



# EDUCATION EMPOWERMENT JUSTICE PROGRAMME

**Independent End Evaluation Report  
November 2017**

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Consulting

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## **Acknowledgements and thanks**

Thanks is particularly extended to the Amnesty International EEJP partners and the own local implementing partners of teachers, community members, theater group, and radio presenters, and other activists who so generously gave their time and openly shared their experiences.

We are most grateful for the support of the Amnesty International office staff in Kenya, Moldova, Tunisia, MENA and Latin America Regional offices for arranging the logistics and hosting the Validation and Learning Workshops.

Thanks to Tale Longva and Ruth Zaldibar Garcia of the Global Human Rights Education Programme (Norway) for their consistent assistance and guidance throughout.

Sarah Dyer and Sally Cobb of Pamodzi Consulting, and Steve Fisher and Maria Rodrigues from Community Works completed the end of programme evaluation for Amnesty International. Vanessa Angulo (Community Works) and Mary Gow provided translation services. Ingrid Horton (Community Works) designed the Evaluation Report.



## Acronyms and Abbreviations

|           |   |
|-----------|---|
| AI        | Amnesty International   |
| CSO       | Civil Society Organisation  |
| DPO       | Disabled Peoples Organisation   |
| EEJ       | Education Empowerment Justice   |
| EEJP      | Education Empowerment Justice Programme   |
| Entities  | Refers to the AI partners which are sections, a structure, national offices and regional office |
| FB        | Face Book   |
| FGD       | Focus Group Discussion  |
| GBV       | Gender Based Violence   |
| HR        | Human Rights  |
| HRE       | Human Rights Education  |
| IHREC     | International Human Rights Education Centre   |
| LAM       | Latin America   |
| LGBTI     | Lesbian Gay Bisexual Transexual and Intergender   |
| M&E       | Monitoring and Evaluation   |
| MEL       | Monitoring Evaluation and Learning  |
| MENA      | Middle East North Africa  |
| MSC       | Most Significant Change   |
| NGO       | Non Governmental Organisations  |
| NORAD     | Norwegian Agency for Development Cooperation  |
| NRK       | Norwegian Broadcasting Company  |
| NSC       | Norwegian Steering Committee  |
| Programme | Refers specifically to the EEJ Programme  |
| programme | Refers to other programmes or activities  |
| ToC       | Theory of Change  |
| ToR       | Terms of Reference  |
| ToT       | Training of Trainers  |

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# 1. INTRODUCTION

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## 1.1 Programme Overview

The Education, Empowerment, Justice Programme (EEJP) is a five-year human rights education programme that runs from 2013 to December 2017<sup>1</sup>. The aim of the EEJP is to reinforce the basic human rights of people across the world and contribute to greater justice for thousands of human beings through human rights education and empowerment initiatives. The Programme delivers on this through implementing 13 projects that predominantly use human rights education to increase access to human rights of certain target groups. The projects cover human rights issues in five thematic areas, and are implemented through Amnesty International's (AI) entities in 24 countries in Europe, Latin America, Middle East and North Africa, Africa and in Asia. The EEJ is expected to contribute to AI's strategies and goals, and specifically increase awareness of human rights education (HRE) within the AI movement.

The EEJP is part of a larger global programme Justice! AI Norway prepared the proposal in 2012, that was successful in gaining funds for a large-scale global programme of activities on human rights from the Norwegian NRK Telethon event. The Government of Norway contributed a component of the NRK grant (Norwegian Kronor (NOK) 35 million), with the requirement of reporting to NORAD for this part of the grant.

AI policies determine that government funds can only be used for AI's HRE activities. To accommodate this policy requirement, a portion of the grant the EEJP, which is a specific set of activities specifically dedicated to HRE, was designed as sub-programme within the Justice! programme. The International Human Rights Education Centre (IHREC), which at the time was part of Amnesty International (AI) Norway office in Oslo, took responsibility for the design of the EEJP. The design was completed during 2012 and 2013 with the inputs of the steering group in place at the time. The Programme was designed as an application based programme, and started up gradually as applications from the different entities were being received. Due to timing and sequencing factors, this did create certain challenges in developing a coherent overall programme design.

Over the 5-year period of the EEJP 13 projects have been supported by the NRK Government component of the grant. Each of the projects is funded between US\$50000 and US\$127000 per annum. The focus of the EEJ projects on HRE fit within the five thematic areas that were proposed and approved in the overall NRK grant application (refer Table 1).

An additional two projects (implemented by AI Czech Republic with Slovakia, and AI Slovenia) on HRE are managed as part of the EEJP but are funded from the money collected from the Norwegian public during the NRK Telethon fundraising event. The activity reports from these 2 projects are submitted to NRK with reports of other AI activities that are funded from the same public source.

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1 EEJ Programme Information

**Table i. Summary of EEJP Projects**

| <b>Thematic Strand</b>   | <b>Partner</b>  | <b>Project Title</b>   | <b>Time Period</b>   |
|--|---|--|--|
| <b>1 Price of Freedom and Expression</b> (for those penalised for exercising their freedom of expressions in MENA)   | i. MENA Regional Office – Syria, Libya, Yemen, Morocco, Algeria and Tunisia   | Protecting Rights and Freedom: Strengthening Capacity of Civil Society to Protect and Promote Human Rights in MENA   | August 2014 – December 2017<br>* Possible option to extend to 2018 |
| <b>2a Targeted and Exploited</b> (ensuring justice for women suffering discrimination globally)                      | ii. AI Zimbabwe   | Educating Women for Empowerment and Justice  | September 2013 – December 2017                                     |
|  | iii. AI Brazil  | Empowering Women to Curb Police Violence in Brazilian Poor Communities   | Pilot 6 months 2013 – 2014, resumed May 2015 – December 2017       |
|  | iv. AI Morocco  | Education, Empowerment, Justice  | May 2014 – December 2017   |
|  | v. AI Senegal   | Gender Equality and Reproductive Health of Women and Girls from Senegal  | April 2014 – December 2017   |
|  | vi. LAM Regional – managed by AI Argentina with Mexico, Paraguay, Uruguay, Chile, Brazil (first year only) and Peru | Empowering Young Activists to Challenge discrimination Against Women in LAM  | July 2014 – December 2017  |
|  | <b>2b Targeted and Exploited</b> (ensuring justice for minorities suffering discrimination in Europe)               | vii. AI Moldova  | Equality Starts with Education                                     |
| viii. AI Czech Rep with Slovakia   |   | FAIR PLAY – Students for Equal Rights, FAIR PLAY – Students for Equality   | May 2013 – December 2017<br>* NRK public funding                   |
| ix. AI Slovenia  |   | Roma, Erased and Other Minority Groups in Slovenia Meet Increased Respect for Their HR From the Authorities and the School System  | January 2013 – December 2017<br>* NRK public funding               |
| x. AI Turkey   |   | Using HRE as a Tool To Prevent Discrimination Against LGBTIs in Turkey: Collaborating with Woman Activists at Trade Unions (on Education, Health and Social Services) and NGOs Working on Women’s Rights | January 2014 – December 2017                                       |
| <b>3 Unscrupulous Greed</b> (ensuring justice for victims following corporate infringement of human rights globally) | xi. AI Peru   | Empowerment of Communities to Demand Justice and Dignity   | January 2014 – December 2017                                       |
|  | xii. AI Philippines   | Promoting Corporate Accountability and Indigenous Women’s Rights in the Philippines  | February 2013 – December 2017                                      |
| <b>4 In War’s Backyard</b> (ensuring justice for victims after armed conflict in Africa)                             | xiii. AI Burkina Faso   | Empowering the Police and Security Forces to deliver Human Rights and Justice in Burkina Faso  | October 2013 – December 2017                                       |
|  | xiv. AI Kenya   | Sensitizing Police and Enhancing Public Participation in the Police Reform Process Through Human Rights Education  | April 2014 – December 2017   |
| <b>5 New Spring</b> (ensuring fair legal systems in Tunisia, Egypt, and States in the Middle East)                   | xv. AI Tunisia  | Strengthening the Capacity of Activists Defenders of Human Rights in Combating Violence Against Women and Promoting Sexual and Reproductive Rights   | March 2015 – December 2017   |

The IHREC and the management of the EEJP became part of the Global Human Rights Education (HRE) Programme when this was established in 2014. The same staff continue to manage the Programme. A committee – the Norwegian Steering Committee (NSC) – is the responsible for the strategy and management of the EEJP. Drawing on the advice of the Global HRE staff, the committee determines the selection of applicants and allocation of funding for activities of the EEJ projects. The committee members are the Chair of AI Norway, Kjetil Haanes, advisor to AI Norway Helle Biorstad, former member of the AI Norway Board Ove Tjelta, and the Director of AI Norway John Peder Egenaes.



## 2. END OF PROGRAMME EVALUATION

### 2.1 Purpose

The NSC commissioned an independent end evaluation of EEJP. The purpose of the evaluation and areas of enquiry are threefold<sup>2</sup>:

#### Results

To assess to which degree the overall EEJ Programme and the individual projects have achieved the objectives set, and to the extent that the results achieved are sustainable



#### Monitoring and Evaluation (M&E)

To assess how the HRE results have been monitored and evaluated in the overall Programme and in the individual projects, and the effectiveness of the methods used



#### Empowerment

To assess to which degree the work has resulted in the empowerment of the target group, how this has been measured in the projects and possible other methods that can be used in the future to measure empowerment in HRE. This assessment will be based on a selection of projects within the Programme that have used a participatory methodology and Training of Trainers (ToT) approach



In addition the methodology used in the evaluation is expected to contribute to further strengthening the M&E capacity of the AI partners, and be undertaken in a participatory way that will facilitate and promote learning for the Programme's partners and members AI's Global HRE network.

### 2.2 Methodology

Qualitative methodology was applied in the evaluation that used a summative enquiry approach to investigate the results and the implementation processes used at the programme and project level of the EEJ. A set of evaluation questions for each of the three areas of enquiry was developed, which informed on the types of tools and processes specific for this evaluation that were designed<sup>3</sup>. The evaluation questions are:

#### Results

- » The extent to which the objectives set for the programme overall have been achieved?
- » What factors have contributed to successful results achieved?
- » What factors have limited the extent to which the results expected have been achieved?
- » What evidence is there that the results achieved will be sustained beyond the period of the Programme?
- » What strategies have been effective in supporting the likely sustainability of the results?



#### M&E

- » What have been the methods used to monitor and evaluate the implementation and the outcome results of the projects?
- » To what extent has monitoring involved participation and contribution of the key stakeholder groups?
- » How has monitoring and evaluation data been used to inform and influence changes and improvements in implementation of the projects' activities?
- » What are examples of learning that have worked well in the Programme?
- » What factors have helped and what factors have limited the ways that M&E has been applied at programme and project level?



#### Empowerment

- » How is the term empowerment understood and used in the EEJP?
- » What have been effective strategies used in projects that have improved empowerment of different stakeholders at individual and group/organisational level?
- » What factors have contributed to positive changes in empowerment in the projects, and what factors have limited the progress made?
- » What ways have been used to measure changes of empowerment in the projects?
- » What has been learned about empowerment from the EEJP that has implications for future activities in human rights education?



<sup>2</sup> Terms of Reference for the EEJP End Evaluation Annex #1.

<sup>3</sup> More details are provided in Annex #2. The evaluation plan, and Annexes #3a - 3c. Tools and processes



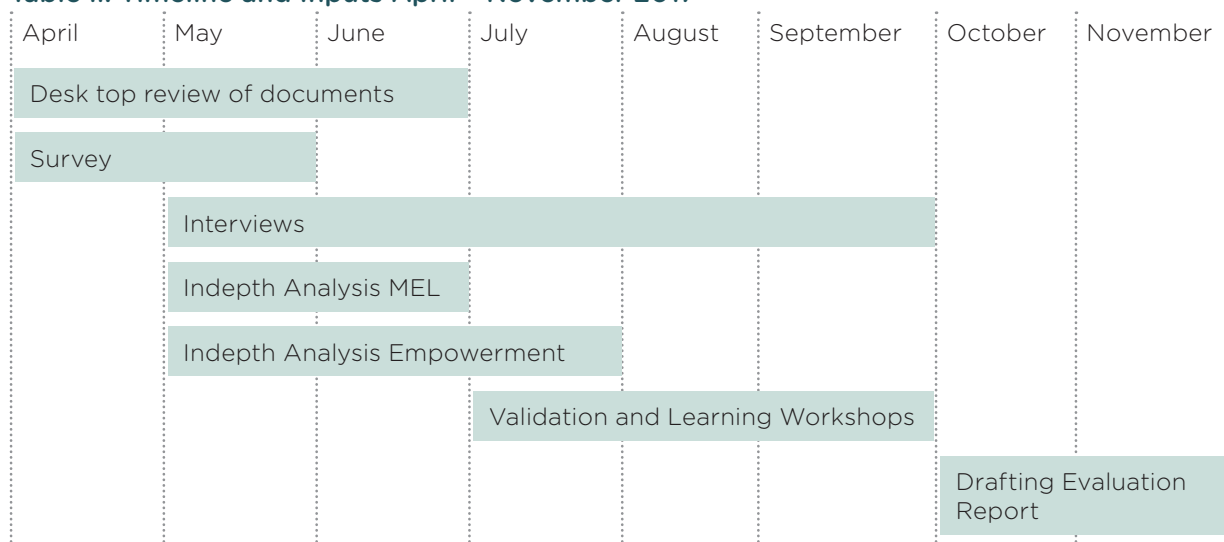
## 2.3 Implementation

The evaluation took place over a 6 month period (May – November, 2017) that AI had allocated for the process. This generous amount of time enabled the evaluators to collect and incrementally analyse the data. It also provided scope for the EEJ partners to participate and contribute in different ways including; responding to semi structured survey, sharing experiences and views through indepth analysis on MEL and empowerment, and participating in a Validation and Learning workshop facilitated by the evaluators.

The range of activities used in the evaluation has successfully enabled peer-critiquing, reflection and shared learning between AI's Project Partners (staff, activists and local implementing partners). It also contributed to strengthening AI staff and partners' capacity in MEL, which was one of the objectives set in the ToR for the evaluation.

Table ii. shows the timeline and key stages of the evaluation.

**Table ii. Timeline and Inputs April – November 2017**



The evaluation plan was successfully implemented and all of the activities took place as planned. Overall there was strong level of participation by AI staff, and their project partners and other actors, including HR activists. One hundred percent of AI project partners responded to the on line survey, and all projects were represented at the Validation and Learning workshops (refer Annex # 7). However, only one member of the NSC was available for an interview, and no representative from the donor NORAD was available during the time period of the evaluation. An end of Programme meeting will take place in December in Oslo. The evaluator, Sarah Dyer will facilitate the meeting and at this time it is anticipated that members of the NSC will participate in the process. NORAD representatives have been invited to the workshop. At this time it is expected that there will be time made to discuss more fully the results of the evaluation, and the options to implement the recommendations that have been made.

### 3. RESULTS

#### 3.1 Project Level

##### A Successes



All of the AI project partners are positive about the extent to which the objectives set for their projects have been achieved. In the evaluation survey, 50% of the respondents rated the level of success as higher than they had expected, and 50% rated it as being in line with what had been anticipated. No respondents rated their projects as unsuccessful.

##### Participation and reach

The positive results that the AI partners most commonly identified relate to the number of activities that had been implemented and the outputs achieved, which for most projects is higher than had been planned. Most projects have involved more people from their target groups of rights holders and defenders of rights. The reason for this is that projects were often responsive to requests made by other civil society organisations, schools and networks for additional HRE training. This was made possible by the links that have been made with organisations working in locations beyond those in the original plan. Many projects have also produced additional HRE information resources that have been disseminated for use through web based applications and online media.

##### Online network - WEBSITE for teachers.

Until the end of October 2015 we have got 886 registrations of users/teachers to our website with methodologies and materials. We monitored more than 150 new user registrations between October 2015 and July 2016. The website is regularly updated and supplemented by new materials. We started to send teachers occasional newsletter in 2016 which informs about news in human rights education and offers activities for schools and for the teachers. The aim was also promotion of the FAIR PLAY project among teachers. By June 2016 we have already sent out two newsletters and we have very positive response from teachers. [From 2016 Annual Project report]

Overall, the projects have been successful in mobilising activists who are mainly young people. They have helped to extend the reach of projects through their own actions, often following participation in Training of Trainers (ToT) workshops. In addition the HRE activities have helped to increase the AI membership, particularly of school and university students and other community members from the target groups.

##### Czech Republic with Slovakia

The online form of the handbook has been available at <http://www.lidskaprava.cz/chci-to-resit> since December 2014. The reactions of the teachers we have got so far are very positive. The average attendance of the website is 100 visitors per month.



##### Slovenia

56 workshops on discrimination in primary and secondary schools that reached 1047 participants were delivered, although only 26 had been planned. The higher number was in response to the great demand from schools and high level of interest on this topic. 298 teachers from 51 schools in Slovenia took part in the Write for Rights letter campaign which is much higher participation than the target set of 6.

##### Tunisia

The youth activists are now more aware and through them more groups than was planned are now active in raising awareness on violence against women.

##### Latin America

Young people who are activists have developed their own materials and projects, and have taken initiatives to replicate the processes in new places.

## Knowledge and Action

### Improved knowledge on human rights – All AI EEJ Partners believe their projects have helped



85% rated the contribution as a lot



15% rated contribution as to some extent

There are many positive examples whereby project participants from the target groups have gained knowledge through project activities and have then taken action in defense of their own human rights, or in support for the rights of others. In line with AI's policy funding from governments cannot be used for campaigning and research. This requirement has been made clear by the Programme's management to all project partners<sup>4</sup>. It is not always easy to delineate these types of activities that may be a result of the HRE. Often these activities may occur while HRE is still ongoing. Some projects have included action of this nature in their EEJ project results and outcomes that have been measured and reported.

Examples of the range of actions projects shared include multiplying training; undertaking research; being part of campaign actions, including the AI letter writing campaigns; reporting violations to authorities and power holders; and taking personal steps to positively change the situation in their own lives.

#### Morocco

"at the beginning of the project two years ago we started with only 50 women who had been victims of violence, and their capacity was poor – it was like a dry landscape. Now there are many groups who are trying and succeeding on this issue. Individual women who are victims of violence are now feeling supported by other women in their networks, and many are now standing up and taking action for themselves and in support of others"

#### Brazil

"even though our project is only two years old, women rights holders have joined together and prepared a public letter that was presented to the office of the Attorney General, and the women led discussions with the public officials about seeking regulatory changes to protect the rights of people against violence and violations (including disappearance of male family members) perpetrated by police"

### People taking action – All AI EEJ Partners believe their projects have helped



50% rated the contribution as a lot



50% rated contribution as to some extent

#### Zimbabwe

"this is a longer-term project that has built on from the experiences of earlier project activities. Now we are seeing some positive changes which challenge the accepted traditional norms of how gender based violence is viewed, and the communities where we work are no longer silent about the topic which was previously taboo to speak about, and in the police stations there are now suggestion boxes where community members share ideas on how the police can improve their work in this area"

[Quotes from AI staff]

#### Sensitive Human Rights Issues

Many of the EEJ projects have had success in raising awareness and contributing to actions on certain sensitive human rights issues. They have created spaces for conversations and influenced debates on topics that due to religious, cultural and political contexts in some countries and sub-national locations are often difficult and even dangerous to discuss. For example, in traditional, often rural communities, and in religiously conservative locations, sensitive topics including gender-based violence experienced by women, divorce, LGBTI, and sexual and reproductive rights for girls and women and people with disabilities have been discussed.

In most projects this process has been helped by the relationships that AI has formed with local community based organisations, who know and understand the context and culture. Where there are existing relationships with communities it helps, as there is already trust and greater openness shown by community members, particularly leaders who are very influential. This helps ensure contextually appropriate and safe activities are implemented. In some projects through other initiatives, AI was already known and trusted by the community. The knowledge that AI staff have of the community dynamic has helped the progress made through the EEJ project activities.

<sup>4</sup> Noting the Slovenia, Slovakia and Czech Republic were not funded by Government of Norway

## Hard to Reach Target Groups

The projects have reached out and supported positive changes with target groups that are often harder to include. A particular strength of the MENA regional program is engaging the participation of young people who are activists in conflict areas in Syria and Yemen. This has been achieved through being sensitive to their situation and adapting the approaches used to engage and train the activists. For example, the use of remote communication – web based, Skype, Face Book – rather than face-to-face participation, which is often not possible due to security risks and travel restrictions in the region. In the Philippines the project has successfully involved and motivated women from rural communities of indigenous people located in quite remote areas. These locations are also affected by conflict. The Senegal project has specifically targeted women and girls with disabilities in their project on sexual and reproductive health rights. This has been through engagement with disabled peoples organisations (DPOs) that are representative organisations for disabled people.

### MENA Regional

The project has provided safe spaces and dedicated time with activists from Syria and other conflict locations to explore what are often taboos subjects for the region such as LGBTI and sexual and reproductive health, and to make their own plans about how to take action on these issues.

### Philippines

The indigenous tribal women now have knowledge about their human rights and confidence to raise their voice and represent their communities as “change agents”. They have motivated young indigenous women and men to act on human rights issues affecting their community. One example of action is the documentation of pollution of natural resources by a palm oil company, which was used by the community to get the state agency to undertake analysis of water and air pollution levels. It helped the community gain back land taken from them by the company and charges against the community Chief who had been wrongfully imprisoned were dropped<sup>5</sup>.

### Senegal

Girls with disabilities are part of the target group, and health clinics have been made aware of their rights to sexual and reproductive health care. Some of the clinics have made their services more accessible by building ramps. Empowered by their knowledge and the support gained, some of the girls in the project have taken action to protect their rights by refusing to enter a forced marriage.

### Slovenia

“Roma people wear a mask – you don’t really know what they are thinking and feeling”

In Slovenia the project targeted the Roma and Erased people, who have historically experienced discrimination and are highly marginalized and stigmatized groups. This has demanded use of very different strategies and tactics that focus more on the individual representatives and leaders, and using informal approaches rather than formal HRE and training methods. Progress has been achieved in strengthening capacity through approaches that include long term and individual accompaniment, and support that is embedded in real live practice rather than use of more traditional training or theoretical approaches.

The project has experienced many challenges and the emotional demands have been high for the very committed individual project staff, from working in what is consistently intense and often an unpredictable context. The work with the Erased group was ceased mid way through the project due to the challenges in engaging and working effectively and making progress with members from this group.

5 From field visit report of Chair of NSC, 2017

## System Changes

EEJ Projects have contributed to positive changes at the institutional or system level. This has been through working in partnership with government entities – both ministries and agencies – and through the action of activists who have contributed to influencing policy and legislative reforms.

The benefits of working together with government have been demonstrated in the AI Moldova project where the process of developing the HRE curriculum was done with the support of the Ministry of Education. The curriculum is now recognised within the formal education system which has helped the project to gain the commitment of schools and teachers. It is expected to help ensure ongoing sustainability of HRE within the education system once AI's inputs end.

In Burkina Faso, AI has worked with the National Police in providing HRE training to police officers. An independent project evaluation (2017) determined that the training has supported positive changes. Evidence of this includes police officers improved awareness and understanding of human rights and how it relates to their work, and in the quality of policing in certain locations and services where officers have been trained.

### Burkina Faso

The visit to Nogr Masson police station in Ouagadougou where several staff had benefitted from the project as trainer, multiplier and assistant showed a considerable improvement in the registration of complaints and respect of legal period of detention for police custody. Arbitrary actions have disappeared. Torture and ill treatment are not used any longer to obtain confession. People in custody are not battered any longer, they are fed and the cells are cleaned regularly. Women and minors are separated from men. The news has spread and people come now from the whole city to Nogr-Masson police station because they know their complaint will be dealt with right away and respectful of procedures. Relations with the population have improved and the number of conflicts has been reduced in the area<sup>6</sup>.

Certain opportunities as well as risks are created when AI works closely with governments. Each of the relationships needs to be carefully assessed in each context, and the potential threats that close association with government may create for AI's independence, reputation and brand needs to be carefully monitored. Although no negative impacts were found, AI partners have not consistently made a thorough assessment of the potential risks apart from the independent review completed in Burkina Faso.

In Slovenia through the EEJ project lawyers have been engaged to support Roma people in take legal cases on human rights violations to court. The cases have not yet been heard, however the process of working with the lawyers has been positive in strengthening the capacity of some individual leaders from the Roma people to understand effective ways to build a legal case. If the result of the case is found in favour of the Roma people it will contribute to system changes through legal precedence that will be set.

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6 From Independent Project Evaluation Report, 2017

## Innovative Practice



74% of project identified innovative practice in their projects

## Implementing the EEJ project enabled us to work in new ways



45% fully agree with statement



35% agree



20% disagree

The resources provided through EEJP have assisted AI entities to implement new and innovative practice that has contributed to positive results. The majority of survey respondents (74%) identified areas innovative practice that has been implemented in their projects. The types of innovation relate to a number of different aspects of the project. The examples include different ways that broader community awareness and commitment to HR issues had been facilitated, and ways that AI has been able to effectively engage and support specific target groups. There have been some new partnerships formed and different ways of working with activists, civil society and government actors introduced in the projects. Some examples shared include:

### Moldova

School students and teachers participating together in summer schools for joint planning, developing resources and materials, and capacity building on HRE

### Peru, Zimbabwe, Senegal

Engaging with communities through partnerships with other local community based organisations that have strong existing links with the community

### Philippines, Turkey, Zimbabwe

Partnerships with NGOs, CSOs with specific skills and expertise on HR topics and issues - indigenous rights, LGBTI, GBV

### Kenya, Senegal

Radio journalists promote awareness, understanding and stimulate dialogue on human rights

### Kenya, Zimbabwe

Community based interactive theatre that involves and engages community members, often youth

### Zimbabwe, Kenya, Czech Republic, Morocco

Facilitated community dialogue and forums for discussions on HR issues, and for project planning, review and to share learning

### Tunisia, Slovenia

Work with journalists in communicating stories on human rights issues using empowering and positive non-discriminatory language, and including the stories they report in MEL

### MENA region

Dedicated funds and have set up a competitive application process for activists to implement their own action plans

### LAM and MENA regions

Youth led activities, including peer training and working alongside adult mentors

The Human Libraries in the AI Czech and Slovak project is an innovative example that was frequently shared by both the survey respondents and by participants in the Validation and Learning workshops. In this approach individuals who have experienced human rights violations share their personal experiences as talking human books.

The AI project staff report that the approach has been found to be very effective with both adults and children. The personal and often emotional connection between the living book and the reader has helped students to better understand the different human rights issues, and be motivated to take action. The AI Staff noted that for the human books the process of sharing their story is consistently positive, and there are many examples that demonstrate the increase in self-confidence that the human books gain through sharing their stories. The majority of the books are very keen to continue to contribute, and some have been motivated to take action on other human rights issues.

### Czech Republic

The public Human Library took place on Střelecký ostrov in Prague. Nine human books participated in this event. They were mostly LGBTI, but visitors could also read Roma or refugee Books. The public was very interested in readings so some Human Books were read even 5 or 6 times. The estimated number of visitors participated in this event is 70. The day after some of Human Books took part in Prague Pride parade with Amnesty. They were carrying short slogans about love written by themselves or by some other Human Book. Love was motto of all Prague Pride 2016. The slogans pointing the different approaches to love had big success. For Human Books that was a new interesting form of activism<sup>7</sup>.



The human library is a well-established approach that is used widely in HRE, although this is the first time through the EEJP activities it has been used by AI. Information about the approach has been shared with other EEJ AI Partners through project exchange visits, during workshops, and the project has also developed a specific information resource about the methodology. This has created interest, and other AI Sections intend to start to use the approach in their own practice.

A manager from the AI Global HRE Programme in the interview for this evaluation commented that the innovative practice that has taken place through the EEJP is positive, and has helped improve the quality of HRE in the organisation. However, she observed that in many cases, others (outside AI) are commonly using the practice including the human libraries. Although the initiative is very positive, the practice can only be considered innovative for AI. Some of the participants in the Validation and Learning workshops expressed a similar view. They feel that EEJP had enabled better quality HRE rather than necessarily introducing innovative practice. The examples they shared applies to the types of partnerships that have been formed, and the participatory approaches that have been used.

7 From EEJ 6 month project report, 2016

## B Barriers to Progress

During the discussions in the Validation and Learning workshops and in interviews with EEJ programme staff, no negative results were identified, rather barriers to progress that had been experienced. The barriers have depleted the quality of the outcomes achieved by some projects, and reduced the likelihood of sustainability of some activities being achieved within the timeframe of the EEJP.

There is inconsistency in what areas were identified as challenges and successful by different projects. For example for some working in partnerships with other organisations had been highly effective and had helped to improve the quality and likely sustainability of the activities and results, while in other projects this had proved to be challenge and an area of where results had been weak. Variation in views between projects was also found in other outcome areas. Overall the quality of results has been influenced by a range of different factors that are shared in this section of the report. The key factors relate to the local culture; situations in the operating contexts; the designs of the project; and the level of capacity of AI and partners to implement the project activities.

### Personal Risk

An interesting finding that was raised more than during discussions in the Validation and Learning workshops was ways in which the process of empowerment can expose individuals to personal risks. Examples were shared of the experiences of some people who take action to defend their own rights or the rights of others, may be placed in a position where they are more susceptible criticism from those around them (e.g. from friends, peers and family). Incidents were shared of situations when a young person or woman speaks out on a human rights issue that is counter to traditional and accepted beliefs, or their behaviour is viewed as being not respectful of power hierarchies. Taking these types of stances may expose them to hostility from community or family, and may further increase their vulnerability to exclusion and discrimination.

### Philippines

Some women activists from the indigenous communities had to overcome barriers imposed by their husbands to participate in HRE events and activities away from their homes, and some women even experienced physical violence

### Morocco

Women put themselves at risk of exclusion by family and community members when they exercised their rights and broke with traditional accepted behavioural norms including divorcing their husbands; publicly declaring they were a victim of domestic violence, and even choosing to socialise in cafes without being accompanied by a male family member

Examples of quite serious risks to personal safety that were perpetrated by law enforcers and authorities, and from other power holders who hold power but not necessarily the legal mandate to use it. Examples where the action has opened individuals up to these types of risk that was not anticipated in projects include:

### Philippines

A village chief who took action against a corporation was wrongfully imprisoned

### MENA

Syrian activists who research and report on violations due to the civil conflict face personal risk from the government authorities and other civil perpetrators of violence

### Turkey

The Government has labeled AI as a terrorist organisation, which creates a personal security risk for AI's staff in Turkey, and through association their implementing partners

### Kenya

Individuals who report or discuss violations by police on public radio and the radio presenter/host of the show are at risk of repercussions including threats and harassment from the police authorities



The importance of projects properly investing in thorough analysis of the risks that human rights defenders and activities may experience was discussed during the Validation and Learning workshops. This type of assessment has taken place in some projects and action to prevent, minimising or manage risks if they do occur has been included in some project plans. In most projects thorough risk analysis that is locally and contextually located has been weak or has not been done at all. In these projects, if threats have occurred, the projects have overall responded well. This has been by adapting the activities, changing the strategies and by providing additional support and guidance. The dynamics of power and how this understood and being applied in the projects is discussed more in the discussion on empowerment in Section 5.

#### **Philippines**

The project found ways to include the male leaders in the project more and through them positively influence the understanding and behaviour of the husbands of the women activists

#### **MENA**

The curriculum of the ToT was modified and a section that explores risks was included; and online support for activities in conflict areas was introduced to provide training and ongoing support

### **Working with local partners**

Many projects have experienced difficulty in handing responsibility for certain activities to local partners. The challenge has been the inconsistent capacity of the partners to manage and implement aspects of the projects. This includes planning and implementing activities, and in monitoring and reporting of the results. The AI staff have experienced difficulties in developing the skills, and knowledge and commitment of partners within the time made available.

Participants (both AI staff and local partners) discussed this issue at length in the Nairobi Validation and Learning workshop. The challenges that they identified often relate to the level of capacity, experience and skills of partners. But they also attributed weakness of the local partners to the limited level of investment of time and capacity by AI project staff in partnership formation and management. The participants noted that there were often low level of skills and limited experience of forming and determining the parameters and expectations of the relationship, and generally insufficient time was dedicated overall to the process.

The participants in Nairobi identified a number of reasons that contributed to low quality of delivery by partners. The reasons they gave include - inadequate time and resources being dedicated by AI in supporting capacity strengthening of the partner organisations; and at times imposing their own way of working on the partners rather using where possible the partners' own systems and drawing on their existing strengths and capacities. Often the relationship that is formed is uneven in terms of the power dynamics. Although this is to be expected as AI is in most cases the funder, they felt the imbalance and the risks created to the working relationships could be managed more effectively by AI creating time and making better use of participatory approaches that support open communication and discussion.

#### **Kenya**

Both AI Kenya staff and the local Kenyan partners shared their experiences of collaboration, and effective ways that had helped the partnership to work well. These include fostering joint ownership and commitment, and being clear about the respective roles and responsibilities that each has and what each party is able to bring to the partnership to support of the project. Time has been spent on developing shared objectives, and on joint planning and review of both the project's progress and the effectiveness of the partnership. This has informed agreement about making adjustments that were needed. Beyond the funding provided through the EEJ, AI Kenya has invested in strengthening the organisational capacity of partners. This has been through involving partners in training and by drawing on their skills and expertise in other projects in implemented in the national and regional offices.

## Commitment of schools and individual teachers

The Slovenia, and the Czech and Slovak projects, have experienced challenges in gaining consistent commitment of teachers to include the HRE activities in their classes. The number of schools participating in the project and the level of access of the HRE materials and resources is above the targets set for the projects, however the engagement by individual teachers varies and overall it has been less than had been expected.

Unlike the situation in Moldova where HRE has been formally incorporated into the curriculum, which provides requirement and incentives for teachers, in Slovenia, Czech and Slovak this by choice is not the situation. The projects are implemented in cooperation with certain schools, but the HRE projects are not formally part of the education system.

The AI staff commented AI is often operating in a crowded space in these countries (Slovenia, Czech Republic and Slovakia) as there are many other CSOs offering HRE to schools. There is low level of collaboration and coordination between the different actors, and often it is more of a competitive space to work. Although AI partners have tried to be part of greater coordination, it has remained a challenge as other organisations tend on the whole to be less willing to coordinate and collaborate.

An additional and more recent factor that is adversely influencing commitment of teachers is a recent shift “to the right” in the external political environment. This has contributed to school leadership being cautious and concerned about allowing discussion on topics which are topical and important but are considered by the school authorities as politically controversial and sensitive - for example the rights of refugees, freedom of religion, particularly of religious minorities, and the rights of LGBTI people. Although AI is continuing to implement an active and full programme on HRE, the project staff are mindful of the change of context which at times is creating constraints and limitations for their activities.

## Perspectives from young activists

The LAM and MENA workshops provided an opportunity for the evaluators to hear the views from young AI activists who have participated in the EEJ Regional projects. They shared some interesting insights about the approaches used in the projects, and their views about the approach used by AI in working with them that has impacted on the outcomes achieved.

This group is highly motivated and committed to human rights. Many are motivated to take action due to their own very personal and often emotionally charged experiences of discrimination and violation. For some, particularly in the MENA region, AI offers a rare opportunity to discuss freely and openly certain issues that are important to them, and gives a chance to explore strategies and action that they as a group and individually can take to raise awareness of other young people and advocate for change. Some of the individual activists feel that AI staff did not always give them a chance to express their views, and are often it seemed to them that their views were not consistently heard by the AI staff. There is perception that at times the traditional systems and processes imposed by the organisation (AI) creates barriers rather than enabling them to progress and succeed in their work as activists.

### LAM activists

“Sometimes adults take over meetings where young people should have a stronger role. It is disappointing that adults cannot see how they need to allow young people space to express themselves. They show a lack of respect that is deep-seated, historical and cultural in character”

### MENA activists

Expressed frustration at the planning and decision making processes they had to adhere to apply for funding for their post ToT activities - they did not know the amount of funding available and felt they had not full information to enable them to plan properly the activities they want to implement

AI places high importance on supporting ongoing commitment and leadership on human rights by these young people. It is therefore disappointing and of some concern that the expectations of the young activists in regard to participation and working with AI appear to be not fully met. Although some of their views may be considered extreme, and the processes in place may not easily be able to changed, it is important that the feelings expressed of frustration and of being misunderstood, are acknowledged by AI, and where feasible options to adjust certain approaches are explored to avoid the risk of loss of commitment by this active and determined group of people.

## 3.2 Programme Level

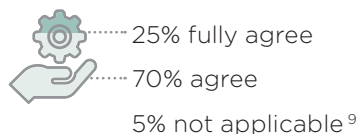
### Introduction

The aim of the EEJP is to reinforce the basic human rights of people across the world and contribute to greater justice for thousands of human beings through human rights education and empowerment initiatives. The evidence shared in the previous section shows that in different ways the 15 EEJ projects have created positive change. This has been through effectively applying a range of HRE approaches, and by successfully working in different settings and country locations with a diversity of target groups.

The Programme funding was relatively long-term and specifically designated for HRE. This has offered the AI Global Human Rights Education team<sup>8</sup> an opportunity to strengthen the scope and scale of activities and the capacity of different parts of the organisation in HRE. The extent to which this has been achieved through EEJP, and the enabling and challenging factors that have influenced the results are discussed in this section.

### Expanding Practice in Human Rights Education

**Without the support of EEJP we would not have been able to implement this project**



The EEJP funding has been an important enabler for AI entities to undertake HRE activities that otherwise may not have taken place. For most of the AI projects, the EEJP funding helped to strengthen the existing strategies of the entities. This has included supporting human rights education through continuing existing projects, and by creating opportunities to expand work on HRE in new locations and on new topics. EEJP has also opened up new opportunities for certain Sections to implement HRE for the first time. For example the EEJ funds enabled Tunisia, and Brazil to commence work in HRE.

### Brazil

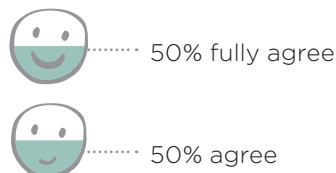
“This was one of the first experiences related to HRE for our office. Due to its success in a short time, now HRE is being structured as an area and part of our strategy. The project staff has become an AI permanent staff to work with HRE on a regular basis”

AI entities have gained experience and knowledge in HRE through implementing the EEJ projects. This has provided a strong foundation and helped increase the commitment of certain entities to continue the projects' activities in the future. Already some projects have obtained new funding to continue and expand their work. For example Moldova and Slovenia school based HRE, and in through other new project opportunities in LAM. The sustainability of the Programme is discussed further in Section 6.

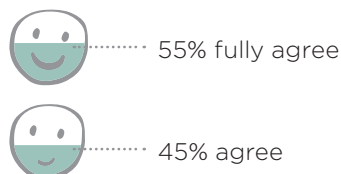
### Moldova

The EEJ funds finished in 2016, but the project is continuing through other donor funds. Work is underway to strengthen the HRE resource materials and capacity of teacher on HRE, through providing more training and seeking ways to include HRE in the formal training and post qualification professional development of teachers

**This project benefited other projects implemented by our office**



**This project has strengthened understanding about Human Rights Education in our office**



<sup>8</sup> Note until 2015 it was the IHREC

<sup>9</sup> Responses from the 2 projects (Slovenia and Czech/Slovak) that were funded by NRK rather than NORAD - for the purposes of this evaluation they are included in the EEJP portfolio of project

The commitment to EEJP by management of the different AI entities varied and has been influenced by a number of factors including the extent the project has aligned with broader strategic priorities, and with the activities being implemented through other projects in the entities. A number of the AI Project staff experienced that their project work had taken place in isolation from other activities in the entity. They believed that this meant that valuable opportunities had been missed to make useful and mutually beneficial connections between the respective projects and other activities. Examples of missed opportunities include the lack of sharing of information resources and successful methodology used in the HRE (e.g. the Human Libraries), and poor coordination and connection between activities in the entity that may be involving the same local implementing partners. Another example given was the lack of sharing of technical and personnel capacity, particularly in MEL. This lack of interaction with other activities has limited both the level of effectiveness and efficiency in projects. Although HRE is a priority in AI's Global Strategy, both programme and project staff feel it will take time for its value and relevance to be recognised, and it be managed as a priority area and be consistently integrated and embedded as an approach that can contribute to the broader human rights work of entities.

The Validation and Learning workshop in Nairobi provided an opportunity to hear more from the AI staff about the successful ways HRE is integrated in both national and regional activities. The success is attributed to the leadership and commitment by management who recognise the value and endorse the contributions HRE makes in HR practice. It has also been supported by the strategic approach used in the work with local partners, many of which contribute their expertise and experience through working on a number of different AI project activities. This facilitates sharing of the HRE materials and approaches that partners contribute, and helps increase exposure and improve understanding of more AI staff to HRE.

### Capacity in support of quality HRE practice

#### The technical assistance provided by AI Norway helped our project



#### Being part of the EEJ Programme helped to improve the quality of our project



#### We know more about implementing effective Human Rights Education



The EEJ Programme staff has employed a range of different ways to strengthen capacity of the AI project teams. Some activities and inputs have been specifically designed and implemented for the EEJ partners, and others have been part of events involving other parts of the AI Global HRE network. Examples of the inputs includes:

- Workshops for all project partners** on different topics to support improved knowledge and understanding on participation and empowerment, MEL, sustainability
- Technical advice to projects** for example the review and recommendations to Burkina Faso on working with police
- Monitoring visits** by Global and Regional HRE staff from Norway to most projects, and one project visit by member of the NSC

Additional expertise from other parts of AI has been used. For example an AI expert on policing and HR provided advice to the Burkina Faso project, and ran workshops on policing in which two EEJ projects participated. Inputs from some of the thematic workshops organised by the Programme have been provided by other AI staff (for example MENA staff for the MEL workshop), as well as external consultants and advisors (including the workshop on sustainability).

As part of their Programme management responsibilities, the Global HRE Programme Norway based staff have provided consistent support and advice on planning, MEL and reporting. This has also been through field visits by Global and Regional staff from HRE Programme, and independent consultants - for example in LAM and Burkina Faso. Overall the project staff valued the inputs that have been provided during discussions identified practical ways it had helped build their capacity and helped to improve the quality of project implementation.

### LAM Region

A major objective was to make an evaluation of the project's implementation in order to recognise the good practices and learnings, and to identify the risks and the challenges. It also served a purpose to strengthen the regional network sustainability, which spans six countries. The [regional] meeting report comments on the lack of coordination in MEL routines across countries, remarking that, there is a clear need for regional indicators that accompany the regional activities. A start has been made to discuss these at the regional meeting and two partner countries have volunteered to further explore and develop these, working together with the Regional Office.

The EEJ programme design makes resources available for visits by staff of the different projects as a way to share their approaches and experiences in practice and to promote learning on HRE. Staff identified ways in which they benefited from these visits through sharing their ideas and resources on common topics and approaches used in the projects, and through exposure to new methodologies. Examples of recent exchange visits that took place during 2016 / 2017 and focus of the exchanges and learning topics are summarised in Table iii.

**Table iii. Exchange and Learning Visits**

| Location                  | Participating AI Partners  | Learning Topics  |
|---------------------------|--|--|
| Tunis, Tunisia            | » AI Czech Republic<br>» Regional Office for MENA – Beirut<br>» AI Tunisia | Human libraries; working with young activists; participatory project methodologies; human rights friendly schools; evaluation techniques (Most Significant Change) |
| Nairobi and Kisumu, Kenya | » AI Zimbabwe<br>» AI Kenya  | Working with Police Victim Friendly Units; increasing participation by women; techniques and materials for MEL; sharing lessons learned                            |
| Brno, Czech Republic      | » AI Morocco<br>» AI Czech Republic  | Human libraries; MEL (Global M&E Framework, Most Significant Change); project sustainability; strategies for addressing gender-based violence                      |

Relatively few projects have taken up the opportunity for exchange and learning visits and the designated budget has been under spent. The reasons given for this are some staff have found it difficult to take time away from their own project activities, and due to the geographic scatter of the EEJ projects, it can take significant time to reach other projects. Some staff also noted it is not always easy to convince management about the value, and they often hold the view such visits are more about tourism than learning.

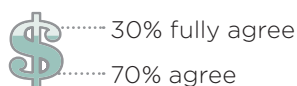
The Programme management team in Norway introduced on line forums as another easier and more cost effective way to support exchange and learning between projects on thematic areas of shared interest. This initiative was also not successful due to lack of take and response by AI partners, probably because of time constraints.

Overall the AI EEJ Project staff rated highly the capacity development and support provided through the Programme. They identified the value of participating in workshops and events with other AI EEJ partners, and identified practical ways that this had helped to increase their knowledge on different aspects and approaches in HRE practice. The opportunities that bring the projects together have also helped to develop a sense of collective identity and commitment to the Programme by the staff from the different projects.

The staff did comment that agenda for the meetings and workshop is always very full. They understand the importance of making the most of the time when partners are brought together, however they feel at times there had been insufficient time in these workshops to enable genuine participation and contribution by participants. They also expressed the view that the facilitation processes used in the meeting had not assisted to create sufficient opportunities for interaction, sharing and reflection between the participants, which some of the staff felt had diminished the benefits particularly in relation to improving knowledge and understanding of the event.

## Level of Resources

The funding we received for this project was enough to implement an effective project



In the survey respondents overall rated that the level of funding provided to projects through the EEJP as being at a sufficient level to enable them to implement an effective project. In the Validation and Learning workshops the project staff endorsed this view, but they did identify some challenges that relate to the level of funding that was available in certain costs centre in the project budget. One example was the relatively low level of funding that had been dedicated to MEL in many project budgets. This has caused challenges in relation to allocation of sufficient levels of staff time to develop and support MEL processes with local implementing partners. This is discussed further in Section 4. Another example shared by participants in the Moldova workshop, was the lack of resources dedicated for translation of EEJ project materials. The participants felt that if this had been made available, it would have helped in the sharing and wider use of resources – for example the guidance note that AI Czech and Slovak have developed on Human Libraries, and other school based HRE curriculum and materials developed in the European country projects.

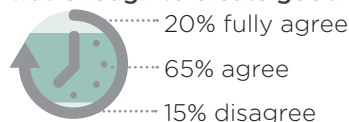
### Moldova

During the Validation and Learning workshop information was shared with the schoolteachers about the Human Library methodology. They are very keen to learn more about the approach and to see how it might be used in their own project. This would require the guidance information and other reports related to the approach are translated into Romanian and Russian languages.

An additional external factor related to availability of resources for the projects, is the reduced levels of AI funding entities that had occurred in the last two years. Some of the EEJ partners felt that this had contributed to a reduced level of commitment and interest to the project by some managers. The budget cuts had often meant there have been reduced staff numbers, which in some situations has increased the responsibilities held by HRE staff managing the EEJ projects. In this situation of reduced staffing levels, some EEJ project staff had found it difficult to involve and draw on capacity and experience of other staff in the entity.

The Director of Moldova AI shared the challenges experienced of continuing the implement the EEJ project effectively when the Section had experienced a 40% cut in the budget from the AI Secretariat. Restructuring of the staff and their individual responsibilities took place, and the entity now has a much smaller team to manage its portfolio of work. Overall the Director felt the team had managed the adjustments very well and the implementation of the EEJ project had not been adversely affected. However, she is clearly very aware of the demands and high pressure that her team now faces in delivering on their programme of activities.

The time we had to implement this project was enough to create good results



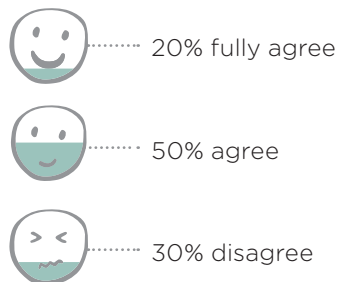
Most of the projects had been implemented in phases over a 3 to 4 year period (refer table 1). The AI project partners endorsed the value of long term funding (at least 3 years), and the benefits that being able to plan activities over a long time period offered them in terms of achieving good outcomes and level of sustainability. AI Kenya commented that the initial pilot phase and then the process of applying annually for funding but within framework of a long-term commitment had been valuable, as it had enabled flexibility in the design and for improvements and modification to the approach and activities to take place. This had helped to improve the relevance and effectiveness of the project, as well as supporting and encouraging AI and partners to be responsive and nimble in their implementation. This view was endorsed by other projects (e.g. Slovenia, Burkina Faso), who had also benefited from the flexibility of the EEJP funding, which had enabled them to mid way through the project adjust and make changes to their project design, while still having a reasonable length of time to implement the new activities.

A challenge for some partners was the high turn over of project staff. This had often created delays in implementation, and contributed to the reduced effectiveness of outcomes. Often difficulties and delays experienced were compounded by the weak information management systems in place, which made it harder for incoming staff to be orientated and to quickly and easily understand the different aspects of the project.

Concerns were raised by the projects that had only been implemented for only two years (Brazil and Tunisia) about the results that could realistically be achieved and sustained in this relatively short time period. Although the funding from EEJ has enabled both of these offices to start work in HRE, it does raise the concern about the risks it creates in terms of sustainability (discussed further in Section 6), and the selection criteria and rationale that was applied by NSC when approving shorter-term projects. It is unclear to the evaluator the criteria used to assess the comparative benefits and risks of short term new initiatives compared to supporting established long term projects.

## Programme management

### The project management (planning, M&E and financial) reporting processes were easy to implement



The AI HRE Global staff have fulfilled their management and administrative responsibilities to very high professional standards. The AI EEJ partners consistently acknowledged the high quality support that the staff provided in helping them manage their projects and to meet the Programme planning, budgeting and reporting requirements.

Some partners faced challenges in successfully meeting the MEL and reporting requirements, and at times were frustrated by what they viewed to be frequent changes in the systems and processes that they were required to use. It is however noted that by the Global HRE Programme staff there was only an additional EEJ Programme financial and auditing reporting requirement introduced in 2016, and that additional frustration that was experienced by some projects may have been due to approval of funding by the NSC being on condition that the project results framework was improved to a sufficient quality and standard. For some projects the introduction of the new AI Global HRE MEL processes introduced in 2016 add additional reporting pressures. The challenges associated with MEL are discussed further in Section 4.

## 4. MONITORING EVALUATION AND LEARNING

### 4.1 MEL at Programme Level

#### Programme Performance Measurement Framework

It is not straightforward to measure outcomes in the EEJ Programme due to its focus and approaches used to reinforce access and realisation of human rights globally for people through human rights education. It is challenging to develop and implement a suitable framework that supports practical ways to collect and analyse programme level data. It is also difficult to generate information that is meaningful and valid evidence about programme quality that gives confidence and helps those responsible for programme governance and management make decisions on strategy and implementation.

As was previously noted, certain timing and design factors created challenges for the overall coherence the EEJP design. The initial Goal Hierarchy (programme logic) that was used to guide the programme wide approach to MEL was designed prior to knowing the types of projects that would make up the Programme, and it did not fully reflect the application based or facility<sup>10</sup> characteristics of the Programme. The design of the MEL framework was primarily determined by the accountability and reporting requirements of NORAD. At this time (2012) there was a specific HRE Global Strategy, however HRE was not included in AI's Strategic Goals, and the HRE performance measurement framework had not yet been developed. With the inclusion of HRE in the Strategic Goals period starting in 2016, a performance measurement framework for HRE was rolled out. The timing of this meant that the Global framework has not been incorporated into the EEJ Programme MEL system.

Over the five years of the EEJP Tale Longva, the Global HRE Grants and Project Advisor, has invested much effort in revising and improving the Goal Hierarchy and the Programme's performance reporting framework. This has been in close consultation with NORAD, and has involved AI EEJ partners – for example during a partner's workshop on M&E in 2013, and through one to one engagement with the projects on issues related to the biannual reports. Most recently, during the MTR (2015) a Programme Theory of Change was developed, and this was used (with NORAD's approval) together with reporting on the Goal hierarchy for the first time in the 2016 annual report. This has made it easier to share a more coherent story about the Programme's results overall.

The MEL data has satisfied NORAD's accountability and reporting requirements. However, it has remained difficult to generate quality of monitoring data in ways that adequately inform the management about the Programme's overall quality and success. It is concerning that two informants who were interviewed for the evaluation – a senior staff member in the Global HRE Programme, and a senior member of the NSC – said that they did not have sufficient evidence from the Programme's M&E to speak in detail and with confidence about the specific contributions and successes of the Programme overall.

#### Link between Programme and Project MEL

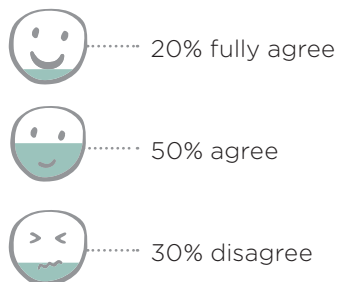
The staff from each of the AI projects knows that there is a Programme level performance framework (Goal Hierarchy), and that certain information from their own projects is required biannually for "reporting to the donor". Understandably, their focus is strongly on their own project and measuring its performance. When asked about MEL at the Programme level they had little knowledge or interest – "viewing it as something done in Norway by Norway". It is clear from the discussions that the analysis presented in the reports prepared in Norway are not regularly reviewed by the project staff, and the information serves the requirements of external accountability rather than contributing to internal learning and improvements within the Programme.



<sup>10</sup> Facility is often used to describe a programme or investment that offers funding and other capacity and technical support opportunities on a certain topic and issue that partners can apply to and is responsive to their particular priorities and needs (Department of Foreign Affairs and Trade, Australia)



### The Project management Processes (including MEL) were easy



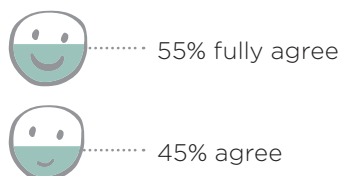
The AI project staff found that MEL and reporting for Norway has been difficult. The difficulties stem from challenges in MEL experienced in their own projects (refer Section 4.2) as well as the specific difficulties that relate to meeting the annual reporting requirements. Many staff felt that over the Programme period there had been many changes to the reporting requirements, which had made reporting very time consuming. Although they had received positive support from the Global HRE staff, at times they felt the requests for additional or specific, often quantitative, information related to their projects were time consuming and did not add value to the information being shared about their projects. Since 2016 when some of the project staff also had to complete reports for the Global HRE, which is in a different format to that required for EEJP, some of the project staff expressed concerns that the challenges had increased. One example given was duplication in reporting processes for some AI partners, and their implementing partners, which had contributed to inefficiencies and created additional pressure on what often is already a very stretched staff capacity.

### Capacity Strengthening

#### Technical assistance from Norway helped our project



#### The AI Norway EEJP team understand our project well



The project staff spoke highly about the value that the contributions and support provided by the management in Norway. Many staff spoke about the consistent and high level of support provided by Tale in developing and improving the project MEL frameworks. Project monitoring visits from Global HRE staff were helpful, and participation in workshops

and meetings where approaches to MEL were discussed and training was given were also identified as important and valuable. The positive interaction between Programme and projects had also helped management to better understand the context and situation of the projects.

Many partners acknowledged the effort that the Norway staff has made in the design and commissioning of independent reviews and evaluations. One example is the review of the Burkina Faso project that AI commissioned in 2017. This came about due to concerns about the design of the project, and the potential risk for AI in providing training on human rights to police officers, when the government has not committed to international standards in policing.

An external consultant who is an expert in policing and human rights led the independent review. It took place at a very difficult time for the project and its partners – the annual plan was not approved for 2017 and funding had been stopped and all of AI's activities ceased. The outcome of the review was advice on modifications to the project's ToC and implementing strategies, including MEL. AI Burkina Faso and partners endorsed the recommendations made, and the revisions have been implemented in a revised project plan.

The participatory capacity building processes that have been incorporated into the design of MTR and for this end evaluation were specifically recognised. Projects gave examples of how the experience of participating in the process, had helped increase their own knowledge and capacity. They gave examples of the information and new ideas that they had gained. Following the MTR some had applied them in their own project MEL.

**Philippines** has started to use Most Significant Change (MSC) Stories and visual images that involves project participants in collection and joint analysis

**Slovenia** had gained new ideas from the MTR evaluator (Steve Fisher) on ways to engage and involve people from Roma communities

**Participants in the Nairobi Validation and Learning workshop** are now keen to use Outcome Harvesting to capture and analyse outcome data in their end of project report and

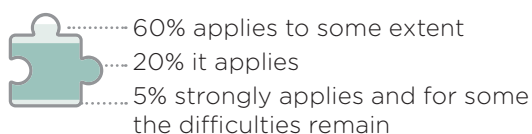
**Zimbabwe** is interested to try some of the facilitation approaches that were used in the Validation and Learning workshop in their own reflection and learning meetings

## 4.2 MEL at Project Level

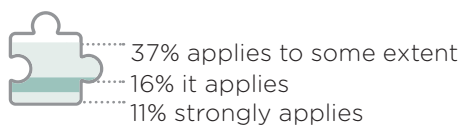
### Challenges

#### Difficulties experienced

**We experienced great difficulties in implementing MEL in our project**



**MEL in our project remains a very difficult areas for us to implement well**



The AI project staff consistently shared difficulties which they have experienced implementing MEL. The experiences are reflected in the survey responses, and examples were shared during the Validation and Learning workshops. The EEJ Programme staff also identified MEL as being a difficult area for many of the projects to manage. The main challenges fall in 3 areas:

#### Setting Appropriate Indicators

Setting suitable M&E indicators in the projects has been difficult. The challenges experienced relate to the initial design of the project. Often limited time was dedicated to developing the MEL framework during the design phase, and the participation of key stakeholder groups and local partners in the design process has been inconsistent in the different projects.

The AI partners noted that MEL is often managed as an after thought rather than being something that is fully considered up front in the design process. The participation and contributions of the target stakeholder groups and local implementing partners in the process is often low. Participants in the Nairobi workshop corroborated this view. They stressed the value and importance of target groups and implementing partners' participation in elaborating the indicators. One example shared that had worked well was partners being part of joint data collection and analysis processes during the project design phase. In their experience doing this has helped to ensure that measurements are relevant and the processes used for data collection and analysis are contextually appropriate. It has helped to support ownership and commitment by the different actors involved in the project. It has also helped to identify and manage the risks that MEL may pose for activists and human rights defenders. Examples shared were about the methods used to collect outcome stories, and how data is shared and communicated in ways that protect anonymity. The use of language that is positive and empowering, while being sensitive to the local cultural traditions, customs and religious norms and expectations was also raised.

A review of the project planning documents and the project MEL frameworks found that the quality of baseline data was overall weak and frequently data was missing. The implication of this is that often no targets were set against indicators of progress, or if targets were set it was done without a clear rationale or with insufficient valid supporting evidence. Often in the plan, projects stated that baseline data would be collected during the initial stages of implementation, however there is very scant evidence to show this was in fact routinely or thoroughly done. One example of absent baseline data and the limitation it creates on interpreting outcome and impact was shared in the independent review of the Burkina Faso project (2017).

“The expected outcomes were also identified by the project’s monitoring committee in 2016 through regular visits of police stations and services targeted by the project, impact evaluation workshops with interviews of individuals and focus groups, and consultation of police data base, press articles and NGO reports to check eventual complaints against police officers who benefitted from the project. However, the absence of statistics in the baseline of the project makes it difficult to measure outcomes and explain them only with Amnesty International’s training.”

[Independent review report]

## Interpreting qualitative data

Most project staff expressed concerns about the analysis and reporting on qualitative outcome data. The value of qualitative data is that it helps to engage project participants in the MEL process and brings to the fore the personal voice and experiences. However, a tension and concern that many project expressed was about ensuring that this soft data is valid and that there is a sufficient level of objectivity applied in the processes used to collect and analyse the data.

Many projects are collecting stories of change and as a way to give voice through collecting and sharing the personal perspectives and experience of project participants. There are a number of limitations and issues of this methodology. The major risk is introducing bias. This may be through the views of the storyteller, and if the focus is only on collecting stories that reflect positive or popular views rather than <sup>11</sup>. There are ways that these risks can be effectively managed. This includes using MSC as just one of a number of different ways to collect and analyse data, and by designing frameworks that provide greater rigor through guiding the process of collection, analysis and selection of stories.

The Czech and Slovak projects have used the MSC approach to very good effect. This has been helped by the assistance of an independent evaluator who has provided staff with training in the methodology and has supported the design and implementation of consistent process that is used with students in the schools who collect and then make selection of the most significant stories.

A range of other qualitative and participatory methods has been used in the projects for collection and analysis of qualitative data (examples are shared later in this section). These methods have helped to capture different personal perspectives and have contributed to rich and diverse range of project data. The approaches used are project specific. This has helped localise and contextualise the methodology, but does raise certain the challenges in ensuring consistency of quality and use of data, particularly when they are being applied without guidance and consistent tools are not always being used by different local partners and activists in the same project.

Overall the qualitative methodology and tools that have been used by projects – for example the MSC stories, reviewing content on social media, data collected from radio shows and community theater, and the processes used to facilitate evaluation and learning workshops have not been documented. This creates challenges in achieving sufficient levels of rigor and consistency in collection and analysis methods.

The evaluation findings indicate that there are gaps in knowledge and skills of AI and partners in applying qualitative monitoring and evaluation methods. Although a number of positive and effective methods (described later in this section) have been used, many fairly standard qualitative and participatory approaches have not been applied in the projects. One example is the use of outcome mapping or harvesting, which is an effective way to collect and understand data about the complex change processes, which are often affected by many different influencing factors. This approach was used in the Validation and Learning workshops. A number of the participants found it useful and are keen now to apply it in their projects.

## Measuring contribution

Many of the EEJ projects implement a ToT model. This either is implemented directly by AI or through working with other partner organisations or schoolteachers. The expectation is that the recipients of the training will then gain knowledge and be motivated to implement their own HRE activities which may involve formal or informal training of others, or other actions and advocacy.

The ToT creates two tiers of outcome measurements. The first tier is about the knowledge, skills and capacity of those who are initially trained. The second tier are about the changes that the trainees take forward using the skills, knowledge and capacity gained – for example training others, undertaking research and reporting violations, advocacy or campaign activities.

The projects have experienced challenges in finding practical ways to measure the second tier of results. To do so is resource intensive, and often complicated as the trainees or activists may be scattered and located in many areas. A number of projects have tried to do this through survey, questionnaires and focus group discussions. This has had mixed success and often required high commitment of personnel time and resources for relatively low rates of participation – for example low return rates to on line surveys (for example teachers in Slovenia), and difficulty in getting satisfactory levels of participation in FGDs and interviews, particularly those undertaken by local partners (e.g. Tunisia and Morocco).

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<sup>11</sup> [https://www.betterevaluation.org/sites/default/files/EA\\_PM%26E\\_toolkit\\_MSC\\_manual\\_for\\_publication.pdf](https://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_MSC_manual_for_publication.pdf)

While it is important to understand the wider outcome and contributions made by the project, the efforts and level of investment made need to be commensurate with the quality and value of the data. It is not easy to set the scale and scope of monitoring and evaluation data that is collected and analysed, however a clear ToC and the programme logic will help guide decision-making on this. It is apparent from the review of the M&E frameworks and the discussions that took place during the Validation and Learning workshops that very often the challenge in setting the scope and scale of the M&E data collected and analysed stems from the lack of clarity and specificity about the pathway of change and progress towards achieving outcomes being determined at the outset during design of projects.

On many occasions during the workshops project staff were unclear about the reasons why they had decided to try and collect certain types of data, and could not demonstrate how it was helping them measure progress and inform on improvements of their practice. Often it appears that projects are continuing pursue collecting and reporting on data even the data that is of questionable quality due to the low rates of participation and respondents.

#### **Slovenia**

Continues to send out surveys to teachers - although there are a high number of participants, the return rates are low

Staff from only a few of the projects were clear about the scope of the data and had set clear parameters with good reasons that relate to the ToC and the objectives of the project.

#### **Turkey**

Participant pre and post training data is collected and analysed. The trainees are encouraged to keep a diary to record the personal changes they experience and actions taken following the training. This is only for their use and is not collected as part of the project 's M&E, nor is any follow up monitoring data collected about the actions taken following training.

Other projects are keen to find ways to measure the second tier of results but are unsure about effective ways to how to do it effectively. During the Validation and Learning workshops ideas were shared about implementing a more nuanced and differentiated approach to M&E. The ideas discussed were introducing periodic review/ evaluation of certain aspects of the project, and selected indepth enquiry of results that relate to certain approaches or tactics, or of tracking changes in only certain subsections of the target groups.

#### **Philippines**

“Measuring multipliers and second liners - what do we need to measure and why? And what can we measure?”

#### **Kenya and Senegal**

Seeking to find ways to measure the results of the radio shows beyond the number of listeners as want to find out the impact the shows have had on listeners' awareness and taking action



#### **Czech Republic**

Measuring the outcomes of the HRE implemented by teachers who are part of the project to try and determine who they influence and how, and what are the outcomes?

## Capacity in MEL of AI and local partners

The survey responses and the experiences that were shared in the Validation and Learning workshops indicate that capacity of AI project staff is a major factor that limits MEL in the EEJ projects. The gaps in capacity are of different forms and have implications for different aspects of MEL. The types of constraints highlighted are:

**Time available for staff** is the major concern that has implications in the design of MEL during the project's design phase; in implementation and improvement; and in supporting partners and others to undertake aspects of the process

**Skills and knowledge** of project staff is often limited and they are not reliably able to access the required technical capacity from other sources (e.g. in the Section or from external advisors)

**Budget** consistently very small amounts, and in some projects no specific budget, had been allocated for MEL

**Commitment and interest** of staff is often low, and they are more motivated and interested in delivering than measuring activities

Similar constraints affect the capacity of local partners and other actors who are involved in the MEL. Additionally, the AI project is often imposing an additional layer of measurement and reporting that is project specific and generally does not align with their own systems. To complete the EEJ MEL requires additional resources and time, which is often not available. Many of the partners are located in more remote areas and are operating at a distance from AI partners. For AI staff to have face-to-face engagement and support in the field is difficult due to budget and time constraints. In some locations internet and telecommunication links are poor which further compounds the challenge.

AI is often limited in the level and quality of capacity building it can provide partners. Often due to time and resource constraints, AI staff are unable to provide consistent support. In addition limited levels of technical skills and experience in MEL means that basic tools and framework to assist partners in data collection and analysis are not consistently used.

## Senegal

Some participants reporting on micro-projects were volunteers with limited time, experience, finances, and internet access. These barriers made it difficult for local partner organisations to keep to MEL timelines.

## Peru

Partner organisations had been reporting on HRE activities in an inconsistent way that made it difficult to communicate results to the AI project coordinator. AI Peru is now providing consistent reporting formats for partners to collect this information.

## Improving Quality of MEL Practice

### Improvements made

#### Throughout the project we revised and improved the MEL we use



..... 5% applies to some extent

..... 45% it applies

..... 50% strongly applies

Overall the project teams have worked hard to design and employ creative methods that measure the projects' results in ways that are relevant and practical to their specific local contexts. Efforts have been made throughout the project period to improve the processes used and the capacities of AI staff and partners to implement them.

The commitment made and the progress achieved in improvements is reflected by the survey findings, and the examples shared in indepth analysis report on MEL (refer Annex #4). During the Validation and Learning workshops many examples were shared on the ways that projects have employed a range of quantitative and qualitative methods to collect monitoring data. The detail of the types of the methods used is provided in Table 1. In Annex #4. the types of key methods used includes:

### Conversations with the target groups

Focus group discussions, interviews, observation and records of meetings and informal discussions, periodic reflection and planning workshops, pre and post training assessment and feedback, Most Significant Change Stories

### Written documentation

Questionnaires/surveys pre and post training that measure levels of knowledge, confidence and skills; action plans; feedback and reports on advocacy, campaigns activities from partners, activists and volunteers; written enquiries and feedback from teachers on use of HRE materials; documentation of human rights violations and complaints; FB postings, blogs and online forums;

### Visual documentation

Photos, videos and drawings

### Media

Radio ratings, content of talk shows, print and online journalist articles

### Online/Web based

Visitor data; mailing lists, downloads

Overall data has been collected from a wide range of sources. This has helped capturing results from different areas in the project. The triangulation of data has been used to support quality analysis and validation. One example is from the Senegal project where mixed methods have been effectively applied.

The EEJ project in Senegal reaches its target groups through 'micro projects' implemented by 11 local partner organisations working in different communities. These micro projects focus on various aspects of reducing gender-based violence and securing sexual and reproductive rights for women and girls, and many include work with schools. To measure local changes resulting from the micro projects, AI and local partner organisations used a variety of ways to capture information about changes in attitudes, knowledge, and behaviour changes resulting from their high school activities. Data collection methods included interviews, questionnaires, focus groups, and analysis of artistic works created by students such as drawings and poems. Follow-up sessions with target groups were also seen as key to understanding project outcomes.

### MEL in our project is working well now



..... 35% applies to some extent

..... 25% it applies

..... 30% strongly applies

Project partners shared examples of the different strategies that had been used to improve MEL practice. Examples of the strategies employed that have strengthened the quality of data collection and analysis include:

#### Investment in dedicated external technical resources

that have been used to implement aspects of the M&E processes and provide additional capacity to staff and project partners in Turkey, Moldova, Czech and Slovakia)

#### Specific capacity training provided on MEL

for partners in many projects including Kenya, Tunisia Morocco, Zimbabwe, Senegal

#### Analysis, reflection and learning with project participants and partners

using participatory accessible processes in Senegal, Philippines and Zimbabwe

#### Using partners own existing data sources -

radio listening data in Kenya

#### AI staff exchange visit between EEJ

projects - gave exposure to new ideas, and contributed to joint learning between Zimbabwe and Kenya, and Slovenia with Czech Republic, and Morocco with Czech Republic

### Learning and Feedback into Practice

MEL is conceived as a continuous cycle of improving project and programme quality. Sharing the conclusions and lessons learned from the M&E data is an essential component to support evidence-based revision of strategies and assist enhancement of practice.

As part of the MEL analysis undertaken for the evaluation, and in the Validation and Learning workshops, project partners shared different ways that effective learning processes have been incorporated into the projects. Key features of the successful practice were identified:

- » **Time** has been dedicated by the project
- » **Methods** used are both quantitative and qualitative
- » **Partners and project participants** have participated and contributed

A **start - stop- continue** approach was used by some projects including Burkina Faso and Senegal. This approach is a simplified and practical approach that draws on community/ stakeholder accountability dashboards. In the Senegal project the approach has provided a practical and easy way for joint reflection and planning to take place between AI project staff and partners. The process creates space for those actively participating and contributing to the project to pause, and reflect on the effectiveness of the project strategies and activities that have been implemented. Based on their findings they then make revisions in ways that they consider will best support progress toward achievement of the objectives set.

#### Senegal

“This tool allows us to ask project participants to assess the relevance of activities and the actions put in place [in the project]” [Senegal project staff]

#### Start- Stop - Continue

The participants choose the action to take which may be:

**Start** something new based on the results of experimentation and trial of new activities

**Stop** activities that are assessed as not being relevant or effective

**Continue** activities that are assessed as still relevant and effective

Another example is from the LAM Region, where the MEL process itself helped AI to realise there as need for more consistent and regular communication with implementing partners.

“In the last year [2016], before every training we have had a meeting with the whole project team to adjust... in order to be able to incorporate any updates or concerns from the local coordinator, who is in constant contact with the participants and the communities.”

The EEJ project in the Philippines has made A strong commitment has been made by AI Philippines to implement accessible, participatory and empowering approaches in data collection, analysis and in shared learning.

#### Philippines

“Gathering information works better when communities are involved - The data is more personal and reliable - and [the process] is a means of empowering communities to act together and plan for future action” [Philippines project staff]

#### Reflection and learning in the Philippines

Formal times and processes for learning and reflection take the form of:

- » Bi-monthly meetings with the trained women facilitators;
- » Quarterly meetings of AI/EEJ project staff - including the HRE coordinator, Head of Office, Development Officer, Project Coordinator and staff;
- » Monthly meetings with tribal communities; and
- » Regular ‘re-echo sessions’ - conducted by local women facilitators to learn about and document instances of corporate accountability (or lack thereof)

#### Informal opportunities to learn and reflect jointly take place through:

- » Project site visits
- » Regular ongoing communication with women facilitators, tribal leaders, and other community members

The example from the Philippines’ project demonstrates the benefits that are supported by the effective use of participatory practice. In this example formal scheduled times and informal incidental opportunities were made available for reflection and learning. This has helped improve the quality of the data collected, and is the ways it is understood and then applied to enhance practice. The regular times have helped project staff to capture information about unexpected and unplanned positive and negative outcomes and risks - for example the settling of leadership conflicts, and the shift in responsibilities that women have taken within the home and community which has had both positive and negative impacts.

## 5. EMPOWERMENT

“Human rights education is a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognised human rights principles

2 million people, especially young people and human rights defenders’ to be ‘empowered globally with skills and knowledge to take action locally and globally to defend and promote human rights<sup>12</sup>”

### 5.1 Introduction

AI’s International Human Rights Education strategy places empowerment within the definition of HRE, and identifies that empowerment is an expected outcome from effective HRE education practice. Empowerment is a central part of the Programme’s aim, and is features as one of the key criteria used to determine the selection of EEJ projects. In the EEJP empowerment is taken to be both a result of HRE, and as the process or way of working in the delivery of HRE. The Programme’s documentation consistently makes strong links between empowerment and the participatory approaches applied in the HRE activities in the projects. The distinction between these two concepts – participatory and empowerment – are not always clear, and are often used interchangeably in documents and in the conversations that took place with AI Project staff and their partners. AI partners describe empowerment both as the process of gaining knowledge, changes in understanding and as the outcome indicated by certain changes in personal attributes or characteristics; action taken, which may be about themselves or for others.

A specific analysis of empowerment was included in the terms of reference for this evaluation. The analysis aims to increase understanding on how the term empowerment is understood and applied in the Programme, and to determine the level of empowerment in the projects’ target groups and individuals, and the way this has been assessed and measured. The findings from the indepth analysis (refer Annex #5) and the Validation and Learning workshops, has been used to inform on this section of the report.

### 5.2 Understanding of the concept

A workshop Active Participation and Empowerment was facilitated in 2013 by the IHREC and all EEJP partners at the time were invited. It sought to develop a shared understanding between the AI project partners about the concepts of power and empowerment. The purpose of this capacity building activity was to try and develop a more consistent application of the concepts in the projects, particularly in the design of tactics and activities, and in measurement of outcomes. The feedback from participants (from both the workshop report and discussions with participants) was that it had helped them to better understand the concepts – particularly the dimensions (both negative and positive), and contribution that HRE makes to shifts in power.

Despite this workshop and empowerment featuring in the AI Global Strategy, and in the HRE Measurement Scale, AI EEJP Partners still do not share a consistent understanding of the concept. Since 2013 there has not been any specific changes noted in the way the projects describe and report on empowerment. This may be due to changes in the project staff, which meant some of the current project staff did not participate in the 2013 workshop. In addition, the Strategic Goals are still relatively new for staff and are only in the second year of implementation. During discussions in this evaluation, it seems many of the EEJ project staff (rather than permanent AI staff) were not fully aware of them.

During the discussions in the Validation and Learning workshops held for this evaluation, overall there was agreement between participants on aspects of the concept, but there was healthy debate about its application in their practice. The predominating views being that cultural, social and political contexts strongly influence how the concept of empowerment is understood and expressed, and influences what are the most effective strategies and appropriate objectives to set in projects. For example in the LAM Validation and Learning workshop solidarity and group work featured strongly in supporting others understand and struggle for their rights and empowerment. In the MENA workshop, the positive image of empowerment in their context is also typically viewed as being part of group, rather than taking individual action.

12 AI Global HRE Strategy 2016



**Morocco**

“Is like a candle – the light of self and then the lights of others”

**Peru**

“Recognise ones own rights and the importance of sharing the message; and respect the rights of others”

**MENA**

“Keeness to transform”

**Mexico**

“Self perceived as agents of change and defenders of human rights – with greater confidence and security in making decisions about their bodies”

**Tunisia**

“The presence of personal characteristics, which are capable to influence others”

**Kenya**

“Be patient, brave/bold and self aware and have self determination and knowledge to of rights enabling individuals/groups to claim their rights”

**Turkey**

“Work collectively”

**Burkina Faso**

“Use power within a legal framework and work with power brokers (e.g. the police) to spread awareness of human rights”

**Moldova**

“Being powerful, participative and active”

[EEJ project staff survey responses]

### 5.3 Applying the concept in practice

The AI project staff agrees that there has been inconsistency in how understanding of empowerment and concepts of power dynamics has been applied in their practice. From the indepth analysis process and in the Validation and Learning workshops, examples of analysis and assessment tools were shared and discussed<sup>13</sup>. Overall, the staff agreed that in their project and in AI’s practice more widely both in HRE and other programme areas there would benefit from applying a more consistent and systematic approach in the analysis and in measuring changes (outcomes) in power relations and dynamics. Staff felt that being more systematic would help them in different aspects of their practice – project design, engagement and participation with target groups, community and partners. It would also assist decisions made about choice of tactics and types of activities, and in setting indicators for measuring and reporting results. Another aspect discussed at length was the link to better recognising and managing risks associated with the dynamics of power.

#### For Analysis

##### MENA Regional Workshop participant

“We do things in our project but we don’t necessarily analyse why”

##### Kenya Workshop participant

A thorough analysis of power at the beginning (of a project) thoroughly and in a meaningful and participatory way will create better results and sustainability ultimately for the project

Analysis and assessment of power dynamics was not consistently included in the situational analysis and baseline assessments completed during design phase of projects. The participants in the Validation and Learning workshops consistently agreed this type of analysis when done strengthens the relevance and effectiveness of their practice. The reasons given for it not taking place relate to insufficient time and financial resources being made available for designs or during the early inception/start up phase of projects. Some staff also indicated that they do not have the skills and capacity to complete such assessments well. Many were seeing the frameworks and tools shared during this evaluation for the first time<sup>14</sup>. Some of the staff were very open – saying they had just not thought about empowerment in this way before.

13 Refer to the Empowerment Analysis report for more details in Annex #5

14 Refer to Empowerment frameworks in Annex# 3c

However, a good number of the AI project partners have undertaken analysis of power. This has been done using a range of different tools and processes:

**MENA Regional Office** had used of power cube<sup>15</sup> as part of the problem analysis, and in their ToT content for young activists.

**Philippines** had used the power cube and assessed all three forms of power to inform on project planning and implementation. The analysis of the presence and dynamics between the culturally bound roles of men and women in indigenous communities (invisible power), with the hidden power of corporations over natural resources and the visible power of male dominated leaderships and decision making, had determined that indigenous women would be the target group of the project and had informed on the design of the training modules on corporate accountability.

**Peru** highlighted the invisible power that created inequalities between women and men in communities. This understanding had informed on the inclusion of targeted sessions and specific content in the training modules about power dynamics and influence between men and women, young people and older persons, and teachers and students

**Senegal** identified the invisible power at community level in relation to the sexual and reproductive rights of women and girls. The visible power was the authorities – structure and hierarchies – within the community that prevents women and girls having a say in cases of violations of their rights. The project then tried to engage in different ways through micro projects, the various forms of visible power to help reduce rejection and build acceptance and ownership and commitment to promoting the rights within the community.

In the Nairobi Validation and Learning workshop, the participants discussed at length the important link between understanding power dynamics and its impact in relation to effective (empowering) participation with local communities. An example from Zimbabwe was shared of undertaking an analysis being undertaken in a participatory way with communities. AI did this by working with community based organisations that are trusted by the community members, and know and understand the local culture, and traditional values,. The learning shared from this example is that often others have better skills and experience in participatory approaches and in working at the grassroots level than AI. This example also highlights the concern that many of the participants had about the way AI tends to work, which they described as often being elite rather than participatory. The impact of power dynamics on partnerships and participation of target groups with AI was also discussed in the MENA, and in the Moldova workshops. Examples were given of how due to the perceived unequal power of the partnership partners it had impacted on transparency in the partnership. An impact that was given was some partners were cautious to openly share concerns and poor results in the M&E information with AI.

**Kenya workshop participant**

“There is power in everything we (AI) do, but we often don’t fully understand or recognise this in the way we work”

Different views about the value of the tools and models of power were shared in the discussion with activists in the LAM Validation and Learning workshop. Although the participants who were mainly activists, seemed interested (indicated by the notes they took during the presentations and discussions), it was apparent their overriding view was there is limited real value in applying the tools for analysis and assessment purposes. For this group the relevance of the concepts is locating understanding and analysis in ways that are practical and connected to the actions they do – for example training and mobilising others, campaigns and advocacy.

In the MENA regional project concepts and relevance of assessing and understanding power dynamics is included in the ToT of young activists. This is both in the training content and the participatory (role play) processes. An objective of this process is to also help participants understand the risks associated with empowerment, which was discussed earlier in the report (Section 3).

15 Refer [www.powercube.net](http://www.powercube.net)

### MENA Regional Office

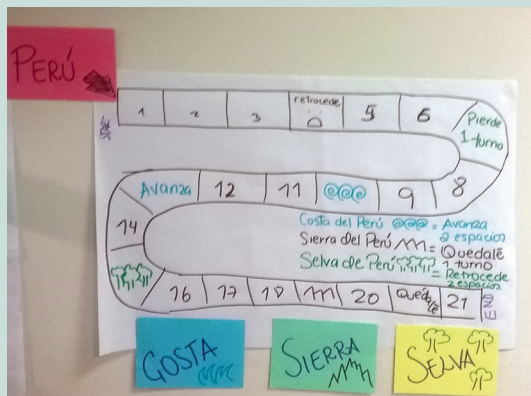
“We use the power cube in our analysis of power dynamics in our ToT activities. This helps participants to understand the ways in which they influence others through the power they hold, and the importance of using this power responsibly, safely and effectively.”

### In MEL



### Mexico

Our strategy recognises that empowerment is a messy process; it can be developed but usually in a haphazard way. All along the way there are many battles and struggles and collisions (choques). Complexities and complications are normal and common. Ideas arise, people object to what we are doing and many different perspectives have to be navigated. The underlying road is winding and uncertain, so we have to prepare for all of this and help empowerment to happen in a gradual way, despite negative experiences and setbacks.



### Peru

The process we follow can be seen as a board game. Sometimes there is progress and sometimes setbacks and delays. The way forward is never a straight line.

The process of progressing empowerment is recognised by all the projects as being non-linear and often hard to predict. Many different dimensions that are at play in the context are influential. Changes, both positive and setbacks, occur for many reasons – many of which (political, conflict, economic) are beyond the control of the project. For example in Europe the political changes which is adversely influencing the willingness in some schools to make space to discuss what are now considered as controversial issues of LGBTI rights, religious rights and freedom, and rights of refugees; and in Tunisia the through new legislation for the rights of women affected by GBV that has opened up new positive opportunities for change.

The lack of consistent and robust analysis of the types of power and the dynamics between the different power holders means that the pathways of change that relate to empowerment is not always clearly articulated in the projects' design and program logics. Although effective activities are being practiced that are both empowering and appear to support positive changes in power dynamics, projects are measuring the effectiveness of the processes and the impact of results in ways that are consistent or necessarily valid. The gaps in measurements relate to the lack of baseline data, and are due to weak or often an absence of clear outcome statements and indicators being set. This issue was discussed previously in more detail in Section 4 on MEL.

### Tunisia

“Through just one word Power I now realise I can evaluate all of the years of activity in my project” [AI staff participant workshop]

The Global HRE achievement scale was introduced in 2016. In the Validation and Learning workshop only a very few staff were aware of it, and it had rarely been applied in the EEJ projects. Staff were not sure whether it had been used to assess the projects by other AI staff. When staff had used the scale they found it helpful to some extent in measuring aspects of empowerment. There were some concerns expressed about the points on the rating scale, which they felt were not consistently a valid way to measure empowerment. The example given in the Moldova workshop was that students taking action in the Write for Rights campaign would be considered a level 3 on the scale. Project staff that work with school students are concerned about the validity of the assumption that a student who writes a letter has knowledge and understanding of the human rights issue. This example highlights the challenges of using a quantitative measure that is simple and practical to try and capture change that is multi dimensional, and highlights the need for mixed methods - both quantitative and qualitative to measure and demonstrate change.

The Morocco project staff recognise the challenges that are faced in measuring empowerment

“ It is hard to measure change or quantify it [empowerment]. Change is neither a number nor a graphic. Change is what remains in people’s minds and hearts after the end of a project or an action. It is the light that will push them to keep fighting for a cause. It is the action that they will take when no report is due or deadline is stressing.”

She shared examples of how the project has used mixed methods which had captured what she described as “tangible results”, Quantitative data - surveys, self assessment questionnaires and data on the number of groups formed and actions taken against and in support of the victims of gender based violence experienced by women is being collected and analysed. Qualitative methods - MSC stories, interviews, FGDs and observations are also being used to capture personal experiences, feelings and actions that reflect changes in empowerment.

At a workshop facilitated through the AI Morocco project in 2016 women participants who had experienced GBV shared their personal testimonies that show ways in which the EEJ project has assisted positive changes in their knowledge, confidence and actions.

“ Attending this workshop motivated and really empowered me, I learned that I have the RIGHT to ask for a divorce. So, I filed for divorce right after the workshop” or “I realised that I was a victim of sexual and economic violence the day I attended the public awareness campaign about gender-based violence organized by Amnesty in my neighborhood”.

“ My husband used to beat me every day and take all my money. One day I said “STOP” and decided to divorce. It was not easy for me and for my children but today I’m a free independent woman and here I am attending literacy classes and training workshops with you. I think every woman victim of violence can stop violence if she wants to!”

The Morocco project staff described that the process of being part of the project had been empowering and motivating for her personally.

“ Those women I was supposed to help build their capacities and empower taught me that I can lose the custody of my children in case I decide to get married during the first year of divorce, that I can get raped by my husband and that I can be a victim of institutional violence. Working on the EEJP raised my awareness and made me think about issues I never thought about before. It helped me see clearly. Today, I look at the world with realistic feminist lenses. Women are not as safe as I thought they were and I am one of those women who can be victims of the tyranny of a patriarchal system and unfair laws discriminating women. ...Each time I get tangible results I feel more motivated and even prouder when I collect strong and powerful testimonials.”



The Empowerment Scale<sup>16</sup> commonly used to analyse and monitor dimensions and changes in power were shared as part of the indepth analysis on empowerment. The participants were invited to apply the scale retrospectively to assess the changes of power that had occurred in their projects. During the Validation and Learning workshops there was also discussions about the relevance and value of the scale. Overall, partners saw merit and benefit in using such types of tool. The reasons given supporting its use include that it

- » Is a useful way to explain power and its evolution
- » Provides an objective approach
- » Is a useful analysis tool to use with communities
- » Enables understanding about different perspectives of power
- » Enables reflection on the kind of data that can be collected in the field
- » Is itself an empowering tool for the project beneficiaries and set the tone for a profound examination of the interplay between duty bearer and rights holder

Participatory MEL methods that were used in projects have previously been shared (Section 4) – MSC, FGDs, reflection and learning workshops and interviews. If used carefully and sensitively they have been empowering for the individuals and groups involved. The choice of participatory MEL processes may create risks for the participants and target groups. Often the human rights issues being explored are on sensitive and taboo subjects, and the data that is collected is about how an individual has changed their attitudes and/or taken action on their right. The projects demonstrated ways that they have provided safe ways in line with the “do no harm” principal for individuals to share their experiences – including through use of peer researchers and data collectors (for example women and young people); sharing experiences in focus groups with others from the same target group, and involving partner organisations with experience and expertise in the issue – for example women’s networks, and LGBTI organisations, and experts in GBV.

16 Refer details in Annex# 3c. About the Empowerment Scale is adapted from the ‘power cube’ tool, which is used to analyse and assess changes in power or empowerment (refer <https://www.powercube.net/other-forms-of-power/expressions-of-power/>)

## 6. CONCLUSIONS

The evaluation conclusions are presented using four internationally recognised criteria for programme evaluation – relevance, effectiveness, efficiency, and sustainability<sup>17</sup>. The extent overall that the EEJP has met these criteria, and the factors that have influenced the level of success or not attained is shared in this section of the report.

### 6.1 Relevance

“Access to human rights education creates the foundation for a rights respecting society, for (re)claiming rights. It underpins Amnesty’s human rights work<sup>18</sup>.”

#### Programme

Human Rights Education is now one of the strategic priorities in AI’s Global Strategic Goals (2016 - 2019), and is positioned in the strategy as one of the key elements that contributes to the success of AI’s work overall in human rights. This clearly positions the EEJP as being highly relevant to the participating entities through specific HRE activities and in support of the broader programmes on HR. The Programme has helped to develop capacity in HRE – including the skills and knowledge of staff, innovative practice and resource materials – that is of relevance for the ongoing and future work through AI’s Global HRE programme.

Overall the majority of the thematic areas and geographic location covered by the EEJP have remained consistent with AI’s Global Strategy. Unsurprisingly through the Programme’s period of implementation there have been changes in the organisation’s strategies and priorities, particularly since 2016 when AI’s new global strategy commenced. The HRE component of the new global strategy clearly articulates the priority countries where HRE will be prioritised – most align with countries already active in the EEJ. The thematic focus and ways of working in HRE (formally through school systems and in less formal ways) gives opportunity for the majority of the EEJ participants to still be part of global initiative in HRE. For some projects the alignment appears to be less clear, and there is less certainty of the relevance of their focus in certain thematic areas (e.g. police and law enforcement and corporate accountability) to AI’s new global priorities.

#### Projects

Most of the EEJ projects have provided an opportunity for entities to expand their work in HRE, through use of HRE, to strengthen their practice with certain target groups or in geographic locations. The experience of a few projects is that their relevance to the entities’ strategy has been less. This has been when the human rights topic or subject group that is being pursued in the EEJ project does not align with the broader strategy. The relevance of the projects has also been less when HRE is managed as something separate rather than integral and a fundamental component of human rights work.

### 6.2 Effectiveness

#### Projects

The portfolio of 15 projects managed through the EEJP has consistently achieved the objectives set. Overall this has been to a high standard. The projects have been successful in different ways of working on a range of human rights issues and with a diversity of target groups. There are numerous examples of how individuals have demonstrated changes in empowerment – through taking action in promotion and defense of their own rights, and in support of the rights of others. A range of formal and informal HRE activities contributed to the positive changes achieved. Projects have also tested new ways of working, and some projects have introduced practice, that although being applied in other settings, is new and considered innovative for AI (e.g. Human Libraries, and use of social media and web based training resources).

There are aspects of the projects that have been particularly effective. Examples include – working on issues that are often politically sensitive (police and law enforcement); discussing issues that due to traditional and religious beliefs are difficult and often taboo (sexual rights, identity – LGBTI, and gender based violence and divorce).

<sup>17</sup> Refer <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

<sup>18</sup> AI’s Global Strategic Framework

## Inclusion and Gender

The projects have been successful in the adjustments made to activities to include hard to reach groups of people. This has been through adjustments in their practice – for example the use of social media, and internet for training and communication with activists in conflict areas, and forming partnerships with locally based organisations with specific experience in locations and with certain target groups, including disabled peoples organisations, and networks of indigenous people, LGBTI and for women.

Many of the projects have successfully involved women, and have worked effectively in promoting their rights and strengthening their sense of personal empowerment. Specific issues of gender and the way it impacts on people's experiences of inclusion and discrimination has been effectively addressed and well managed by projects – for example by those projects that have focused on specifically issues of gender and sexual identity. However, gender as a cross cutting and mainstream issue has overall been inconsistently managed in the portfolio of projects. While there are good examples of indepth deconstruction and analysis of gender roles (for example in LAM), the majority of projects show that overall fundamental assessments of gender power dynamics have not been completed. When there has been a lack of thorough gender analysis it has created challenges in regard to choice of project strategies and activities. In some situations its absence has contributed to risks that if thorough analysis had been undertaken could have been foreseen and prevented or mitigated.



## Programme management

Many projects have found it difficult to implement certain basic elements of good programme management. The approach overall to situational and problem analysis has been inconsistent. This is due to overall lack capacity and inadequate time being dedicated to complete the process well. There are gaps in skills and knowledge of project staff – for example projects have not applied consistent and useful methods to assess empowerment and to undertake participatory culturally located assessments with communities.

Thorough situational and problem analysis is required as a foundation for quality programme design. The lack of consistency has created variations in the quality of the ToC and programme logic in the projects' designs, and how the change pathway is understood and applied in practice by project staff. At times during the Validation and Learning workshops the project staff are not clear about the logic and rationale of their choice of strategies and activities, and the results that are expected.

The investment and the capacity of AI staff to engage effectively with local grassroots organisations and communities have been overall quite low. Where this has occurred it has at times weakened the relationship with partners and their understanding and commitment to the project. This along side broader challenges of partner capacity creates challenges for ongoing sustainability.

## MEL

The experience of Monitoring Evaluation and Learning has consistently been challenging for both the projects (AI staff and their local partners) and at the Programme level. Overall there has been an inadequate level of resources and technical capacity dedicated to this important area that is an essential element for quality programme management.

The EEJ Programme staff has shown great commitment in the efforts made to improve the MEL processes – both at the programme level and in the work supporting project partners. This has helped to improve the quality of practice, and has helped to strengthen capacity of AI project partners over the period of the Programme.

There is evidence of good practice both in data collection methods and in its application for learning and improvements. However, overall the quality of MEL – both the design and implementation – has created limitations particularly in terms of the validity of the programme evidence generated to demonstrate quality of practice and the results achieved.

At the individual project level, there has been strong effort made and some level of success of feedback and learning from the M&E data informing on project revision and improvements. At the Programme level some efforts have been made to share learning between projects (exchange visits, workshops) but overall this aspect has also been weak. The key reasons for this are the low level of investment made in MEL; the specific technical capacity and skills of the Programme staff; and the limited time that staff in Norway and in the projects had available to dedicate to this aspect of the Programme.

## EEJ Programme Overall

The purpose of the EEJ – to apply human rights education to reinforce basic human rights and contribute to greater justice for people worldwide – has been achieved. The portfolio of projects funded and supported through the Programme have effectively applied human rights education and empowerment processes that have reached many thousand people in 20 countries. There is strong evidence of positive changes that the Programme has contributed to through human rights education.

The ToC and Programme logic developed during the MTR in 2015 makes explicit the expectation that the EEJ Programme will assist strengthening of capacity and experience of AI and partners to deliver quality HRE. The Global HRE team in Norway has made positive contributions to strengthening the capacity of AI project partners. The inputs provided to individual projects were extremely well received and have made strong contributions to improving staff capacity and project quality.

The whole of Programme approach to capacity development through workshops and training has also been well received and useful, although at times the design of the processes and the over load of content has depleted the potential value in terms of participation and opportunities for peer exchange and learning from these activities. The challenge of language has not been effectively managed. There have been a lack of consistent investment in interpreters and translation of project specific and Programme wide documents. This has contributed to challenges of ease in exchange of information and resources for shared learning between EEJP partners.

There has also been very limited sharing of the experiences and lessons learned from implementing the EEJP through the AI Global HRE network. Although the new Global HRE team has been in place since 2014 (with regional HRE positions gradually being filled), challenges remain in effectively sharing of practice and experience across the AI network.



## 6.3 Efficiency

A financial analysis of budget and expenditure was not part of this evaluation. That limits the extent to which a full assessment of efficiencies of the Programme can be made.

### Project Level

The projects appear to have consistently delivered their activities with a high level of efficiency. Most projects have reached higher numbers of participants and worked in more locations than had been planned. The reach of the projects has also been extended in cost and time efficient ways through use of online processes for training, sharing information, communicating with activists and in M&E.

Overall working in partnerships has ultimately created efficiencies. Managing challenges of capacity and building strong and effective working relationships has required commitment of time of AI staff and of partners. When strong and effective partnership are formed this has helped create efficiencies through leveraging resources of the partner own skills, training materials, technical capacity and knowledge; and it has helped to support the reaching more people in the target groups. Similarly the investment in activists has overall supported efficient as well effective practice. Committed activists have multiplied the activities and often expanded and innovated new ways of practice.

Efficiencies have also been created through the projects being implemented by small and dedicated teams of staff. However the benefits of this has at times been countered by challenges of staff working under unreasonable pressure, and having insufficient time to deliver aspects of the project's management to a high standard or dedicate time to develop their own learning and professional capacity.

Efficiencies have been created through the linking and sharing resources and capacities between EEJP projects and other projects and activities implemented by the Section. However, many projects operated in relative isolation, which has meant the potential to leverage resources and capacity has not been maximal.

### Programme level

The Programme demonstrates efficiencies in the way it was managed and administered. A small and dedicated team has provided high quality, professional support that AI partners respect and have benefited from. The team has managed the relationships well with the donor (NORAD), and overall has fulfilled reporting and accountability requirements on time and to a good standard.

The scope and scale of activities in the design of the Programme has however created challenges for efficiency of management processes. The EEJP acts as a facility for funding, coordination and capacity building for a diversity of project types in five thematic areas that are being implemented in 20 countries spanning five regional areas. This has created challenges in delivering certain aspects of the EEJP functions efficiently – for example costs for travel for field monitoring visits, and for convening workshops and meetings that involve all partners; sharing information materials and HRE resources, and communication with and between projects due to different languages used by project staff and partners; and timing to convene remote meetings due to working across different time zones.

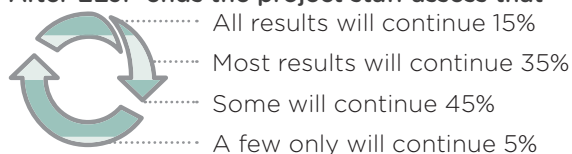
The management of EEJP by the Global HRE team since 2016 provides the opportunity to improve efficiencies through sharing and drawing on capacities from different parts of AI, and through dissemination across the movement of knowledge products and training and resource materials on HRE. To date the level of systematic sharing between the different parts of AI has been low, and this potential to leverage the Programme's assets has not been fully realised.

## 6.4 Sustainability

### Project Level

Overall the focus on sustainability within the EEJP was not adequate. Developing and managing clear strategies to help ensure the continuation of key aspects of the projects activities and outcomes took place late, and this work only really started during the final year of the Programme. Following a workshop on sustainability planning (2016), EEJ projects were required to submit a plan for sustainability as part of their annual plan and budgeting process. This has provided the impetus for many projects to change their implementing approach – particularly in how they work with on strengthening capacity of partners and changing the roles and responsibilities of partners and other actors in the projects' implementation. Because many projects that had not considered sustainability earlier, 12 months is likely to be too short a period of time for many of the plans to succeed.

#### After EEJP ends the project staff assess that



### Individual

There are projects that have achieved important elements of sustainability. This has been through the capacity strengthening and empowerment processes that the projects have implemented. The HRE activities have increased knowledge, and skills and supported changes in confidence and attitudes of individual rights holders and of activists and defenders of rights. Individual personal change in empowerment and capacity will remain, and it is likely that many of those who have been motivated to take forward their own action without further support from EEJ, will continue to in the future.

### Organisational

At organisational level there is evidence of sustainability. A fair number of the local implementing partners are reported to be initiating and organising their own activities, and some are expanding and modifying the HRE practice independent of EEJP and AI. The gaps in capacity and limited access that many local partner organisations have to resources are contributing factors that have countered progress towards achieving a higher level of ongoing sustainability after the current Programme ends.

### System – policy and legislation

System and institutional change are important enablers for sustainability. The nature of HRE means that without additional action – advocacy, activism, policy influencing and legal action – system changes are less likely to occur. The EEJ projects that have worked either within government systems, or specifically targeted their actions or aligned with certain institutions (corporate, legal, health and education services) have succeed in achieving elements of change. This has helped increase the likelihood that ongoing and broader impact beyond the action and immediate reach of the project will be achieved.

### Programme Level

The Programme has made an important contribution in two areas that have important potential value for wider work of AI in HRE. The areas are – staff capacity, which is the experience, skills and expertise in HRE of AI staff (project and the Global HRE team); and knowledge resources from the training curriculums and HRE information resources that have been developed and used by the different projects. The Global HRE team has not developed any plan or put in place systems and processes that will help ensure that these assets (human resource capacity and information resources) are retained and made accessible for use in the future initiatives in HRE, or in other programme areas in the AI movement.

## 7. RECOMMENDATIONS

The recommendations made here draw on the analysis and conclusions presented in the earlier section of this report, and on the advice shared by the EEJP project participants in the Validation and Learning workshops. An additional factor that has been considered in determining the advice made, is that no additional funding through the EEJP will be available after December 2017 when the Programme ends.

### Recommendations have been made in four areas:

- #1. Maximise and sustain the capacity and knowledge from EEJP
- #2 Key design features for quality HRE
- #3 Quality Programme management
- #4. Monitoring Evaluation and Learning

### Recommendation #1 Maximise and sustain the capacity and knowledge from EEJP

AI staff and implementing partners have gained significant experience and expertise in HRE in a range of thematic areas, and from the effective use of a variety of approaches in their work with different target groups. A range of information resources – curriculum, methodologies and frameworks and guidance notes has also been developed. Most of the capacity gained and the resources developed are of relevance to the priorities in the Global HRE strategy, and other programme areas of AI.

To maximize and sustain the capacity and knowledge of EEJP it is advised:

#### i. That projects facilitate an end of project reflection and learning forum

It is suggested that each project considers convening a meeting that involves key partners, representatives from the target groups and other stakeholders and activists who have participated and contributed to the project. The event will provide an opportunity for genuine and open reflection and learning; time to discuss future options and directions that will be taken following the end of the project; and a time for all who have contributed to acknowledge and celebrate the project and its results. The event may be linked with annual reflection and learning meetings that some projects already have in their plans.

#### ii. Complete an impact evaluation(s) in 12 to 24 months

Undertake an impact evaluation or a series of small evaluations that make enquiry into specific aspects of the Programme. The enquiry may be thematically based, or make enquiry into certain types of HRE approaches. The evaluation question(s) should relate to the strategic priorities that are relevant to the Global HRE Strategy, and take place in entities where there is interest and capacity to undertake this type of research and enquiry. The Global HRE team working closely with relevant entities should commission the evaluation. The evaluation(s) will require dedicated funds and additional external capacity. The results of the impact evaluation(s) should provide valuable information to AI that will assist in setting future strategy and programme design.

#### iii. To improve existing online resource library and database for HRE materials

There are existing online libraries and databases (global and regional) for video and pictures for AI's work in HRE. It is suggested that these resources are improved by adding to them the range of training materials, information resources, media (video, audio) that has been developed and successfully used by EEJ partners. This would help make them available for all AI staff and through them to their implementing partners. Additional skills and capacity (including funding which may be made available through funding sourced by other AI entities) will be required by the Global HRE Programme team to support enhancement and management of the library. Resources should also be allocated for translation of certain resource materials.

#### iv. To develop an online data base of expertise in HRE

Establish a searchable and accessible database of AI and partner staff that have experience and expertise in different areas of HRE. This database will bring together the pool of expertise and capacity in the organisation, and can be accessed by AI staff who are seeking advice and technical capacity to support the design and management of HRE activities. The Global HRE Programme staff, drawing on additional skills and capacity to support the process, would establish and manage the database drawing on the experience and additional resources that may be available from other AI entities.

## Recommendation #2

### Key design features for quality HRE

From the experience of the EEJP certain aspects of the design that support the quality of HRE at programme level and of individual projects have been identified. It is recommended that AI include key features that will support good quality HRE practice in the design of future large-scale programmes that involve different entities, and in the design of smaller projects implemented by an entity.

#### The key design features recommended are:

##### i. Strategic alignment

Future HRE programmes or projects should align with the priorities set out in the Global HRE strategy valid at the time, and that of specific entities. Based on the experiences of LAM region where this has happened for Sexual and Reproductive Rights, this will help ensure that the programme / project contributes to overall goals and outcome areas, which should create opportunities for synergies between different programme and project areas. This should help improve efficiencies and effectiveness and increase the likelihood of sustainability.

##### ii. Long term flexible funding

AI should try and commit programme funding that is not less than 3 years and ideally 5 years. This will help ensure sufficient time is committed to the various stages of the programme management cycle. It will help effective management and support achievement of results that have impact and are more likely to sustain. Where possible funding should offer flexibility in the programme management and enable modifications to activity plans be made as required based on changes in operation context and situation and the experiences of implementation.

##### iii. Dedicated resources for technical capacity

Ensure there are sufficient resources – budget, time, and human resources – made available to provide an appropriate level of technical capacity to support effective implementation and achievement of good results. Dedicate expertise to support HRE, specific thematic and subject areas; and for the design and implementation processes; and engaging and working with target groups, communities and other local partners.

##### iv. Dedicated resources for quality programme management

Ensure there are sufficient resources – budget, time, and human resources made available to provide an appropriate level and quality of capacity to deliver well essential programme management functions, and support as needed implementing partners to effectively and efficiently their programme responsibilities.

##### v. Incorporate a start up/inception phase in the design

Allocate time and resources within the programme design (ideally 6 months) that is specifically dedicated to putting in place at the project level key systems and processes to support quality implementation. For example of the types of activities undertaken during this inception phase at the project level may include recruitment and orientation of staff, setting up of partnership agreements and identify and start to develop capacity development with partners; completion of any baseline analysis or situational assessments; refinement of MEL and development of tools and capacity to implement; and design and orientation and training on systems and processes for programme administration and management (i.e. financial, activity planning and reporting) that may be provided by the programme's management team.

##### vi. Scale and Scope

As part of the concept development and design phase make careful assessment of what is the most appropriate scale and scope for a new programme. This should be done with consideration of the relative cost, value and benefits; and the implications in terms of the challenges and risks of implementing a larger scale more scattered initiative compared to a smaller more focused programme. These types of considerations have particular implications for the size, location, structure and capacity of the programme management team, and the budget required to implement activities and effectively manage processes.

### Recommendation #3 Quality Programme management

The experience of EEJP has shown the need for adequate levels of investment and dedicated capacity for certain aspects of programme implementation and management. When sufficient investment is made and consistent and quality inputs are provided, the overall quality of programme performance increases and it supports the achievement of more effective, efficient and sustainable practice.

It is recommended that AI make a commitment that the level and type of investments made in future HRE programmes are commensurate with the scale and scope of the initiative, to ensure that fundamental aspects of programme management can be effectively and efficiently implemented.

#### i. Dedicate appropriate resources and capacity for the design process

Ensure there is sufficient time dedicated, budget allocated and appropriate level and types of staff capacity made available to work with key stakeholders in developing a quality design. Key stakeholders and target populations should be involved and contribute to the situational and problem analysis, to help the quality of the processes. During the design phase, when the programme logic and ToC is developed, time and capacity should be dedicated in developing the MEL framework and system<sup>19</sup>. This too should ideally involve programme stakeholders and partners.

#### ii. Continue to develop and make available programme wide technical resources

This recommendation links to the recommendation #1 (points iii. and iv.). Building on and updating the technical database and information resource library, and making them accessible for use by project staff and key partners, should help strengthen their capacity to deliver quality programme implementation and achieve good results.

### Recommendation #4 Monitoring Evaluation and Learning

MEL for HRE programmes is challenging. The EEJP has produced some successful and appropriate ways that MEL in HRE has been applied. However, there have been significant areas of weakness and difficulties experienced. The reasons for this are largely capacity – time, budget, skills and knowledge – of both AI staff and their implementing partners.

It is recommended that AI prioritises ongoing improvement of MEL of HRE. It is important for understanding and demonstrating the value of HRE, both as a standalone strategy and as an integral part of human rights work.

#### i. Dedicate sufficient level of resources

It is important that sufficient resources are allocated in the budget, designated technical capacity and personnel, and time for MEL systems to be properly designed, implemented and managed.

#### ii. Focus on MEL from the start

MEL needs to be prioritised from the start and not be managed as “an after thought”. This means it needs to be fully considered (with appropriate resources and capacity allocated) during the programme design phase. As noted previously, an inception time in the early stages of implementation will help in the refinement of the MEL framework and in the development of tools, processes. Involve partners early on – ideally in the design phase and certainly early on in implementation period of the programme. This will help to identify capacity gaps and needs, and provide an opportunity to develop jointly with partners effective strategies and inputs to strengthen capacity.

#### iii. Alignment

To reduce duplication and support efficiencies, as far as is practical, try and ensure there is alignment of the MEL tools and system used in the programme with those of AI’s Global HRE programme. Try also as is feasible to align the MEL system and reporting requirements with external partners’ own established systems.

#### iv. Learning and feedback systems

As part of implementing good practice in MEL, design and facilitate processes that provide regular opportunities for shared reflection and learning between different contributors and stakeholders in the programme. Ensure frameworks and guidelines are developed to support the process and that suitable level of technical capacity and experienced resource personnel are available to facilitate the process.

#### v. Knowledge and learning products

Invest in the development and dissemination of knowledge and learning resources and products that draw on the experience and lessons learned from AI’s own HRE practice. The products may be on certain thematic areas; working with specific target groups; and using different strategies and tactics.

<sup>19</sup> Note there is a specific recommendation on MEL.

## 8. ANNEX

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These documents referred to in the end evaluation report can be found in

Dropbox - EEJP End Evaluation Annex Documents

<https://www.dropbox.com/sh/fagqpyr.w51z5wkz/AAC2zMyauDsPmUOQdMiWbA5ca?dl=0>

### **Annex #1. Terms of Reference EEJP End Evaluation**

<https://www.dropbox.com/s/uiOr96g0gbcghq4/Annex%20%231.TERMS%20OF%20REFERENCE%20-%20End%20evaluation%20EEJ%20Programme%202017.pdf?dl=0>

### **Annex #2. Evaluation Plan**

<https://www.dropbox.com/s/wpo9riuk09dpqrr/Annex%20%232.%20Evaluation%20Plan%20%E2%80%93%20EEJP.pdf?dl=0>

### **Annex #3a. Survey Tool**

<https://www.dropbox.com/s/te8ybtp13dx00ve/Annex%20%233a.SurveyMonkey.%20EEJP.pdf?dl=0>

### **Annex #3b. MEL Analysis Framework**

<https://www.dropbox.com/s/ka9v6z2593fzjwh/Annex%20%233b.EEJ-MEL%20analysis%20and%20discussion%20%28English%29.pdf?dl=0>

### **Annex #3c. Empowerment Analysis Framework**

<https://www.dropbox.com/s/82bbmenhygn172g/Annex%233c.%20EEJP%20Empowerment%20analysis%20tool%20%28final%29%20.pdf?dl=0>

### **Annex #4. MEL Analysis Report**

<https://www.dropbox.com/s/kidok94egc09de3/Annex%234.%20MEL%20analysis%20report%20%28English%29.pdf?dl=0>

### **Annex #5. Empowerment Analysis Report**

<https://www.dropbox.com/s/OhObxfdoi5av6u7/Annex%235.%20Empowerment%20Analysis%20Report%20%28English%29%20.pdf?dl=0>

### **Annex #6. Validation and Learning Workshop Materials (Sample Moldova)**

<https://www.dropbox.com/sh/xgdzpvvcgpbvbf6/AACbuTpmZM5GoP3FO9ARdT26a?dl=0>

### **Annex#7. Evaluation Informants**

<https://www.dropbox.com/s/14ne9bby525fz73/Annex%20%237.%20List%20of%20Evaluation%20Informants.pdf?dl=0>



