learned for Project Management*

*Strategic direction needed* There is a high level of interest and agreement about the level of success that AHREP has had overall. Some northern AI sections with considerable funding, such as AI Norway and AI Denmark, have shown interest in AHREP after visiting Ghana. AI sections in Senegal, Cote d’Ivoire, Benin, Burkina Faso and Mali have already committed a percentage of their funds to be allocated to support the AHREP

activities in country. The PMT and AI are also pursuing an additional grant from DfID, which, if received, would provide overall funding for the AHREP.

However, besides funds promised by the AI sections, other available funding is less certain. This lack of certainty about funding has resulted in a sense of insecurity among many of the field teams, and a lack of certainty about what steps they need to take to ensure there are future HRE projects, in their own countries, or as part of AHREP. Funding options within each of the priority countries are numerous, especially for the micro-projects being implemented by AHREP - which are highly visible and demonstrate good value for money, and are high impact within communities. The fundraising skills workshop provided to NCs, PC, and Project Participants during the End of Project and Evaluation Review meeting in July 2012, is a good first step, and has given teams the green light needed to begin to take fundraising into their own hands. However, more future strategic direction and clarity is needed from the PMT and Amnesty International.

*Amnesty International and AHREP* AHREP has impacted the identity of AI in Africa as being a more relevant organization than was previously understood, by community members and also by members of civil society. AHREP has had a significant impact on the growth of human rights awareness, volunteerism, and AI itself in all ten countries.

In order not to lose momentum and ensure that the AHREP will continue to have an impact, AI needs to have a better understanding of the link between receiving funds from a government agency for HRE, and its campaigning and advocacy work. Likewise, now that AHREP is integrated into the Africa Strategic Plan, clear linkages between the Africa Programme work, and the work of the AI sections on the ground, should be prioritized to ensure that AHREP takes advantage of ongoing campaign work being carried out by AI. More linkages with the Dignity campaign are necessary for sustainability and a more wide-reaching impact. Significantly more effort also needs to be made by the HRE Networks, to link into other advocacy work going on at the national level, by increasing their networking base in each of the countries.

*Mutually beneficial* The AHREP has been a mutually beneficial experience for AHREP and departments within AI. AI's HRE Team, LIU, Active Participation, IMP, and IPU teams have helped to streamline the work by helping to make micro-projects more effective and efficient. Likewise, these interactions have been mutually beneficial to departments within AI, as AHREP serves as an ideal platform to test strategies for measuring impact. Significantly more can be gained by AI from AHREP by experimenting with various growth strategies, and for understanding how sections can contribute to activism, campaigning, research, and volunteerism in Africa.

*More control of budgets* There has been significant under spending on a number of budget lines. There has also been concern by some of the NCs that they have not been fully compensated, as salaries were not determined based on cost-of-living in each individual country but rather divided up equally between the 10 countries, resulting in some NCs being overpaid and some underpaid for their context. Although the NCs have

the ability and the authority to transfer up to 10 per cent of funds between budget lines, and could have addressed this themselves, few have done so. A greater sense of ownership of budgets by NCs could have accomplished this. NCs' salaries should coincide with partner organization's salary scales for comparable jobs.

*Functioning of PC* Although PC is a good concept in a theoretical sense; it has not been working well in practice in every country. A well functioning PC is critically important for the sustainability of the project. In countries where the PC does not function well, either due to poor relations between the primary and secondary partners, or poor relations between NCs and the PC, efforts should be made, internally at first, to come up with solutions to these issues. In the cases where no solution can be found internally, there should be involvement from the PMT, to assist in sorting out any problems between the PC members, to ensure that there is no negative impact on the overall project in the various countries. In essence, the PMT should serve as a court of last resort.

*Regular access to the Internet is crucial for Project Participants* In order to be able to fully engage with the AHREP it is crucial for Project Participants to have regular access to the Internet where information can be shared online. Yet, for many participants of the project that are based in rural areas, a significant number do not have regular access to the Internet. This has impacted on their ability to report in a timely manner, and fully engage in the HRE Network on a regular basis. Prioritizing that all Project Participants have regular access to the Internet makes sense. Ensuring that they have regular access can also serve as an incentive for being involved in their various projects, and therefore serve a multi-purpose of creating an incentive, increasing their efficiency and improving their capacity overall.

*Adopting financial guidelines* The deployment of the Regional Accountant has been extremely efficient in offsetting some of the potential financial risks to the overall project, including the potential for the mismanagement of project funds, and over/under spending of funds within the micro-projects, by helping them keep track of expenses in a timely manner. Half way into the project the PMT saw the need to develop some overall guidelines to improve financial management. The guidelines were adopted by Mali, Benin, Burkina Faso, Cote d' Ivoire, and Uganda, and resulted in an improvement in financial tracking of the project. However, despite the clear benefits of adopting the guidelines, without a penalty in place and due to a lack of leadership from the primary partners of the remaining countries, this policy was never adopted. Although efforts were made by the Regional Accountant to address this through training and capacity building, it required leadership and political will from the partner organizations. That will was sorely lacking in some to fully implement the guidelines. It has been shown that without the guidance, it has been difficult to maintain good financial records.

*Make a conscious effort to increase cost efficiency over time.* A significant amount of money was spent on the 10 international conferences and workshops that were implemented throughout the four years of the project. The value for money, with regard to these workshops, was questioned as some felt the money could have been better spent on making more money available for the micro-projects, or providing more regionally

based meetings and workshops. In the future it may make better economic sense to have fewer international meetings and workshops -- perhaps limiting them to the beginning and end of project cycle only.

### *Lessons learned regarding Programme Design*

*Focus on skill acquisition is key.* There is evidence that the skills acquired by NCs, Project Participants, and members of the PC are key factors that have ensured the viability and sustainability of the overall project, and the successful implementation of micro-projects. This includes the role the NCs played as mentors, the type and range of trainings provided to the Project Participants, the support provided by the PMT, and the engagement with the micro-projects through monitoring and evaluation activities. The skills acquired by the Project Participants, in both personal and professional ways, include improving their overall communication skills, project management skills, public speaking skills, and their understanding of human rights issues.

The decision to encourage Project Participants to continue with the same micro-projects from the first round into the second round, rather than develop a whole new set of micro-projects, made good economic sense, and also ensured a likelihood of greater impact. This was also an efficient use of human resources as it helped to consolidate the skills of Project Participants in self-assessment, and designing their own micro-projects, for the second round.

*Learning from each other* AHREP has also had a transformative impact on many of those involved in the implementation, and the beneficiaries, of the micro-projects. There are considerable examples of behavioral and attitudinal change, decreases in violence within families and communities, greater access to social services and increased reporting of and accountability for human rights abuses overall. These lessons from the various micro-projects have been reported as ‘stories of change’ that feature in annual reports, in narrative reports, and in feedback sessions at international meetings. However, the overall project would benefit immensely from capturing information in a more comprehensive and unified manner in order to be in a better position to analyze the data and to create a clear set of guidelines with regard to defining effective HRE. In almost every country a project on inheritance rights was carried out, those exercises could benefit from sharing information systematically.

*Applying good practice where it exists* In areas where good practice approaches already exist, linked for example to domestic violence, gender based violence, and rape, it is also critical for this information to be shared and incorporated into the messaging and education carried out on behalf of the micro-project. Good practice for rape survivors ensures they have access to legal, reproductive, and psycho-social support.

*Further development of an M & E plan is necessary.* NCs and Project Participants are provided with guidance for developing an M & E plan that includes identifying indicators to verify outputs. Although this overall guidance exists there seemed not to be a uniform understanding of what it means, or sufficiently clear indicators to be used to verify output

#3: “an increased number of people are aware of their human rights and empowered with information and understanding of how they relate to their lives.” This is required information for feedback on the outputs set-up in the log frame.

While the methods used by the NCs indicated some level of participation in the activities of the micro-project, it is difficult to know if all of the people who were counted became aware of their human rights and became empowered. In the future to more accurately represent this number, a better understanding of what this means, with examples and an agreement amongst the PMT and the NCs, is necessary to report a clearer picture.

*The initiative of developing HRE networks is necessary* HRE Networks were set up in each country to serve as a forum for Project Participants to network with one another and ensure the long term sustainability of the program. While some networks are thriving, others lack clarity and purpose. Greater efforts are needed to share good practice with regard to networks by looking at which country HRE networks are working effectively, and to determine why they are working well, and to share their experiences.

*Facilitate increased interfaces between government structures and communities* Despite the link between HRE and governmental accountability, the projects did not engage as fully as they could have between formal government structures and communities. There were some examples of good practice where police, court officials, and members of the county health teams served as resource people at workshops, or in meetings held in the community. More efforts could have been made to engage with progressive community leadership, through inviting them to monitor formal court proceedings.

*Ensuring that HRE material is duplicated* Every effort should be made to avoid duplication of already existing HRE material in country. Reviewing the educational HRE material, by country, revealed that much of it was reprinted laws and polices with some original educational material directed at learners needs. There had been some effort made by the NCs to find out what materials already existed on the national level, especially with partners. Using already available educational HRE allowed for more promotional material to be produced using the funds saved by avoiding duplication of existing HRE materials.

Out of the Impact Assessment Case Study several key lessons were highlighted for further discussion, and could apply to the AHREP more broadly. These include: the depth of focus of the micro-projects and its impact when dealing with many issues or just one human rights issue, the importance of engaging the duty bearers, as well as the rights holders, for maximum impact and to ensure accountability is established. They also highlight the importance of, where appropriate, linking the human rights issues in the community with an AI campaign, the importance of building effective partnerships, and ensuring the active participation of the most marginalized members of the community throughout all phases of the project implementation<sup>11</sup>.

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<sup>11</sup> Impact Assessment Case Study p. 30-34

## 9. Summary of Recommendations

### *Recommendations for improved Programme Management*

#### *To Amnesty International and the PMT*

The development of an Africa-wide action plan laying out the next phase of the AHREP is critical. The first step is to put together an overview document highlighting the range of possible options that AI is pursuing on behalf of AHREP. This should be accompanied by details of what is taking place at the field level, with actions plans, and encouraged to be developed by the PC and the NCs in each of the 10 countries.

The growing evidence of the natural progression between HRE and mobilization has been incorporated into plans for the next phase of the AHREP. Additionally, now that AHREP is more closely aligned with AI on a strategic level, and the Africa Strategy more specifically, clarification is needed to understand how government funded HRE and AI supported campaigning and advocacy, can complement each other. Steps should begin to take place in this direction immediately, so as not to lose any of the momentum of the project.

#### *To Partnership Committee and National Coordinators*

Status reviews should take place by the end of December 2012 within each country, by the PC, NCs and Project Participants, utilizing the MOUs that were agreed upon at the beginning of the project. Out of this exercise any unresolved issues that arise will need to be taken to the PMT for further guidance. Suggested agenda items include:

- The level of compensation of the NCs
- An overview of under-spent funds and their reallocation
- Motivation/compensation for the Project Participants
- The relationship between the primary and secondary partners
- The implementation of the financial policy, consideration as to whether it is working or not, or what needs to be done to ensure that it is fully implemented into the systems of the primary partner
- Skill training needs assessment of Project Participants, NCs, and Partnership Committee members;
- Review of micro-projects to determine which ones to continue supporting; which ones to drop; and which one to expand to other communities;
- Reallocating funds to ensure access to the Internet for all Project Participants; and,
- A review of the HRE network, and a set of recommendations and actions to be taken to make these actions more viable.

### *Recommendations for Improved Programme Design*

#### *To the PMT and Amnesty International*

An overall project database should be developed that would capture information on overall projects, targets, goals, successful approaches and methods used, and the impact

of the project, including the number of people directly and indirectly served/affected with the aim to set clear guidelines with regard to defining effective HRE. Utilizing what has been captured, to inform micro-projects dealing with maternal mortality, is a priority to assist in feeding into Amnesty International's Dignity Campaign. Additionally, the issue of inheritance rights should also be prioritized to understand globally, how to effectively approach these issues, and how to develop good practice that can be shared within AHREP and to the wider HRE network.

There should be a clearer understanding and agreement, within the overall program, of output # 3 as to what it constitutes and what it means for people to be aware of their human rights, and be empowered with information and understanding of how their human rights relate to their lives. Also, an agreed upon method for collection of this data, as well as how it is to be collected, to ensure more consistency in this information among the Project Participants and NCs.

*To the Partnership Committee and the National Coordinator*

Continued focus on building the skills of the PC, NC and Project Participants is critical to the continued success of the micro-projects. These include:

- Awareness of good practice where and when it exists, and applying it
- Monitoring and evaluation to ensure messaging on human rights themes are accurate
- Continued training and feedback on impact assessment, to ensure all members of the community are engaged in the evaluation and assessment of the projects; and,
- Development of a rewards and/or acknowledgement system within the micro-projects, or at the community level, for recognition and greater visibility of outstanding individual contributions

There should be more effort to improve the technical knowledge of the PCs, and make it a part of their responsibilities to participate in monitoring and evaluating the micro-projects.

Expand the role of the HRE Networks to collect available HRE material on relevant human rights topics being dealt with in the micro-projects, so as to build stronger links in countries with ongoing campaigns dealing with similar issues. Support should also be provided to the HRE Networks to ensure that they are self-defined and self-supported.

## Annex 1: Achievement Rating Scale

### Evaluation Response August 2012

<p><b>Purpose</b> “Civil society to be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate human rights issues that they face”.</p>	2	<p>As is stated below two of the six outputs were considered to have been largely achieved with only a few shortcomings (2) and the remaining four were considered achieved (1). Therefore the Project Purpose was largely achieved with only a few shortcomings in agreement with the assessment included in the 2012 Annual Report submitted by Amnesty International. The key issues holding the Project Purpose back from being fully achieved include:</p> <p>1) The fact that the HRE Networks are still developing and finding their way in some countries and that there is still much more potential for these HRE Networks to reach out to the broader civil society in the 10 countries; and, 2) The fact that the Partnership Committees are also not all fully engaged and functional in all of the countries;</p>
<p><b>Output 1</b> Strengthen the capacity of at least 20 local partners (2 x 10 countries) to plan, coordinate and deliver locally relevant HRE.</p>	1	<p>In agreement with the assessment in the 2012 Annual Report submitted by Amnesty International, Output 1 was achieved early on in the project. The capacity building aspects of the overall project were well achieved with partners through the wide array of capacity building exercises carried out throughout the course of the project enabling them to deliver locally relevant HRE.</p>
<p><b>Output 2</b> Create a pool of 150 HRE workers (15 x 10 countries) and CBOs and equip them with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects.</p>	1	<p>In agreement with the assessment in the 2012 Annual Report submitted by Amnesty International, Output 2 was fully achieved early on in the project. This was well achieved and continued throughout the entire life of the project. Project Participants benefitted from significant training from the beginning stages of the project and were provided continuous feedback and capacity building opportunities to constantly build their skills in order to both deliver and monitor HRE projects.</p>
<p><b>Output 3</b> Increase the number of people (22,500 = 150 x 50 people x 3</p>	1	<p>Reports from the 2012 Annual Report submitted by Amnesty International state that 125,000 people became aware of their human rights and empowered with information and understanding of how they relate to their lives far exceeding</p>



<p>years) who are aware of their human rights and are empowered with information and understanding of how they relate to their lives.</p>		<p>the 22,500 people originally targeted and achieving this output without exception. Although Monitoring and Evaluation guidance exists there is no uniformity in the understanding of what it means for people to become aware of their human rights and empowered with information and understanding of how they relate to their lives. Therefore making the determination for this output varied significantly by each country team. For instance in some countries this number was determined by the number of people who signed a participant list after attending a workshop or participated in a radio call in program. While in others, a pre- or post-test was administered to those that had participated in training. In still another, this number was determined by those present at a community meeting or training through using stones, sticks, leaves, flowers, beads and beans to count the number of people who had been present.</p> <p>However there is no doubt that the 22,500 people originally targeted was far exceeded.</p>
<p><b>Output 4</b> Empower people living in at least 50 communities to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities.</p>	<p>1</p>	<p>The original target for this output was 50 communities. In the 2012 Annual Report, Amnesty International estimates that it has reached at least 267 communities (89 micro-projects which have reached at least 3 communities each) who are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities exceeding their target five times over.</p>
<p><b>Output 5</b> Improve the quality of national and community HRE through better coordination, networking and skill sharing.</p>	<p>2</p>	<p>In the 2012 Annual Report it was reported that this output had been largely achieved with a few shortcomings. This is an accurate assessment as HRE Networks have been created in all of the countries yet there is still work to do to make them fully functional and to ensure they provide the necessary visibility to the overall project and ensure sustainable program in the country.</p> <p>Some of the difficulty of achieving this output has stemmed from the fact that often the strongest networks are formed organically out of a need instead of being imposed in the form of an output as was the case in the project. More effort is</p>

		needed to ensure the HRE Networks become self-defined and self determined.
<b>Output 6</b> <b>Improve the quality of national and community HRE through access to more relevant training and awareness-raising materials and tools.</b>	2	It was reported in the 2012 Annual Report that this output has largely been achieved with some shortcomings. This is an accurate assessment as the focus on the development of HRE materials have taken place in the second phase of the project and some parts have yet to be achieved such as the AHREP resource center.

## Annex 2: TERMS OF REFERENCE for FINAL EVALUATION of GTF376 AFRICA HUMAN RIGHTS EDUCATION (AHRE) PROJECT

### 1. Introduction

Amnesty International's Africa Human Rights Education (AHRE) Project is a four year project to enhance civil society capacity to deliver locally relevant human rights education and to improve human rights for the most disadvantaged by empowering marginalised communities to promote and defend their human rights. The project started in September 2008 and comes to an end in September 2012.

The project currently delivers community-level human rights education in 10 countries across East and West Africa in partnership with 21 local organisations. Local partners mobilise community level Human Rights Education Workers and support them with resources to design and deliver a range of innovative human rights education projects. The project aims to anchor a culture of human rights education within specific communities, enabling people to identify local human rights issues and their correspondence to human rights instruments. It provides communities with information on how human rights relate to their lives and the role duty bearers should play in promoting and protecting those rights, improving human rights behaviour.

The term "human rights education" is defined by Amnesty International as a *deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.*

The AHRE project is funded by DFID's Governance and Transparency Fund (GTF). Projects supported by the GTF must *increase good governance and transparency by working through a variety of local partnerships and networks – strengthening the ability of civil society and media to hold governments to account.* DFID expects that the 38 funded projects will improve its knowledge of underlying political systems, power relationships, the role of institutions and the dynamics of pro-poor change.

### 2. Scope and scale of the project

The AHRE project is being implemented in 10 countries: Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, Mali, Sierra Leone, Senegal, Togo and Uganda.

#### **Project Goal**

To increase awareness and understanding of human rights and how human rights instruments can be used to improve people's lives in 10 countries across East and West Africa

#### **Project Purpose**

Civil society will be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate HRE locally relevant to the human rights issues they face

### **Project Outputs**

1. Strengthen the capacity of at least 20 local partners (2 x 10 countries) to plan, coordinate and deliver locally relevant HRE.
2. Create a pool of 150 HRE workers (15 x 10 countries) and CBOs and equip them with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects.
3. Increase the number of people (22,500 = 150 x 50 people x 3 years) who are aware of their human rights and are empowered with information and understanding of how they relate to their lives.
4. Empower people living in at least 50 communities to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities.
5. Improve the quality of national and community HRE through better coordination, networking and skill sharing.
6. Improve the quality of national and community HRE through access to more relevant training and awareness-raising materials and tools.

Each country partnership is delivering human rights education micro-projects on specific issues related with the above outputs. Micro-projects are related to women's rights, child rights, minority rights, economic, social and cultural rights, political violence, human rights in mining industries estates, etc, and should all contribute to the overall project goal and purpose defined in the global framework.

### **Coordination and participation**

The project is coordinated by Amnesty International's International Secretariat offices in London (Headquarters) and Dakar (West Africa Field Outpost). Activities take place in all ten countries involved in the project.

### **3. Purpose of evaluation**

A Mid-Term Evaluation was conducted in September 2010 following two years of project implementation. With the project coming to an end in September 2012, Amnesty International wishes to conduct a final external evaluation of the project.

It is expected that the final evaluation will give Amnesty International and the Project Management Team (PMT) a clear sense of the project's achievements and shortcomings as a whole and the reasons behind these. The evaluation will focus particularly on the impact the project has had on the lives of target groups in the different countries. The final evaluation will be carried out within the framework of the approved project logframe and the indicators defined within it, providing evidence of what has worked

well, what hasn't worked well and reasons for both. It is expected that the evaluation will contribute to the overall learnings of the DFID's Governance and Transparency Fund (GTF) portfolio and inform Amnesty's and its partners' future work. The evaluation should consider progress towards each of the AHRE project's outputs with focus on 'learning' dimension along with 'accountability' dimension.

The specific purpose of the final evaluation is to:

- Provide an independent assessment of the project's achievements and impact, and ways in which it may be sustained;
- Measure and report on the extent to which the project has directly or indirectly contributed to an improvement in governance and transparency;
- Determine the relevance and fulfilment of the project's objectives, efficiency, effectiveness, impact, value for money and cost effectiveness, equity and sustainability at both regional and national levels;
- Provide information that is credible and useful to enable the incorporation of lessons learned into the Project Management Team's decision-making processes on similar/future projects;
- Provide input to enable DFID to evaluate the performance of the GTF as a whole, making sure the overall portfolio has increased accountability and responsiveness.

### **Evaluation questions**

The evaluation will be in line with Amnesty International's evaluation standards as well as DFID guidelines. The evaluation questions will be designed in conjunction with the successful consultant(s).

### **Principal areas to be considered in the evaluation process**

The Final Evaluation should involve a statement of what has been achieved and what can be learned. The Final Evaluation should also provide a judgment on the Achievement Rating Scale scores<sup>12</sup> included in annual reports.

The standard review criteria to carry out the evaluation may include:

#### **a) Relevance**

- Details of the project's significance with respect to increasing voice, accountability and responsiveness within the different contexts in which implementation happened.
  - How does the project relate to supply and/or demand-side human rights education priorities at local, national or regional levels?
  - What conclusions, positive and negative, can be highlighted in relation to human rights education?
  - What is (are) the definition(s) of human rights education that the different country teams and key stakeholders related to the project have? Were any similarities and differences detected? How have they contributed or not to achievement of the changes proposed?

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<sup>12</sup> See Attachment for a description of the achievement rating scale.

- How did the project relate to DFID's country assistance plans? Were there any relations? What is the evaluation of them? Were they complementary?

**b) Impact**

- Details of the broader economic, social, and political consequences of the project and how it is contributing to increased:
- Details of how the project has increased the voice of poor and marginalized groups and their ability to claim their rights, seek redress and hold duty bearers and others to account.
- Details of progress in relation to the indicators detailed in the approved project logframe:
  - What was the project's overall impact and how does this compare with what was expected (planned)?
  - To what extent has the project addressed the intended target groups' human rights problems and what was the actual coverage?
  - Who were the direct and indirect/wider beneficiaries of the project?
  - What difference has been made to the lives of those involved in and benefitting from the project?
  - What are the changes in policies, practices, attitudes and beliefs of different stakeholders and how have these changes translated into changes in people's lives? (refer to Amnesty International's 'Dimensions of Change' framework)

**c) Efficiency:** How far funding, personnel, regulatory, administrative, time, other resources and procedures contributed to or hindered the achievement of results.

- Has value for money been achieved in the implementation of programme activities? Could the same results have been achieved for less money?
- How well did the partnership and management arrangements work and how did they develop over time?
- How well did the financial systems work?
- How were local partners involved in programme management and how effective was this and what have been the benefits of or difficulties with this involvement?
- Were the risks properly identified and well managed?

**d) Effectiveness:** Assessment of how far the intended outputs and results were achieved in relation to targets set in the original logical framework.

- Have interventions achieved or are likely to achieve objectives?
- How effective and appropriate was the programme approach?
- With hindsight, how could it have been improved?

**e) Sustainability**

- Potential for the continuation of the impact achieved and of the delivery mechanisms following the withdrawal of DFID support.
  - What are the prospects for the benefits of the project being sustained after the funding stops? Did this match the intentions?
  - How has/could collaboration, networking and influencing of opinion support sustainability?

- f) Value for money:** Has value for money been achieved in the implementation of programme activities
- Could the same results have been achieved for less money?
  - Were salaries and other expenditures appropriate to the context?
  - Are there obvious links between significant expenditures and key programme outputs?
- g) Equity**
- Discussion of social differentiation (e.g. by gender, ethnicity, socio-economic group, disability, etc) and the extent to which the project has had a positive impact on the more disadvantaged groups in the focused communities.
    - How does the project actively promote gender equality?
    - What is the impact of the project on women, children, youth and the elderly?
    - If the project involved work with children, how are/were child protection issues addressed?
    - How are the needs of excluded groups, including people with disabilities and people living with HIV/AIDS addressed within the project?
- h) Replicability**
- How replicable is the process that introduced the changes/impact? (Refer especially to innovative aspects, which are replicable.)
    - What aspects of the project are replicable elsewhere?
    - Under what circumstances and/or in what contexts would the project be replicable?
    - What are the implications/lessons for Amnesty International and its partners' work on governance and gender?

The Africa Human Rights Education Project Management Team would also like the evaluation to make recommendations on how to improve the project content, the use of HRE to address human rights issues, processes and project support. Review criteria may include:

- i) Management of micro-projects**
- How relevant micro-projects have been?
  - How inclusive and participatory has the micro-project design process been?
  - How efficient and relevant has the micro-project approval process been?
  - Review the support provided to project participants and National Coordinators during process by the Project Management Team.
  - Review the support provided to Project Management Team during the micro-project development process by teams within the International Secretariat: International Mobilization Programme, Learning and Impact Unit, IS HRE Team, International Projects Unit, Africa Programme, Demand Dignity Campaign etc.
  - Detail the challenges in implementing micro-projects at national level.
  - How successful was the AHRE project in building capacity of human rights activists and educators to deliver more effective HRE (in terms of planning, delivery using participatory methodologies, evaluation, etc).

- How has this project contributed to or supported other HRE initiatives in the region?
- How the AHRE project contributes to Amnesty's theory of change?
- How does the AHRE project support and contribute to other work (campaigning, advocacy) that Amnesty is doing in Africa and globally?

**j) Staffing and support**

- How effective have the partnership committees in each of the countries been? Should any alternative models be considered for future projects?
- Review of the outputs of the National Coordinators, the support they get from the Project Management Team and the support they provide to project participants.
- Suggestions of how the Dakar Project Management Team can improve its performance as a team (not individual evaluations which are not in the scope of this evaluation)
- How effective and efficient have communications and coordination been between the PMT, National Coordinators, Partners, Partnership Committees and the International Secretariat?
- How has the project built capacity at the organisational level for partners? What improved competencies among partners have arisen as a result of the project?

**k) Effectiveness of communication largely in enhancing shared learning**

- How has this project enabled learning between different projects within a country, across countries, between the project and other relevant entities of AI movement, as well as with the external world?
- How effectively have we been capturing learnings during this project?
- How effectively have we been sharing our findings and learning from each other?

**l) Networks**

- How were formed the National HRE networks, Regional HRE networks and how effectively have they been operating?
- How the Africa HRE Network is linked to the International HRE Network, and how the lessons learnt, good practice etc. from this project is being shared at the global level with the Amnesty International movement (and beyond)
- Are there any learnings, strengths or weaknesses in the area of networking (i.e. participation and sustainability)?
- How can we improve the quality of international, regional, national and community HRE networks through better coordination, networking and skill sharing?

**m) HRE materials and resources**

- How effectively have the HRE materials, resources and tools been developed?
- What were the roles of the constituencies, participants and partners in developing the HRE materials?
- Are the HRE materials relevant locally? Are the HRE materials being used? How? By whom? Adaptability?



- How can we improve the quality of national and community HRE through access to more relevant training and awareness-raising materials and tools?

#### 4. Methodology

The evaluators will use both qualitative and quantitative methods of data collection and analysis including desktop review of existing reports and video/written testimonies, written questionnaires, interviews and focus group discussions. It should be as participatory as possible with the active participation of the National Coordinators concerned and project participants at various stages of the evaluation. It will use the DFID approved project logframe as an overall evaluation framework. All data collection and analysis will be conducted in one phase unless any follow up is agreed between the two parties, and presented in a report to the Project Management Team.

Interested parties will be asked to tender a short outline methodology of how they would tackle this evaluation, both on a theoretical and practical basis. This should include:

- Significant amounts of desk research (plans, monitoring data, internal evaluations, ...)
- Interviews with key internal stakeholders (Project Management Team, Amnesty International Secretariat Teams)
- Interviews with key external stakeholders including national coordinators, partners, project participants and community members
- Visits to 6 countries to meet partners and beneficiaries and visit micro-projects. It is anticipated that two countries which were visited during the Mid-Term Review and four new countries will be visited for this final review. Proposed countries are **Ghana, Senegal, Burkina, Kenya, Cote d'Ivoire and Benin**, but other suggestions from the consultant can be considered. The Consultant will be required to conduct interviews, written questionnaires or phone conversations with partners in the remaining countries – **Sierra Leone, Mali, Togo and Uganda** – to ensure all participating countries are included in the final evaluation.
- The identification of impact evidence, case studies and success stories of individual micro-projects from project design to date useful for both the evaluation and project communication work.

The selected evaluation team would then work collaboratively with Amnesty International to refine the methodology and develop a detailed evaluation plan.

#### 5. Evaluation Process and Timeline

The Final Evaluation is expected to be completed by 31 August 2012. The following table indicates approximate timings for the selection process and the Final Evaluation.

ACTIVITIES	MONTH	DATES
1. Design and approval of TOR	April	3 – 10

2. Advertisement for Consultant	<b>April</b>	16
3. Selection of Consultant and contracting	<b>May</b>	1 – 15
4. Starting of consultant work (Desktop review, data collection, documents review) and Material production : Interview guides (individuals and focus groups)	<b>May/June</b>	21 May – 3 June
5. Data collection in selected countries of project intervention	<b>June</b>	4 – 24
6. Data analysis	<b>June</b>	25 – 30
7. First Draft Report submission in English (Returned with comments 09/07 )	<b>July</b>	2
8. Final review workshop: First Draft Report validation meeting with Consultant, PMT, SD, LIU, NC, PC and PP	<b>July</b>	17 – 20
9. Final report in French and English	<b>August</b>	31

## 5. Outputs

Outputs expected include:

- An evaluation plan.
- A presentation of initial evaluation findings/first draft **in English** for discussion with Amnesty International team.
- Full Final Evaluation report, approx 40 pages, of publishable quality in English and French including executive summary of maximum 3 pages to stand alone and ‘communicable’.
- At least 10 ‘case studies – stories of change’ (one per country) of innovative and good practices to be annexed to the report in English and French.

## 6. Amnesty International and DFID requirements

Amnesty International may wish to communicate the evaluation findings in different forms for different audiences. This will be discussed during the selection stage.

KPMG, the fund manager on behalf of DFID may require the evaluator to respond to queries or concerns they have relating to various findings in the report.

## 7. What documents should be consulted as part of the Final Evaluation?

The evaluation team will have ready access to key project documentation such as:

- Project proposal, logframe and budget.
- Inception Report including annexes.
- Annual reports.
- Mid-Term Review report
- AHRE Project Ghana impact assessment case study
- Other key documents identified by the Project Management Team (e.g. baseline documents, materials produced, project newsletters and blog posts, meeting notes and

reports, case studies, recent research, written and video testimonies from constituencies, participants, partners and national coordinators, etc).

## **8. Skills and competencies**

Amnesty International is looking for consultants with strong track records in conducting evaluations, including of human rights education projects. The organisation/team leader will have respect and credibility within the field, excellent knowledge of monitoring and evaluation in theory and practice, and a good understanding of policy work. The consultants should have the following skills and competencies:

- Demonstrable experience of producing high-quality, credible evaluations (examples required).
- Familiarity with different methodologies for evaluation and the additional factors involved in the evaluation of human rights education projects.
- Demonstrable experience of working with/evaluating NGOs.
- Demonstrable experience with participatory methodologies.
- Familiarity with policy advocacy work and demonstrable political sensitivity.
- Familiarity with human rights education.
- Experience of working in, or assessing, community-based organisations, grassroots level associations and human rights organisations.
- Experience in managing evaluation teams and the capability to handle necessary logistics and any sub-contracts.
- Ability to write concise, readable and analytical reports and understanding of public communications.
- Excellent written and verbal communication skills in English or French. Strong written and verbal communication knowledge of the other language is desirable.

## **9. Tenders/bids**

Amnesty International invites bids from organisations, or individuals, with the experience and skills described above. Joint bids are also welcome. Tenders should include:

1. A cover letter introducing the evaluators/organisation and how the skills and competencies described above are met, with concrete examples.
2. A two-page outline of the proposed evaluation process including:
  - a. Proposed outline methodology.
  - b. Management arrangements.
3. A one-page budget covering all major costs and stating clearly the number of working days. The total budget should not exceed **£30,000**. Amnesty International prefers to pay an agreed price for the totality of the work including the field trips and it is likely that this would be paid in phased instalments.
4. A one-page CV for each evaluator.
5. One example of a previous evaluation (one each for joint bids)

**Tenders should be emailed to [applications-dakar@amnesty.org](mailto:applications-dakar@amnesty.org) by close of business on Monday 30<sup>th</sup> April 2012.**

Criteria for selection will be:

- Clear, credible, structured proposed methodology.
- Excellent track record and reputation in the evaluation/research/impact assessment field
- Demonstrable experience of conducting complex evaluations.
- Experience of human rights education/policy influencing work.
- Ability to manage the totality of the evaluation, including logistics, recruiting and managing other team members where necessary.
- Excellent interpersonal skills and adaptability.
- Available throughout the evaluation period.
- Value for money.

### Annex 3: Evaluation Schedule/Time Table

The overall methodology will take place over four phases and be carried out in a total of approximately 15 weeks.

Time frame	Activity	Who
<b>Phase 1</b>		
21-27 May	<p>Review of desktop/secondary data related to the field projects specifically. Skype/telephone conversations with key stakeholders in field, London, and Senegal. Finalization of evaluation plan and submitted to key stakeholders for feedback</p> <p>Case study selection process initiated and data collection tools shared at the field level. Skype/telephone conversations with key stakeholders continue Finalization of data gathering tools for the field visits Draft report with data analysed based on desk top review</p>	Lead evaluator and evaluation assistant
<b>Phase 2 (21 days)</b>		
27-31 May	SENEGAL to meet with NC, PC, and visit micro-projects	Lead evaluator
1-4 June	COTE D'IVOIRE to meet with NC, PC, and visit micro-projects	Lead evaluator
5-7 June	GHANA to meet with NC, PC, and visit micro-projects	Lead evaluator
7-9 June	BENIN to meet with NC, PC, and visit micro-projects	Lead Evaluator and Assistant
9-12 June	BURKINA FASO to meet with NC, PC, and visit micro-projects	Lead Evaluator and Assistant
<b>Phase 3 (10 working days but over the span of 3-4 weeks)</b>		
9 July	Data analysis, completion and submission of draft report	Lead evaluator and evaluation assistant
13-17 July	KENYA to meet with NC, PC, and visit micro-projects	Lead evaluator
17-23 July	Final Review Workshop first draft report with PMT, SD, LIU, NC, PC, and PP.	Lead Evaluator and assistant
<b>Phase 4</b>		

23July-3 September	Incorporation of feedback and completion of the final report in French and English with case studies	Lead evaluator and evaluation assistant
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### **Phase 1-Review of existing data and production of draft report**

The review of the desktop/secondary data will take place throughout the course of phase one.<sup>13</sup> The prioritization for the first week of phase one will be to assess the range of information available and determine what is needed to gather at the field level, to contact Therefore contact with the overall project team and national coordinators will be prioritized. Once this is determined, surveys and/or questionnaires will be developed for the field visits including but not limited to; a self assessment questionnaire, criteria for the selection of a case or impact study, and a case study questionnaire.

### **Phase 2-Data gathering at the field level**

In all the six countries selected, the focus of the three day field visits will be multi-pronged: visit to the selected micro project site to gather information for the case study through feedback from beneficiaries, participant observation, interviews and FGDs (first day), carry out a one day participatory workshop with key stakeholders including national coordinators, representatives of micro-projects, beneficiaries and etc. National coordinators will have organized the workshop in collaboration with the lead evaluator prior to the visit(second day) , and to carry out semi-structured interviews, focus group discussions, group discussions with key stake holders and/or beneficiaries identified during phase one and/or those that did attend the workshop(third day).<sup>14</sup>

During this period the evaluation assistant will be home based and prioritize the gathering of information from the remaining countries not visited. Emphasis will be on gathering evidence for the completion of the case/impact study.

### **Phase 3-Data analysis from field visits and completion of first draft and workshop review**

Data collected during field visits will contribute to draft report produced in phase one with emphasis on the development of case studies. Workshop review with key stakeholders.

### **Phase 4-Finalization of overall report**

Final report will be submitted in English with 10 case studies by 3 September 2012 and French with 10 case studies by 31 September 2012.

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<sup>13</sup> Including project proposal, log frame, budget, inception reports including annexes, annual reports, mid-term review reports, Ghana impact assessment case study, baseline documents, meeting notes, monitoring, reporting, and evaluation data collected throughout the project, viewing written and video testimony and etc

<sup>14</sup> Selection of countries differs slightly from what is suggested in the TOR. Countries selected includes; Kenya, Uganda, Cote d'Ivoire, Senegal, Sierra Leone, and Burkina Faso. These countries still fit the selection criteria as both Uganda and Senegal were the only two visited during the mid-term review. Additionally in terms of resources, scheduling, and get a more balanced look between East and West Africa it makes sense to carry out an evaluation of both of the East African countries.

## **Annex 4: Overview of people interviewed**

### **PMT**

Kwasi Gaglo, AHREP Coordinator  
Aminatou Sar, AHREP Programme Manager  
Assouan Gbesso, AHREP Coordinator  
Cheik Oumar, Regional Accountant

### **Amnesty International Staff**

Erwin Van der Borgh, Head of Africa Programme, International Secretariat  
Colm O’Cuanachain, I.S. Movement Building Senior Director  
Sneh Aurora, I.S. International HRE Projects Manager  
James Bramble, IPU, International Projects Advisor  
Nicola Barrett, IPU, Head of International Projects  
Maneesh Pradhan, LIU, Senior Learning Impact Advisor  
Gino Govender, Consultant with the Africa Programme Strategy and International Mobilization Coordinator,  
Emile White, International HRE Network and Communications Coordinator

### **Senegal**

Aminata Dieye, National Coordinator  
Seydi Gassama, Executive Director, Senegal AI section

*Association pour la Promotion des Femmes Sénégalaises (APROFES), Kaolack*

Arolo Ndjime-Animator  
Ibrahima Diouf-Animator  
Thienoume Diop  
Binetou Diagne  
Ndeye Dieumb Diagne, Project Participant

*Association des Personnes Handicapées Physiques du Sénégal, Thies*

Ndiaye Dieumb Diagne, Project Participant  
Mbaye Guiry Tall, Director d’Ecole a Ngoundiane  
HRE club in the School

### **Cote d’Ivoire**

#### **National Coordinator and Partnership Committee**

Yao Comoe Benoit, National Coordinator  
Drouho Alain, Former President of AI-CI  
Kouao-Sombo Viviane, President of AFJCI  
Stephane Odrekou, Director AI-CI

#### **Project Participants**

Brahima Kouado Jean, AI-CI  
Lasme Guy Charles, AI-CI

Nabi Therese, AI-CI  
Traore Yaya, SOS Exclusion  
Guigui Veto, LIDHO  
Angaman Paul, ACAT-CI  
Kangoye Ismaila, AI-CI

*LIDHO*

Bamba Sindou, Coordinator, RAIDH  
Mme Koffi-Aguie Laurentine, Vice President, LIDHO

*AFJCI-Police Wives Project*

Madame Savy- Project Participant AFCI  
Adou Honorine-Project Participant-AFCI  
Ouattara Abiba- Participant of the project  
Madame Sany- Participant of the project  
Madame Tajoveli- Participant of the project  
Madame Nguessan- Participant of the project  
Grassan Pelagie- Participant of the project  
Koffie Aurelia- Participant of the project

*Sinfra Committee Meeting*

Keita Hamza, Tresorie,  
Zakouta Bi Kale Mathias, President  
Gonedre Lou Amena eye Djedjie, Coordinator femmes  
Saumatou Dioumansy, Tresoire  
Koffi Yao Nauna,  
Goore Psi Ajakale Jean-Louis, member  
Zongo Arounan, Secretary  
Me Beligre, SG organization  
Seryloue Nan Juliette,  
Zanegle Lowe Djessan  
Loron BiGoneKalo  
Mansour Karil  
Madame Nda Eloise  
Gadou bi Goore  
Duabou Lou Samini  
Guessan bi Sery Pascal  
N'onouuer Kouado  
Abassouepse Diomande Alice  
Konan Therese Epse Allou

**Ghana**

**National Coordinator and Partnership Committee**

Gladys Atiah, National Coordinator  
Konlan J. Lambongang, Executive Director, Maatu-n-Tudu



### *GES*

Sheila Akaluti, Project participant  
Amadu Jaw-haratu, Project participant  
Imoru Alhassan, Project participant  
Haruna Hamdalatu, Patron, mp  
Issah A. Samed, Patron, mp  
Atiah A. Alice, Head Teacher

### **Burkina Faso**

Moussa Ouédraogo, National Coordinator  
Yves Boukari Traoré, Executive Director, AI Burkina Faso  
Bayli Cyrille, président de l'association visitée (GERDES)  
Blo Sountchegnon, HRE Expert

### *Kongoussi*

Madame Denise A. Baoda, Resident Judge

### *Rollo*

Abudul Saleem Oudiego , Imam of Indogneogo  
Abdulai, Sawadogo Representative of men's group  
Harwawara, Oned Representative of youth group  
Kadissa, Representative women's group  
Ramata Derma, Representative of women's group  
Awa Boima, Representative of women's group

### *Rounga*

Yacouba Traore, Project participant  
Youngar Daouda, Representative of the youth  
Youngar Rianane, Representative of men's group  
Sariata Tiao, Representative of women's group  
Bintou Younga, Representative of women's group  
Agata Sawadogo, Representative of women's group

### *Bousse*

Ouédraogo Michel, AJT Kourweogo  
Sawadogo Séni, AJT Kourweogo  
Kaboré Georgette, AJT Bousse  
Kondombo Ousseini, Eleve au LPN  
Valian Rémi, AEJTK  
Kabro Rasmané, AJETK  
Kaboré Salam, Student LPDB  
Ouédraogo Ablassé, Student au LPDB  
Ouédraogo Issoufou, Student of LPDB  
Kabré Rachid, Student of LPDB  
Ilboudo N. Gilbert, Professor  
Ouédraogo Issa, Professor

Kabré Georges, AFTK  
Ouédraogo Léon, METBA  
Bagré François, Student  
Sawadogo Olivier, Student  
Ouédraogo Hippolyte, AEJTK  
Ouédraogo Raphaël, AEJTK

*Group of socially excluded women*  
Nouaga Ouedraogo, Social Excluded women  
Chief of Bousse

### **Benin**

#### **Partnership Committee and National Coordinator**

Kiti Olivier, National Coordinator  
O. Desogba, WILDAF Bénin  
Moussou Theonas, HRE expert  
Capo-Chichi Clément, AI Bénin  
Damien Honfo, WILDAF Bénin

#### **HRE Network Members**

Damien Seglonou, Project Participant  
Rodrigue Noukpo, Project Participant  
Zountchégnon Blo, Project Participant  
Monique Adjanohoun-Agboka, Project participant

#### **Community members of Zounzonme**

Chief of Zounsonme  
Community members of Agbokou  
Chief of Agbokou  
Georgette Ahayo Head nurse, Denadi Hospital

### **Kenya**

#### **National Coordinator and Partnership Committee**

Charles Baraza, National Coordinator  
Janet Mbithe Munywoki, Program Manager Legal Resources Foundation  
David Ndegwa Wachira, Legal Resources Foundation  
Moses Opiyo, Amnesty International  
Carol Ng'ang, Program Officer, CREAM

#### ***KIDYOT***

Adinan Wangatiah

#### ***SCHEWE***

Aggrey Majimbo  
William Todanda,  
Rachel Jalla, Widow and beneficiary of the MP

Josephine Oromo, Widow and beneficiary of the MP

*Friends Secondary School*

Polycarp Isheny, Principal

Two students

*Kakamega East District*

Hanniton Fugaye, Government Administrator

*St. Joseph Mukulusu Secondary School*

Mr. Richard A. Shikani, Principal

Angeline Oromo, Head Teacher in charge of Human Rights Clubs

Students of the HRE club

*TEPEHURDI*

Cleophas Okisai, Executive Director

Clare Many, Chair person

Sargent Samuel

Samuel Joga, Liaison Police Officer

James Weekesa, Administrative Police Officer of Teso

## **Annex 5: Overall Sources Reviewed**

### **Planning documents**

Amnesty International proposal to DfID/GTF  
Inception report to DfID/GTF Year 1  
Country Level Logical Framework  
Reports on Assessment of Partners prepared by the PMT  
Approved micro project proposals for the ten countries  
Assessment reports for approved micro projects in the ten countries prepared by the PMT and AI IS.  
The National Strategic Plans for the AHRE project  
Amnesty International Narrative Baseline Report of 13 November 2009  
Amnesty International Narrative Baseline Report of 13 November 2009

### **Guidelines/Policy Papers**

AI Annual Report Guidelines for the AHRE of 7 April 2009  
Addendum to GTF Annual Report Guidelines 29 April 2010  
Memorandum of Understanding (MoU)/Partnership agreements  
Amnesty International Guide for the Selection of Project Participants for the AHRE  
Amnesty International "Dimensions of Change". International Secretariat Position Paper –POL 50/010/2008  
Integrated Strategic Plan AI Index 52/004/2009 29<sup>th</sup> International Council Meeting Circular 45 2010-2016  
Review of AI's HRE Systems and Structures AI Index POL 32/012/2011 December 2011  
Amnesty International Short Guide for gathering testimonies  
Amnesty International Guide for developing micro-projects under the AHRE project  
AHREP guidance on writing "Stories of Change"  
Amnesty International Impact Assessment Guide  
AHRE Project Handbook. AFR 01/002/2009  
Amnesty International GPS and Critical Pathways  
Financial and budget monitoring report template  
Financial Reporting Guidelines  
AI Risk Register and Management Template  
AHRE Project Risk Assessment

### **Reports**

AHREP Midterm Review  
Annual AHRE project reports to DfID/GTF 376 2009, 2010, 2011, 2012  
All of AHRE Quarterly Narrative reports per country  
Workshop documents:  
    Grand Bassam HRE Participants Workshop Report July 2009,  
    National Coordinators Review and Planning Meeting report: Jan 2010  
    Partner Induction Workshop Report: March 2009  
All PMT quarterly reports  
Action Plan AHRE Year2, 3, and 4 (PMT)

AHREP Communication Strategy  
Impact Study Assessment: Ghana  
AHREP and mapping out critical pathways

**Individual Country Information**

End of Project and Final Evaluation Review Meeting Power point presentations from all 10 countries

FIDA GHANA Amnesty International: Promoting the Rights of Women and Girls: Domestic Violence November 2009-May 2012.

Overview of Micro-projects by country

HRE materials by each of the 10 countries

Project Documents from Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, and Senegal

Blogs, Facebook pages, Articles, and films

Stories of Change from each of the individual countries.

## Annex 6: Overview of Micro-projects by Country with some statistical data

August 2012

Country	MPs	Regions	Project participants	Range of Human Rights issues
<b>Benin</b>	11	12 Regions	15: 10 M and 5 F	Children's Rights and sexual harassment, Child Trafficking, Reproductive Health, ESCR, Violence against women, Child Labor, Early marriage
<b>Burkina Faso</b>	9	8 Regions	15: activists from 10 organizations	Violence against children in school, Domestic Violence, Pregnant school girls right to education, Violence against Women, ESCR,
<b>Cote d'Ivoire</b>	6	5 regions	13: 4 F and 9M	Maternal mortality, Violence against women, health, housing, and food, Abusive cultural practices, Sexual and Reproductive health
<b>Ghana</b>	8	3 regions	15: 10 F and 5 M	Gender Discrimination, Right to education of girls and boys, Abusive Cultural Practices, and Sexual and Reproductive Health
<b>Kenya</b>	6	4 Regions	6 2 women and 4 men.	Police brutality, violence against women, politically motivated violence, Migrants Rights
<b>Mali</b>	12	6 Regions	15	Rights of People with visual disability, gender discrimination, violence against women, street children's rights, Violence in schools, FGM, Early Marriage, Corruption, girl's schooling. Disabled people, FGM,
<b>Senegal</b>	14	13 Regions	14:7F 7 M with 4 AI members	Violence against women and girls, Child rights, Rights of people living with a disability, Human Rights Education at school, ESCR of Migrants working women, FGM, Human Rights in extractive industries, Violence against school girls.
<b>Sierra Leone</b>	6	4 Regions	15	Violence Against Women, Access to Justice for Women and Girls, Maternal Mortality, and Children's Education
<b>Togo</b>	10	5 Regions	10 7 M and 3 F	Inheritance, women's access to land, early marriage, early pregnancy, child labor, tailors, promoting girl's education, Early Marriage, HRE

				in School, Economic and Social Status of Women
<b>Uganda</b>	7	5 Regions	9	Women living with HIV/AIDS, Violence against women, Refugee women living in Kampala, Girl child education, Women from the Batwa Community; and, Child Protection .

## **Benin Case Study: The AHREP in Benin**

### **Partnership Committee**

In Benin, the Partnership Committee (PC) is comprised of the primary implementing partner, Women in Law and Development in Africa (WILDAF), a well-known women's rights organization, and the secondary partner, Amnesty International (AI) Benin. The training that members of the PC have received include: planning and project management, financial management, participatory methodologies in HRE, and impact assessment.

### **HRE Network**

There are a total of 15 Project Participants all of whom are part of the HRE network. There are also 7 more from external organizations active in Human Rights Education (HRE). The 15 Project Participants come from 9 CBOs, NGOs and Amnesty International Bénin (6). The 7 more come from the following organizations namely CLOSE, RODDH, CBDH, ReSPESD, RIFONGA, WANJOP-Benin and HDI. These 22 HRE members actively work with Yahoo groups and Facebook to share information. The network has developed a directory of members and publishes articles in the press, including the national newspaper *Droits Humain Infos*. They have also created a network of thematic groups, a blog, and an online newsletter that reaches a national-level audience.

### **Micro-Projects**

Eleven micro-projects are being carried in 8 of the 12 regions in Benin. These are focused on a range of issues including:

- Child Rights and Sexual Harassment (2)
- Child Trafficking
- Reproductive Health
- ESCR
- Child Labour
- Early Marriage
- Violence against women.

### **Major Achievements**

The customs in Benin, with regard to inheritance and property rights, are in direct contradiction to the laws that provide women the legal right to inherit their father's land on equal terms to their brother. Association pour l'Eveil de la Femme et l'Epanouissement de la Famille (GPDE-FAMA) has implemented a micro-project that seeks to teach women about the national inheritance laws. The goal is to promote an understanding of the laws themselves, and how to apply them, in order to effect change in the attitudes and behaviors of chiefs and traditional leader.



For example, in three communities: d'Akouho, d'Idéna et d'Oke-Odan, where a micro-project was carried out, there have been 12 cases of inheritance claims brought by women who were being denied access to their father's land by family members. To date, 4 have been settled, while 8 others are still being worked on. In another village, a chief intervened with the family of a woman who was being refused inheritance.

The same micro-project implemented in d'Akouho, d'Idéna and d'Oke-Odan, has helped 9 women, assume leadership roles in the community, and provided them with legal training. This training includes information about how to handle property and inheritance disputes. The nine women also help to disseminate information using the "Each one, teach one, teach one" approach, where each woman and her family teaches another person - either a friend, colleague or a neighbor - about their human rights. To date, hundreds of people have been reached using this approach.

In these same communities, the micro-project has also targeted government stakeholders, such as mayors and other locally elected leaders, with information about human rights and the problems women face in their communities. Radio call-in programs, and written HRE promotional materials such as flyers and posters, have also helped to reinforce community members' understanding of the laws pertaining to women's inheritance.

In Bohicon, a community just 150 kms outside Cotonou, a micro project directs its efforts on educating women about reproductive health and services. There have been reports that women now have increased access to reproductive health services and - with the support of their husbands - are increasingly allowed access to them for both antenatal services and to give birth. This has resulted in fewer women dying in childbirth and women starting to take control of their reproduction, despite the pressure on them to have many children.

The protection of children is another major area of concern for several of the micro-projects in Benin. Work has included the production of a charter of good conduct to protect girls against sexual harassment. In Tourou, a micro-project had contributed to protect children from child labor and promote their right to education. There has been a clear reduction in the number of children working in the stone quarries. The numbers of children working in one community has been reduced from 45 in 2011 to 15 in 2012.

## **Burkina Faso Case Study**

### **Partnership Committee**

In Burkina Faso the Partnership Committee (PC) is comprised of the Amnesty International section as the primary partner, and the Groupe d'Etudes et de Recherches sur la Democratie et le Developpement Economique et Social (GERDES) as the secondary partner.

### **HRE Network**

The 15 Project Participants from a total of 10 CBOs/NGOs. All members of the HRE network and are actively involved in the development of a West Africa Regional HRE network. The HRE work is publicized through press conferences, radio broadcasts, theatre forums, talks, debates, meetings, and general assemblies. They have been especially effective in bringing exposure to human rights issues by using new technologies including blogs and Facebook. In January 2012, HRE networks from Côte d'Ivoire, Mali and Burkina Faso met in Ouagadougou, the capital city of Burkina Faso, to share best practices and ideas regarding the implementation of new media and the effectiveness of the micro-projects.

### **Micro-Projects**

There are a total of 9 micro-projects that are being implemented in a total of 8 regions in a total of 47 communities. The range of human rights issues they address include:

- Violence against Children in Schools (3)
- Pregnant School girls right to education
- Violence Against Women (2)
- Family Code and inheritance rights
- ESCR (2)

Over the three-year period, a total of 566 individuals were trained as multipliers. Multipliers educate others in their home communities and use different strategies including TOT or talks.

### **Major Achievements**

As in other African countries, fighting the entrenched traditional and cultural practices, and the inherent discrimination that exists against women, is an uphill battle. These practices include "Siongo" and "Zangogo." When a man dies unexpectedly community members suspects witchcraft. As a result someone is falsely accused of killing him and banned from the village. The man's widow is the one who is normally accused. Children of "suspected" witches often also face significant discrimination. In the northern part of Burkina Faso (in the Kourwéogo province) the micro-project has addressed such harmful traditional practices. The paramount chief of the region, Mogho Naaba, and two other traditional chiefs banned this practice in 2010. This has encouraged other traditional leaders to take action, with the chief of Boussé banning the practice in his own village in 2010. When this happened, sixty women accused of being witches, in surrounding

villages, sought exile in Boussé. Two years later 10 of the women living in Boussé, along with their children have returned to Passore to be reconciled with their communities. Another banished woman living in Boussé, was able to return to Konkin, her home village, after 27 years of exile. The activities of the micro-project in Boussé, by organizing youth clubs in the schools, have also addressed the shame and discrimination the children of supposed witches face in school. The main goal has been to ensure that children are supported so that they stay in school.

A micro-project promoting the rights of girls in pregnancy and girls bearing children] being carried out (in four communities of Taabtenga, the biggest township of Ouagadougou, seeks to protect girls' rights to education when they become pregnant, as per a 1974 law. The micro-project has informed the community of this law, and with public support behind it, the micro-project has enabled pregnant girls to attend secondary schools. In the same micro-project being carried out in Taabtenga, a group of well-known pop artists have been commissioned to perform "Bats-toi" meaning "Fight for your rights" on a DVD to raise awareness about pregnant girls and their rights. The DVD has been disseminated to all schools in Burkina Faso. Initially, the project met with resistance in the schools. However, the micro-project administrators built strategic alliances with school officials, and educated and mobilized the student body. Many students became involved and embraced the issue and it resulted in a massive mobilization of students willing to show their support of girls' rights. These actions demonstrated to the school authorities that this is an issue that they should take seriously.

In the Cascades and Hauts-Bassins regions (mainly in the cities of Bobo-Dioulasso and Banfora), the micro-project has focused on the protection of girls from sexual exploitation and abuse in three of this town's schools: Mollo Sanou, Lompolo Kone and the Institute of Sacred Heart Banfora. Following education sessions held at these schools, it was agreed that a suggestion box would be set up so that students could anonymously make complaints. An appeals committee was also set up, with two student representatives, a mediator, a teacher representative, and the director of the micro-project. It reviews complaints made by students about sexual harassment as well as more serious gender-based crimes in schools. The appeals committee works with the school administration, notably the school's principal, to address the complaints, and has taken action where necessary. As a result several teachers have been charged with sexual harassment and taken to court.

## **Côte d'Ivoire Case Study**

### **Partnership Committee**

In Cote d'Ivoire, the Partnership Committee (PC) is comprised of the AI section as primary partner, and the Association of Female Lawyers of Côte d'Ivoire (AFJCI) as the secondary partner. AFJCI is a well-known women's rights organization in Cote d'Ivoire, working on a range of issues that impact women. Utilizing the skills that members of the PC acquired during the project, by participating in several international and regional meetings held by AI, they have developed a national strategic plan for the overall project.

### **HRE Network**

The HRE network now includes all 13 Project Participants from Amnesty International, AFJCI, the Ivorian League of Human Rights (ILHR/LIDHO), Grenier International, SOS Exclusion, and Action by Christians against the Abolition of Torture. The projects are implemented in the north, west, and central areas and in the environs of the capital city of Abidjan.

HRE network members meet regularly to discuss the micro-projects and share experiences. As network members are based throughout the country and they rely on the Internet and telephone to a great extent, to communicate with one another. This type of collaboration has effectively built the capabilities of its members, especially in the area of fundraising.

### **Micro-Projects**

The six micro-projects deal with the following set of issues:

- Violence Against Women
- ESCR
- Violence in Schools
- Human Rights Education in Schools
- Women Rights Education and the police
- Maternal Health and FGM (2)

### **Major Achievements**

In Sinfra just 325 klm from Abidijan, the capital, AI CI section is running a micro-project in which positive results have been seen at the hospital, community and family level. At the hospital level, there has been a reduction in the number of complaints that pregnant women have made about the treatment they receive from hospital staff, and the number of pregnant and lactating women visiting the hospital for care and delivery has shot up. At the community level, community health committees have been established, comprised of members of the community and traditional and religious male leaders. These committees play a major role in, not only ensuring that women get the hospital care they need, but are treated with dignity and respect. At the family level, men are taking more

responsibility for maternal health and women are making more demands of men to ensure they receive the healthcare they need.

In Komborodougou, where the Grenier International is carrying out a micro-project, community leaders have established a committee to reduce the high maternal mortality rate. Also workshops carried out, targeting men, have resulted in increasing the number of men who have paid for their wives' prescriptions and other medical costs. Between 2009 and 2011, the period when the micro-projects were being implemented, there was a 15 per cent increase in the number of women attending prenatal visits as a result of the project. Further, more women are giving birth in hospitals and health care centers. Another important change that has come about because of this project, is that pregnant women are now prohibited from carrying out heavy work beyond the seventh month of pregnancy. Finally, due to the involvement of chiefs and community leaders, and their understanding of the link between FGM and risks in pregnancy and childbirth, FGM has been officially prohibited in the villages of Komborodougou.

In Abidjan, LIDHO and AI CI operates a micro-project whereby journalists are trained about economic, social, and cultural rights. As evidence of its impact, one newspaper reporter who attended the training -- with the support of her editor -- began to investigate and write stories about people's rights, and the issues they face in relation to health, education and housing.

In Dabou, a community in the south of Cote d' Ivoire, project participants of are aiding in the investigation and prosecution of rape cases. Before their work began, rape cases were dealt with within families, and rarely reported to the police. However, as a result of the micro-project, the community is informed and is reporting these crimes to the police. The key to the success of this project has been the involvement of key stake holders in the community, such as chiefs and other traditional leaders who have helped lead the way by establishing community structures.

When the micro-project by AFJCI began to operate in a community situated in the outskirts of Abidjan, only a handful of police wives attended the meetings. Later, several interviewed for this report claimed that they had wanted to attend, but were afraid to ask their husbands' permission. However, as news of the trainings spread, more women decided it was in their best interests to attend. As these women learned about their legal rights it motivated them to take action to curb abuses. For instance, those not legally married took steps to become legally married and those that had become widowed took steps to demand the property rightfully due to them. Accompanying such changes were shifts in family dynamics, especially between husband and wife. For women, the training in human rights and legal rights has improved both their self-confidence and their self-esteem. It also has resulted in the creation of a very strong solidarity network among these women.

## **Ghana Case Study**

### **Partnership Committee**

In Ghana, the Partnership Committee is comprised of Maata-N-Tudu as the primary partner, and Amnesty International-Ghana (AI-Ghana) as the secondary partner. Maata-N-Tudu is a women's rights organization based in Tamale, in the north of Ghana, where all the micro-projects are carried out. Amnesty International is based in Accra, Ghana.

### **HRE Network**

There are 15 Project Participants who manage eight micro-projects in three regions of the Northern Upper East and Upper West regions of Ghana. The majority of the Project Participants are women who are from 8 CBOs. These include: The Ghana Education Service (GES), Bimoba Literacy Farmers' Cooperatives Union, The Rural Development Initiative, Single Mothers Association (SMA), Women Integrated Development Organization (WIDO), The Widow and Orphans Movement (WOM), The Federation of Women Lawyers (FIDA), and The House of Liberation for Empowerment (HOLIFE). The micro-projects are being implemented in 3 regions in the north of Ghana.

### **Micro-Projects**

The micro-projects in Ghana include:

- Gender discrimination
- Girl child education (2)
- Economic and social status of women (2)
- Women and girls rights
- Abusive cultural Practices
- Sexual reproductive health

### **Major Achievements**

In Zanlerigu, WOM's micro-project has successfully reformed harmful traditional practices that infringe upon the human rights of women and girls. It successfully targeted 50 traditional leaders and 600 community members. Theater performances, produced through trainings carried out in human rights advocacy clubs, and through community meetings and talks carried out at community level, have been the key awareness raising strategies teaching about human rights instruments and harmful traditional practices. A human rights monitoring structure has also been set up in the communities where WOM works.

WOM's micro-project in Zanlerigu, has led to many positive changes in the lives of widows there. Most importantly, it has taught women to refuse to conform to traditions that have violated their dignity. Firstly, widows are refusing to drink a concoction of herbs to determine whether they have some role in their husband's death. Secondly, widows are now participating in social events in their community within two weeks of their husband's death, which they were previously were unable to do. Lastly, the practice

of stripping widows naked has also ceased. However, despite progress away from these traditional practices, there is still resistance to change within some communities. For example, women are still forced to marry their brothers-in-law in order to access their late husband's property. When women refuse they are left without property.

In Northern Ghana, GES works with teachers in a micro-project that is designed to increase girl's enrolment, retention and completion of primary and secondary education in three schools. Students in these schools learned about the human rights related to education, and have become aware that girls are often excluded from opportunities for a number of reasons. In meetings with parents, educators from GES and the students, , together have talked about children's education rights and the responsibilities children have to their families. At first there was some resistance from parents who felt it was more important to send their children to work than go to school. However, now students have reported that their communication with parents has greatly improved.

The paralegal office of FIDA-Ghana carried out a project in six communities in the Tamale and Tolon-Kumbungu districts of northern Ghana aimed at improving the situation of women and girls. The project engaged thirty legal literacy volunteers (LLVs) (5 in each of the 6 communities) to serve as community "watch dogs" to monitor potential rights violations. These volunteers also carried out educational outreach work in these communities. Chiefs also participated in the outreach efforts by holding *durbars* (community meetings). In all these communities the project reached over 1,800 people with human rights education. The topics included domestic violence, HIV/AIDs, widows' rights, access to land, and the right to health. Since the project began in these two districts in 2010, approximately 30 human rights violations have been reported to the LLVs for mediation. The monitoring and evaluation of all these projects by the 2 Project Participants shows a decrease in the reports of violence against women in the home. Furthermore, Project Participants report an increase in other indicators, including women having greater access to land, increased community involvement in preventing maternal deaths, and the greater involvement of chiefs in human rights issues.

## **Kenya Case Study**

### **Partnership Committee**

Kenya is unique in that it is the only country among all participating countries with three partners in their Partnership Committee (PC). These include the Legal Resource Center (LRC), the Center for Rights, Education, and Awareness (CREAW) and Amnesty International (AI) Kenya. LRC is the primary partner. Its work has focused on addressing police brutality. It boasts significant experience in the area of human rights education (HRE) including curriculum development, training workshops, educational methodologies and evaluation. The second partner, CREAW, has worked in HRE through by community radio. Its issues relate to slums, and peace and justice at the local and national level. The third partner, AI Kenya, has been instrumental in setting up human rights clubs in public schools.

### **HRE Network**

In Kenya, the HRE Network has 13 members including the 6 Project Participants, as well as 7 others, all who are interested in HRE but do not receive support from AI. The Project Participants come from the following organizations including Kibera Kids Youth Development Trust (KIDYOT) and Nubian Forum Rights (NFR) are both located in poor neighborhoods just outside Nairobi. Coast Women Rights Advisory Trust (COWERAT) operates in the Mobassa area along the coast. Shinyalu Central and West Self Help Group (SCEWE) located in western Kenya. Women and Children in Crisis (WOCH), and Teso Peace and Human Rights Development Initiative (TEPEHURDI) are located in Western Kenya.

The members meet on a regular basis to share ideas and have participated in trainings organized by the National Coordinator. In Kenya they are working in 4 different regions in total.

### **Micro-Projects**

The micro-projects focus on these issues:

- Politically motivated violence (2)
- Police brutality in slums (2)
- Minority Rights
- Violence Against Women

### **Major Achievements**

Since Kenya's independence, violence has been used by politicians to obtain political power. Often the nature of it is such that politicians manipulate one ethnic group to use violence against another, to test loyalty and use as a means to win power. In the HRE micro-projects that address violence that is politically motivated, street theater has been effective in showing people the causes and consequences of the violence in an objective fashion. Its audience, normally a mixed group of people from opposing ethnic groups, are shown the ways that political parties violate human rights in ways that are detrimental to



the community. Actors reenact familiar scenes related to the ethnic violence, and demonstrate peaceful alternatives. Evidence from community forums following the street drama shows that this has resulted in more peace in the community, especially at the time of elections. In Kenya the police are notorious for their brutality, and they and enjoy a significant amount of impunity as they rarely are held accountable for the human rights violations they commit.

TEPEHURDI is running a micro-project in western Kenya that works with police in small cities and towns. They seek to build trust between local police and residents in the border town of Teso in western Kenya. To this end, TEPEHURDI has organized a series of football matches between the police and the community, and has also organized concerts with a live band which conveys human rights messages. At the end of the concert, discussion forums are held with audience members that seek to address the human rights issues people are facing in the community. The forums also communicate the kinds of services that are available for when their rights are violated by the police. A retired police officer, working with TEPEHURDI, has facilitated past forums.

Women and girls in Kakemega learn about their human rights in community meetings called *barazas* and, as a result, are taking action about their human rights. In western Kenya , following sessions carried out by SCHERE, a small but growing number of women have succeeded in advocating to local officials, in order to have their land returned to them after it had been seized by family members upon the death of a husband. In this same community, women have organized their own groups to support widows in the community. One of the widows has also formed a collective that supports other women as they take care of their own needs and those of their children. Key to the success of this micro-project has been the extraordinarily good relationship that SCHERE, the CBO in charge of the micro-project have been able to forge with the local government administration.

## **Mali Case Study**

### **Partnership Committee**

In Mali, the Partnership Committee (PC) is comprised of two partners including Amnesty International Mali, and the secondary partner Association pour Défense des Droits des Femmes (APDF). The PC has received training in planning, strategic management, communication, and computing in order to ensure that the micro-projects are well supported at the national level. In turn, the National Coordinator (NC) and PC have hosted a total of 10 trainings that took place over a three year period to support of the 16 project participants who were trained in planning, networking, advocacy/lobbying, strategic campaigning, active participation, presentation skills, communication, Economic, Social and Cultural Rights (ESCR), computers and participatory theater.

### **HRE Network**

The HRE network established in Mali, as a result of the project, includes all of the 16 project participants. Similar to the HRE networks that have been established in Burkina Faso, Cote d'Ivoire, Benin, and Togo, the Mali HRE Network has been officially registered with the national government. To publicize its activities it hosts its own web pages, Facebook and blogs ([edhamali.blogspot.com](http://edhamali.blogspot.com)). In January 2012 the Mali HRE network participated in sub-regional meetings with the HRE networks of Burkina-Faso and the Ivory Coast, in order to strengthen networking among these three countries.

### **Micro-Projects**

In Mali, there are a total of 12 micro-projects which focus on the following issues:

- Girls schooling
- Gender discrimination
- Violence against women (2)
- Female Genital Mutilation (2)
- Street children
- Violence in schools
- Female Genital Cutting
- Early marriage
- Corruption
- Promote the rights of the visually disabled (2)

Throughout the course of the three-year project, 16 Project Participants trained 1,139 multipliers, who were individuals who were trained to train others. In turn these people have educated 35,850 people including 15,411 women, 10,184 children and young people, 1,491 people with disabilities, 162 community leaders, municipal and government officials, and 232 teachers as reported by the NC in Senegal in July 2012.

### **Major Achievements**

The micro-project being carried out in Mopti has orchestrated the establishment of a Community Counseling Center that is run by a group of lawyers and paralegals. They run

HRE education sessions that target Mopti community members, government officials, judges, the police, and the gendarmerie.

The content of these sessions is international human rights law found in the Convention of Elimination of the Discrimination Against Women (CEDAW) and the Optional Protocol of Maputo, both having been ratified by the Malian government. As a result of these training sessions, women began reporting the human rights violations committed against them to the police and the gendarmerie, with some of the cases ending up in court. To date, a total of 40 human rights cases have been adjudicated. Cases involve land and property claims, succession, rape, debt payment, and domestic violence.

During the project period (2009-2012) the major achievement was an increase in the number of girls attending school. This increase has been attributed to the educational efforts of the 14 HRE clubs established in public schools within these communities. The school clubs provide training in theater that seeks to educate families about the importance of girl's education. A direct result of this work was that there was a significant increase in the number of girls going to school in Sikasso and Fourou, two gold mining areas in northern Mali.

In Segou, 235 km from the capital Bamako there has been significant progress made with regard to attitudes and behaviors towards people with visual disabilities. The most profound changes have been at the family level. As family members learn about the rights and experience of disabled people, they have become more empathetic, resulting in these relationships improving. There is also clear evidence, based on interviews with the Project Participants and the beneficiaries of the micro projects, that the formally discriminatory attitudes, of authorities towards those with disabilities, is also improving.

The changes in attitude have come about because of the increased awareness of the rights of visually disabled people through regular radio programs and public events. One such event, organized by the micro-project was the 2010 Paris Bamako Festival where the famous blind musicians Amadou and Mariam performed.

Project Participants have also spearheaded the effort to produce and disseminate educational materials in Braille, which includes the national legislation on Human Rights for People with Disabilities, adopted in December 2009. It has also used the UN Convention on the Rights of Persons with Disabilities to advocate for services that the government must provide.

In two districts Kalaban Coro in the village of Kati, and the district of Souransan (Kita), micro-projects run by NAMES of organizations have sought to eliminate the practice of FGM, by educating community leaders about the health risks it poses for young women. As a result of the educational efforts of the micro-project FGM, has been abandoned in these two towns.

## Senegal Case Study

### Partnership Committee

In Senegal the primary partner is Amnesty International and the secondary partner is Groupe Agora pour l'Education aux Droits de l'Enfant et à la Paix (GRAREDEP).

### HRE Network

There are a total of 14 Project Participants working in a total of 13 regions throughout Senegal for a total of 8 CBOs and NGOs all of whom are a part of the HRE Network. These include: Association des Jeunes Agriculteurs de la Casamance (AJAC), Association pour la Reconstruction de la Paix et de la Citoyenneté (ARPC), Conseil Sénégalais des femmes (COSEF), Comité de Lutte contre les violences à l'encontre des femmes (CLVF), GRAREDEP, Association pour la promotion de la femme Sénégalaise (APROFES), and Association Nationale des Handicapés Moteurs (ANHM)..

### Micro-Projects

There are a total of 14 micro-projects in Senegal, which include;

- Violence against women and girls (4),
- Children's rights (2)
- The rights of the disabled
- Human Rights Education in schools (2)
- ESCR of migrant working women
- Female Genital Mutilation
- Migrants' rights,  
Violence against girls in school (2)
- Human Rights in extractive industries.

### Major Achievements

Since 2009, APROFES, the organization that implements a micro-project in Kaolack, tells of having received fewer reports of domestic violence and more reports by women of rape, and perpetrators are now brought to justice at higher rates. In a 2010 case emblematic of justice being served, a *marabout*, a local priest, was accused of raping a 10-year-old girl. The case was brought to trial. The priest was found guilty and sentenced to 10 years in jail. This level of accountability was unheard of prior to the implementation of the micro-project.

Such positive impacts signal major improvements in the lives of women and girls in the community of Kaolack. In Kaolack the micro-project has raised awareness about women's human rights, the causes of violence against women, and the social and legal services that are available in the community for women who have suffered violence. Awareness about human rights has been raised by APROFES through participatory theater, community talks, and educational workshops. As for the theater, each week

hundreds of people come from the community to the center of Kaolack to watch plays that address a human rights issue. A common theme in these plays is domestic violence. The performance is followed by a discussion with the audience about the human rights violations depicted in the play. Once the human rights violation is determined through a series of question and answers led by a facilitator, then the facilitator then asks for a volunteer from the crowd to participate in the show. The volunteer re-enacts the scene where the human rights violation is being addressed with the woman successfully claiming her rights. This process enables the audience to be a part of a participatory process, and to experience a situation where a woman's rights are respected.

Human rights educators encourage entire families to watch the performance together as individual family members can remind each other of its messages back at home. Additional information provided during the theater show includes information about the range of legal, reproductive health, and psychosocial services available in the community for survivors of sexual and gender based violence. This information warns community members that women will seek redress if their rights are violated, and is seen as a deterrent.

In Thies, a city 100 miles outside of Dakar, a micro-project improving the quality of life for people with disabilities is being implemented. Using the Convention on the Rights of Persons with Disabilities as the main legal text, 100 ANHM members and others suffering from some form of disability receive a rights-based education. This initial training is followed by a series of meetings that take place between ANHM, elected officials, and service providers in local hospitals and health centers. These meetings have resulted in improvements at these health service centers for people with disabilities. For instance, moving the rooms of disabled patients to the ground floor, providing access ramps, and committing to address the general treatment of disabled patients by the staff.

In another micro-project being carried out in the communities of Saraya, Khossanto, and Sabodala where the issue of child labour is being addressed. Project Participants report a noticeable decrease in the number of children working in the mines, and an increase in the number going to school. There is also a greater awareness of safer mining techniques and the dangers of using mercury.

## **Sierra Leone Case Study**

### **Partnership Committee**

In Sierra Leone, the Partnership Committee (PC) consists of Amnesty International Sierra Leone (AISL), the primary partner and the Center for Democracy and Human Rights (CDHR), as the secondary partner. AISL is based in the capital Freetown and CDHR is based in Makeni in the northern part of the country.

### **HRE Network**

The 15 Project Participants come from the following organizations including Women's Action for Human Dignity (WAHD), Sabi Yu Rights Advocacy Group (SYRAG), Democracy and Development Associates-Sierra Leone (DADA-SL), Amnesty International Artist's Group, (AAAG) and Amnesty International Women's Group (AIWG) and work in a total of 23 communities.

The 15 Project Participants are all part of the HRE Network and meet on a regular basis to discuss shared ideas and challenges. Through the overall work of the micro-projects, throughout the three years that this project has been implemented, it is estimated that 800 women, 500 girls, 28 religious leaders, 153 government officials including police and court officials, and 15 journalists have become multipliers, those trained to provide others with HRE information, ultimately impacting thousands of others throughout Sierra Leone.

### **Micro-Projects**

The range of human rights issues dealt with in the micro-projects includes:

- Negative traditional cultural practices ie. Female Genital Mutilation (FGM)
- Gender based violence
- Access to justice (2)
- Maternal Mortality
- Children's education

### **Major Achievements**

After almost three years WAHD, a local women's organization in the northern part of Sierra Leone, has implemented a micro-project to reduce maternal mortality in 13 chiefdoms in the Bombali district in the north of Sierra Leone. As a result of the micro-project, significant efforts are being made at the community level to challenge attitudes and empower women to make decisions critical to their health and life.

The first component of the project was the establishment of safe motherhood clubs for both women and men, where Government officials were also invited to participate. The second was to inform communities about relevant international laws such as the Convention for the Elimination of Discrimination Against Women (CEDAW), and the newly adopted policies linked to health, education, and women's rights, including the

free health care policy, and the 2007 gender laws on marriage, divorce, inheritance, and domestic violence.

The micro-project's educators conduct community meetings, and role-play in community theater. Female leaders are educated, including the traditional birth attendants -- *soweis*, the nurses, and all those that have key roles to play in women's reproductive lives. Male leaders such as court officials, paramount chiefs, teachers, husbands, and religious leaders are also targeted for the education. These male stakeholders hold significant power over women's lives in rural settings that their support can ensure the programme's sustainability.

As a result of these educational activities it is now much less likely for communities to accept that women dying in child birth is inevitable, 'God's will,' or an unavoidable consequence of poverty. Families and communities better understand the range of roles and responsibilities communities have available (i.e. supporting them to go to anti-natal clinics, or support them to give birth in the hospital) in ensuring woman's rights during pregnancy and childbirth.

WAHD have recorded an increased number of woman and girls attending the hospital and health care clinics for ante-natal care, to give birth, and for post-natal care. According to Project Participant's reports, men are also increasingly supporting their wives as they seek out health services. In some communities in Bombali district, chiefs have imposed bylaws requiring that women give birth in hospitals, and health care centers and have provided monetary incentives to traditional birth attendants to encourage them to bring women to the health care centers when they are ready to deliver.

In Grafton, just outside of the capital Freetown, Advocacy Movement Network--AMNet has been successful in getting families to abandon the practice of FGM. One of the most effective tools has been using the Intergenerational dialogue (IGD) technique. This encourages the older generation - normally the staunchest supporters of the practice - to talk to the younger generation about its health dangers.

The partner uses IGD to achieve community consensus on FGM, an issue that is usually taboo. AMNet is not seeking to achieve zero tolerance to FGM but rather is facilitating the stakeholders' consensus in an age of informed consent, in accordance with international and national human rights instruments. This is the first time that AMNet has used this approach and it has had a positive impact: in seven communities in Masungbala Chiefdom (Kawula, Tawuya Munu, Bamoi Munu, Bakamakuloh, Masimra, Kirma Bana and Kania), all have signed a Memorandum of Understanding (MoU) to ban child FGC.

Other organisations, including UNICEF, have heard about this IGD methodology and have now asked *AMNet* to train their staff. UNICEF staff believe that IGD could also locally to address other problems such as sexual and gender based violence (including marital rape), and sexual harassment, In 2012 AMNet facilitated a four-day training of trainers.

## **Togo Case Study**

### **Partnership Committee**

In Togo the Partnership Committee (PC) is comprised of Amnesty International as the primary partner and Groupe de Reflexion et d'Action Femme Democratie et Developpement (GF2D) as the secondary partner. The National Coordinator (NC) and the members of the PC have supported, and carried out training of the 15 Project Participants, enabling them to support, advise and monitor human rights education (HRE) projects.

### **HRE Network**

All 15 Project Participants are members of the HRE Network aimed at strengthening HRE in Togo through the exchange of information and experience. The HRE Network is a registered entity. They meet every three months and report on their activities through a monthly electronic newsletter. The HRE Network has been guided by a three-year action plan.

### **The Micro-Projects**

In Togo, there are a total of 10 micro-projects and address the following issues:

- Inheritance rights of women
- Gender equity
- Child labour
- Early marriage
- Women and children's rights (2)
- Economic and social status of women (2)
- Corporal punishment and sexual harassment in schools
- Safe motherhood

The micro-projects have been implemented in 38 communities, and have reached approximately 16,600 people.

### **Major Achievements**

Women's rights have been strengthened as a result of the micro-projects in Togo. One project in the area in the north of Togo, in the community of Sokodé, focuses on the prevention of early marriage and right to education. Through theatre and community dramas, which targets schools and the broader community, people have been exposed to messages such as "men and women are equal," "let women become economically independent," "school is for everyone -- both boys and girls," and "age 16 is too early for marriage."

In the same micro-project, awareness-raising activities have also been complemented by training workshops directed at local leaders, and focused on the laws that protect women and girls from harmful traditional practices. The training highlights the detrimental consequences of these violations to girls' survival and well-being. As a result of the project in Sokodé, there has been an increase in the number of women who report cases



of sexual and gender based violence to the police. The courts have also been more responsive, as more cases than ever before, are heard.

The micro-project focused on children's rights, carries out human rights awareness campaigns among school children about abuse, trafficking, and neglect of children. In addition to these sessions in schools, awareness of these issues is spread through posters and theater productions in the community.

In the Savannah region, the micro-project leaders have stopped people from using minors as domestic workers. Some of the children have left their employers' homes, where they had been enslaved, and returned to their own homes where they were able to enroll in school. In one high-profile case, as a direct result of raising awareness in the communities, a child trafficker called Molbagou, who had kidnapped two boys in the border town between Togo and Ghana, was arrested. The boys were being forced to work in the plantations in the Ivory Coast. Molbagou was eventually tried and found guilty, which put communities on high alert for other child traffickers. Now a number of communities have child protection committees that can raise awareness about child trafficking.

## **Uganda Case Study**

### **Partnership Committee**

The two partners in Uganda include the East & Horn of Africa Human Rights Defenders Project (EHAHRDP), the primary partner, and Agency For Cooperation For Research and Development (ACORD) who is the secondary partner. EHAHERDP seeks to strengthen the work of human rights defenders (HRDs) throughout the region by reducing their vulnerability to the risk of persecution and by enhancing their capacity to effectively defend human rights. ACORD-Uganda works in partnership with the poor and the marginalized to change conditions undermining social justice through participatory people-centered work, research and advocacy including focusing on governance, peace-building and HIV/AIDS. Uganda is the only country program that does not have an Amnesty International (AI) section.

### **HRE Network**

As part of the HRE network in Uganda, there are 9 Project Participants who come from a total of 6 Community Based Organizations (CBOs) and NGOs that represent diverse parts of the country. These include the Health Action Group (HAG), Justice and Peace Commission (JPC), Gulu Women Economic Development, and Globalization (GWEDG), Human Rights Defenders Solidarity Network (HRDSNET), Tororo Civil Society Network (TOCINET), and the Centre for Human Rights Development and Democracy (CEHUDED).

### **Micro-Projects**

The 7 Ugandan micro-projects address an array of women and children's rights issues:

- Women living with HIV/AIDS;
- Violence against women;
- Refugee women living in Kampala;
- Girl child education;
- Women from the Batwa Community; and,
- Child Protection .

### **Major Achievements**

JPC and GWEDG are two strong national organizations in northern Uganda working on women's rights issues. These organizations implement two micro-projects in six villages in the Gulu District, a place once ravaged by armed conflict. Currently the projects address violence against women while promoting access and ownership to land for women in these areas. Following awareness-raising sessions and more direct training for leaders of women's groups, a total of 45 women and young girls have been referred to court for the problems they face: land issues, rape, and domestic violence concerns.

In the Gulu District, targeting women's leaders with education and garnering greater input from communities, while the strengthening of a broad-based HRE network, are key to these organizations' successes. Also, vital to such success is the use of the multiplier effect. Women leaders have gone on to teach other women in neighboring communities about their rights and how to advocate for them. As a result of their efforts, groups of landless women in neighboring communities of Paicho and Unyama have become empowered by human rights education, and over the past year several of them have been successful in reclaiming back their land.

The Batwa communities have lived as hunter-gatherers in the forests of Uganda until 1991 when they were evicted from their land. Plagued by poverty and low levels of education, these women possessed very little knowledge about their human rights. Further complicating their lives is the fact that they suffer high rates of domestic violence.

A HRE micro-project in Batwa, implemented by the African International Christian Ministry (AICM), has accomplished two goals: First, it has increased land ownership among the indigenous Batwa women, and: Second, AICM has established Human Rights Protection Committees (HRPCs) that have been set up to resolve conflicts linked to violence against women. Committee members are trained in HRE and conflict resolution. The committees introduced human rights awareness in the Batwa communities. The mere presence of these committees in Batwa communities has given women the confidence to press charges against those who violate their rights

Additionally, radio spots and talk shows aired in Uganda, Northern Tanzania, Eastern DRC and Rwanda, have disseminated important information about human rights. There is evidence of improved behavior at the family and household level. Finally, there has been an increase in the networks that ties such HR organizations to each other.

Two organizations have focused their efforts on children's rights: the Tororo Civil Society Network (TOCINET) and the Centre for Human Rights Development and Democracy (CEHUDED). TOCINET operates in Malaba, a town that lies on the border with Kenya. The town has high rates of poverty and child abuse. To address child abuse, the micro-projects introduced human rights training activities for local authorities, school personnel and members of local child protection committees that have been set up by the communities to play a role in protecting children.

One component of the micro-project is dedicated to HRE through skits and radio programs in local languages. A second component of the project is building the capacity of local counselors, who are trained to address human rights complaints brought to them by children. Since the beginning of the HRE program in Malaba (2010), a total of 25 cases have been considered by the counselors. Child protection services and police are also responding to more complaints.