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IMPACT ASSESSMENT OF THE

RIGHTS EDUCATION ACTION PROGRAMME (REAP)
Amnesty International Norway

Final Report

Submitted to

REAP Steering Group

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We consider the HRE work as the most important part of our human rights protection activity and the most efficient one taking the long-term perspective.
(AI Slovenia)

GLOSSARY OF ACRONYMS

AI	Amnesty International
CRC	Convention on the Rights of the Child
CSO	Civil society organization
HR	Human rights
HRBA	Human rights based approach
HRE	Human rights education
NGO	Non-governmental organization
REAP	Rights Education Action Programme
SG	Steering Group
TOT	Training of trainers
UDHR	Universal Declaration of Human Rights
UN	United Nations

EXECUTIVE SUMMARY

The Executive Summary contains highlights from major categories of findings for this study. These categories are impacts upon Amnesty International, societal impacts, and impacts on individual multipliers and beneficiaries associated with REAP. There is clear evidence of impact for each of these major categories across all 10 REAP countries participating in the study.

The main report contains detailed analyses of survey-based findings, including variations based upon country, gender, target group/occupation and hours of participation in REAP. These analyses demonstrate variation in the degree of impacts, taking into account the background features of REAP countries and their constituents. The following highlights should be reviewed in conjunction with the more detailed analyses in order to better understand the relationship between specific REAP strategies undertaken and reported results.

KEY FINDINGS

* REAP strengthened sections' capacities to carry out HRE programming.

Thousands of multipliers have been successfully trained across all countries for a range of target groups. Across all 10 countries studied, the average number of key trainers was 10 at the time of the evaluation, representing a 40% increase over the course of the REAP period. The number of training resources available to the sections increased from 1 prior to REAP to 5 at the time of the evaluation. As might be expected, REAP's impacts were especially significant for those countries with less previous experience in carrying out HRE programming.

* HRE activities have positively influenced AI's growth and activism.

The beginning total of AI membership was 6,010 across the 10 countries and the total at the time the evaluation was conducted was 19,158. This represents a three-fold increase in membership over the course of the REAP grant period. It should be noted that REAP was a contributing, although not the sole or primary contributor, to this substantial increase in AI membership. For two countries, however, REAP was seen as a primary contributor.

Similarly, the number of AI local groups increased over the course of REAP programming, from a collective total of 43 groups across 9 countries to 100 at the time of the evaluation, an increase of ten fold. Once again we see that REAP was a contributing, although not the sole or primary contributor, to the reported increase in the number of local groups. For one country, REAP was seen as a primary contributor.

Across all 10 countries, the increase in participation levels in actions/campaigns was rated a 4 (between the rating of "somewhat" and "a great deal"). HRE Coordinators as a whole rated the REAP influence on these participation levels as 3.45 (with 1 representing "not at all", 3 representing "somewhat" and 5 representing "a great deal"). Those sections rating REAP's influence relatively higher - Morocco (4), Poland (5) and Slovenia (4) – linked HRE activities with activism.

* HRE activities have positively influenced some sections of AI in ways other than HRE programming, growth and activism

Other impacts on AI mentioned by HRE Coordinators included:

- Expansion of youth network and programming
- Expansion of campaign programming
- Evolution of trainers and multipliers into leadership positions at AI
- Opportunity to reach new target groups, especially marginalized communities
- Fundraising and core operational support

* REAP has facilitated AI's development of partnerships with governmental and non-governmental organizations.

The number of collaborations increased dramatically as a result of the REAP programming, across different kinds of organizations: governmental, non-governmental, community-based, schools and universities. Eight of the ten HRE Coordinators indicated that these relationships had positively influenced their section's overall programming.

New partnerships engendered through the REAP programme have strengthened the overall programming of AI sections, such as through campaigning capacities, opportunities to participate in events organized by others, a positive cooperation with formerly hostile government authorities, and a greater enjoyment of respect by other institutions.

* HRE programming has positively affected the human rights work of partner organizations.

Eight of the ten coordinators indicated that REAP-related relationships with other organizations had influenced the programming of these other agencies. The types of influences on partners were human rights education and awareness-raising programming and the infusion of a human rights based- approach to programming.

* REAP has had positive impacts on educational policies related to human rights education.

All but one of the Amnesty sections reported that they had lobbied authorities and all of the sections reported positive results, although not all of the actions resulted in changes in formal educational policies.

The results varied but included: Ministry development of HRE training and education modules; the enhancement of HR as a theme in national educational curricula; and the offering of human rights electives within individual schools.

* Positive changes in public opinion of Amnesty International can be attributed to REAP programming.

All but one of the Amnesty sections reported that there had been positive media coverage of their human rights education activities. Each of the sections believed that REAP programming had improved positive public opinion towards Amnesty International.

* There is direct evidence that REAP contributed to a greater realization of human rights, especially for vulnerable populations.

In five of the countries, HRE Coordinators reported direct evidence of a greater realization of human rights, especially for vulnerable populations, over the course of the REAP programme. Testimonials from multipliers and beneficiaries collected as part of the impact evaluation suggest that such effects were realized at the individual level.

* Multipliers rated TOTs as the most influential support provided by AI but all supports usefully contributed to multiplier capacities to carry out HRE.

The multipliers were asked to rate the impacts of a range of Amnesty International supports on themselves personally as well as the work they carried out in human rights education and training. These results show that, across all 10 countries, the multipliers rated the TOTs as most influential (4.38 average, with 1 representing "not at all", 3 representing "somewhat" and 5 representing "a great deal"). However, access to Amnesty resources, ongoing communication with AI staff, Amnesty campaigns and actions and the AI HRE network each contributed to supporting the work of multipliers

A main finding of the investigation of impacts in relation to AI supports is that the more contact a multiplier had with the REAP programme, as illustrated through the number of contact hours, the greater the value of all supports offered by Amnesty International. One conclusion might be that the higher the investment made by Amnesty through training of its multipliers, the greater the efficacy of other supports offered.

* The REAP programme had a positive impact on multipliers' knowledge, attitudes and skills related to human rights

Multipliers indicated in surveys high overall ratings of impact in relation to a range of impact areas including understanding of human rights principles and standards; facilitation and materials adaptation skills; valuing of standing up for their rights and the rights of others; concern for others; and commitment to taking action. The post-REAP ratings were all higher than 4.20, with the highest ratings for the attitudes related to standing up for rights and commitment to taking action (4.80 or higher).

The average gains, as indicated by the difference between pre- and post-REAP ratings, were at least 1 point (on a scale of 1 to 5) for attitudinal areas, and even higher (minimum 1.40 point difference) for impact areas related to knowledge and skill development. The higher the number of hours of participation in REAP trainings, the greater the impact on skill development in facilitation and materials development.

Statistical procedures[1] showed that the multiplier gains were highly statistically significant for all surveyed knowledge, value and skill development areas, with the exception of the skills for developing learning materials and the development of empathy for the human rights of others who are different. However, comparing the REAP multiplier post-REAP ratings for the four case study countries (Malaysia, Morocco, Poland and South Africa) with those provided by comparison groups from the same countries did not reveal statistically significant differences between these two groups, with the exception of two impact areas for Poland.

* In open-ended question responses, the two attitudinal changes most frequently mentioned by multipliers were changes in their opinion/increase in empathy and increased learning/interest in learning about human rights.

Ninety percent of the multipliers surveyed indicated that participation in REAP activities had influenced their attitudes in ways other than those prompted for in the Multiplier Survey. The two most frequently mentioned attitudinal changes relate to what might be considered medium- and perhaps longer-term values related to (a) changes in opinion/increase in empathy (24%) and (b) learning/increased interest in learning about human rights (19%).

* In open-ended question responses, the activity changes most frequently mentioned by multipliers related to the 'multiplication' of HRE.

Eight-two percent of the multipliers who answered this question (78 total) indicated that they had initiated new activities as a result of the REAP programme and 94% of those reporting that they had initiated new activities indicated that they would remain involved with them. The most frequently mentioned new activities related directly to the 'multiplication' of human rights education, the intended outcome of the REAP program. Thus the multipliers completing the survey confirmed that they had served the purpose originally intended for them in REAP.

Seventy five percent of the multipliers also indicated that they had changed the way that they carried out pre-existing activities, with 44% the use of interactive, participatory methodologies. These results demonstrate quite clearly the impact of REAP on multiplier teaching techniques.

* The REAP programme had a positive impact on beneficiaries' knowledge, attitudes and skills related to human rights

[1] Highly significant ($p < 0.01$) using a one-sided *t*-test.

Beneficiaries indicated in surveys high overall ratings of impact in relation to a range of impact areas including understanding of human rights principles and standards; valuing of standing up for their rights and the rights of others; concern for others; and commitment to taking action. The ratings were all higher than 4.00, excepting for the beneficiaries' rating of commitment to taking action (3.81). Beneficiaries rated the highest level of impacts on attitudes related to standing up for rights (higher than 4.40)

In comparing the results of impacts reported for beneficiaries and multipliers, we find the impacts on beneficiaries to be less pronounced than those reported for multipliers, although the same general impact areas were validated for both groups. Another interesting difference is that for beneficiaries, hours of participation in trainings was positively associated with impacts in knowledge and in attitudes related to empathy and commitment to taking action. For multipliers, increased hours of participation were not linked with increases in knowledge and attitudes.

* In open-ended question responses, the activity changes most frequently mentioned by beneficiaries related to the 'multiplication' of HRE.

Fifty-four percent of the beneficiaries indicated that they had initiated new activities as a result of the REAP program. As might be expected, the percentage of beneficiaries indicating that they had undertaken new activities was smaller than that of multipliers participating in HRE activities.

The two new activities most frequently mentioned by beneficiaries related to multiplier activities, specifically workshops (20%) and awareness-raising activities (16%). Thus a portion of beneficiaries continued "the chain" of multiplying, which began at the key trainer level and continued through the multiplier and beneficiary levels. There appears to be a relationship between number of hours of participation in REAP trainings and beneficiaries' undertaking new activities.

* In open-ended question responses, the vast majority of beneficiaries indicated attitudinal changes.

Fifty-seven percent of the beneficiaries indicated that they had changed the way that they carried out pre-existing activities as a result of the REAP program. Beneficiaries reported a preponderance of changes in attitudes and values, such as respectfulness, learning and empowerment.

* In open-ended question responses, the vast majority of beneficiaries indicated they were applying human rights in their personal life.

Eight-eight percent of the beneficiaries indicated that they were applying human rights in their personal life. This impact figure is quite high, and is sustained across all sub-categories of beneficiaries. There are slightly higher impact levels for females as compared to males. The most frequently mentioned outcomes reported by beneficiaries

in relation to their personal lives related to specific actions, such as undertaking activities to promote human rights and changed behavior.

PRELIMINARY CONCLUSIONS

Below are some preliminary conclusions based on the abovementioned findings, other quantitative and qualitative findings reported in the main text, and the data collection associated with site visits.

REAP and its Trainings

The study showed that many impacts are directly related to increased exposure to REAP trainings. The more contact a multiplier had with the REAP programme, the greater the value of all supports offered by Amnesty International. Skill impacts on multipliers, such as facilitation and materials adaptation, were associated with higher levels of participation.

However, although participation in REAP trainings had a positive impact on multiplier's knowledge and attitudes in relation to human rights, there was no evidence that these impacts increased with longer periods of time spent in training. With beneficiaries, there was evidence that increased exposure to trainings had a direct impact on knowledge and attitudinal impacts.

REAP and its Multipliers

The REAP programs have been able to demonstrate the validity of the "multiplier" approach through HRE activities carried out with multipliers. A factor contributing to the success of this model is the involvement of multipliers who have ready access to multiplication venues, such as classrooms, schools or activities within community-based organizations.

The varying contexts of the REAP programs receiving a site visit revealed the importance of HRE Coordinators being able to accurately analyze opportunities within their country context in carrying out their program.

The focus on teachers/educationalists as multiplier target groups seems wise in many regards. Teacher-multipliers consistently reported the highest level of impacts across all competency areas. These teachers often work in a range of nonformal education venues, and not only through clubs in their schools. A striking finding of the evaluation – although one that is not fully explored - is how rarely secondary school teachers report that they are able to actually integrate human rights themes within their formal teaching. University instructors appear to have more freedom in this regard.

The reported impacts on students-multipliers are not as strong as for teachers, although there is evidence of especially high influence in relation to the cultivation of empathy and

attitudes supporting standing up for the human rights of others and taking action. Qualitative information collected from students during site visits show that the opportunities for students to engage in self-directed activities in clubs can be an especially motivating and capacity-building experience for them. Impacts on a portion of students involved in the program appear to be long-standing and contribute to the cultivation of long-term activism.

Impacts on multipliers associated with NGOs/CSOs are rated just below that for teachers. Civil society multipliers reported especially high gains in relation to the development of facilitation and materials adaptation skills and commitment to taking action. Two additional observations might be made in relation to the use of multipliers from this sector.

The first is that a critical mass of staff people/trainers from these organizations would need to participate in REAP trainings in order to result in systematic programmatic changes in policy. Amnesty International would need to establish formal institutional relationships with such agencies and not merely invite individuals within their network to participate in trainings. Moreover, agencies that might qualify for this relationship with Amnesty would ideally have clearly established internal operational policies – that is be "strong" enough – so that inputs from Amnesty could be disseminated internally.

The second observation is that, given the highly vulnerable beneficiaries that these CSOs tend to work with (e.g., women in rural areas), there is evidence that impacts on the multipliers and beneficiaries have been transformational, resulting in profound changes in personal attitudes and behavior. Such changes were brought about in part because in promoting a human rights-based approach REAP allowed for the human rights message to be internalized within the needs frameworks of the populations in these areas.

There is evidence of impacts on multipliers associated with government agencies, although these appear to be lower overall than for other target groups. Across all 10 countries, these civil servants reported relatively high impacts in relation to the development of facilitation skills and the valuing of standing up for one's own human rights.

A question emerging from the case study work is the long-term viability of civil servants as multipliers within their own professional environments. Some of the REAP sections were able to make remarkable gains in terms of establishing formal partnerships with government agencies other than the Ministry of Education. However, maintaining ongoing access to these agencies and their own internal ability to carry out HRE activities seems to be highly influenced by changes in political leadership, re-structuring and the political and bureaucratic environments in which they work. Therefore, AI investments in government partnership might be justified on goals other than "multiplication" per se.

These other goals would include the establishment of constructive relationships with the potential to bring about other potential outcomes, such as those emerging in Morocco in relation to having prisons becoming more open to NGO visits. However, AI leadership

would want to bear in mind that AI appears to have less control of these government relationships as other institutional ones established in REAP and the possibility of government agencies making only symbolic gestures in inviting AI to contribute its educational expertise.

REAP within Amnesty International Sections

There is ample evidence that the capacities of AI sections to carry out HRE activities have been considerably strengthened through REAP. In addition to the organizational and technical capacities required for organizing trainings, the HRE Coordinators have developed and maintained associated networks.

REAP can successfully serve as a vehicle for enhancing capacities of AI members as well as a vehicle for attracting new individuals to AI circles. REAP may be more successful in attracting new members when it has enabled the creation of new avenues for outreach (such as the establishment of school groups in Poland) rather than focused on the enhancement of capacities of existing members (Morocco). The creation of such avenues may in part be related to the (early) timing of the REAP programme within the development of HRE programming for a section.

The views of HRE as instrumental to AI growth and mobilization versus HRE as instrumental to personal and professional changes in practice appear able to co-exist within REAP. However, certain sections have made a greater effort to link HRE with mobilization and REAP has therefore been a primary contributor to these AI developments.

The positive impacts on Amnesty International as an organization go beyond those objectives identified for the REAP project, and relate to public image, partnerships, the ability to reach vulnerable groups and the expansion of networks. These outcomes are captured in this evaluation and might be retained as indicators within the monitoring and evaluation framework associated with future REAP programming.

REAP and Broader Societal Impacts

Methodologically it is difficult to isolate the influence of any single factor when considering societal changes, and the term itself is somewhat open to interpretation. Nevertheless there is evidence that REAP has contributed both directly and indirectly to impacts at the community, regional and national levels.

One area of societal impacts related to Amnesty's work with partner organizations, which can be seen as "delivery agents" for human rights within their own spheres of influence and activity.

Several of the REAP countries increased or enhanced CSO capacities related to human rights promotion. Interviews with beneficiaries in Morocco and South Africa confirmed anecdotally that Amnesty's capacity-building activities with such organizations positively

influenced both multipliers and beneficiaries at the community level. This influence was primarily felt through HRE education and awareness activities in conjunction with a human rights-based approach to programming. In relation to this, there is evidence of AI having contributed to the greater realization of human rights among vulnerable populations served by these CSOs.

An enabling environment for Amnesty International's overall work in many countries was enhanced through an improved public image associated with positive publicity surrounding REAP. These impacts were especially pronounced for smaller towns and villages. AI sections may also claim to have promoted an enabling environment for human rights education in a number of countries through their lobbying effort with national and sub-national educational institutions. Such lobbying has contributed to the development of educational policies and practices more amenable to human rights education in schools. However, it is unclear to what degree teachers have taken advantage of increased latitude to take up human rights themes in classrooms.

The scope of any societal impacts brought about by these enabling environments could not be determined through this study. Yet the confirmation of these potential impacts, particularly at the local level, are reminders that REAP programming is intended to influence the realization of human rights at multiple levels and that such impacts will come about through the efforts of individual agency.

1.0 INTRODUCTION

1.1. REAP programme background

Human Rights Education (HRE) is based on the full range of rights as proclaimed by the United Nations (UN) in the Universal Declaration of Human Rights and other UN thematic documents. HRE is defined by Amnesty International (AI) as the range of activities specially designed to transmit awareness and knowledge of HR, to foster values and attitudes that uphold the same rights for all, to encourage action in defence of these rights.

The Rights Education leading to Action Programme (REAP) aims at giving Human Rights training to key actors in society, in order to qualify them to become human rights (HR) multipliers, in adherence with the aims and objectives of the UDHR, AI's HRE Strategy and the movement's Action Plans.

The program objectives are to

- contribute to the fulfillment of AI's long term goals and short term objectives
- address clearly defined local needs and aims
- address specified themes
- focus on specified target groups
- avoid duplication of other HRE work

The program has set specific criteria for selection of target groups:

- Training should be given to target groups who are genuinely receptive to HRE and have a basic commitment to HR.
- They should be potential opinion builders or multipliers
- They may be potential violators of human rights as well as potential victims of HR violations.
- Target groups should be relevant for AI's ongoing campaigning work.

As a consequence of these criteria and the fact that the projects have identified their target groups in accordance with local circumstances, the REAP comprises a variety of target groups. They are mainly teachers and educators in formal educational systems, but also NGOs, community leaders, journalists, prison officials, judiciary officers, religious officers and others.

In 2008 REAP consists of running projects in Poland, Slovenia, Moldova, Russia, Turkey, Morocco, Israel, South Africa, India, Thailand and Malaysia. In addition there are activities in the REAP network of HRE coordinators; exchange of information and experience, thematic workshops and "in the field" exchange visits between the projects. Two projects in Latin America have not been continued; AI Mexico, which ran from 2002 to 2004 and a "seed project" in AI Argentina implemented in 2004-2005.

1.2. Main objectives of the impact assessment

In 2007, year 8 out of REAP's 10 years, the Steering Group (SG) initiated a program impact assessment.

The objectives established for the impact assessment were:

- To improve HRE in AI internationally
- To improve project planning and management within AI
- To report back to the NRK, AI Norway and the Norwegian public
- To prepare for another fund-raising application

The Terms of Reference specified that the assessment should

- be limited to the outcomes of the projects, and where possible, the short term impact, in line with the implication of the REAP name - Rights Education leading to Action;
- relate to the specific objectives, and not the overall goal, of each project, in order to be able to assess what it has achieved;
- focus on the methodology of "multiplying" HRE, i.e. assess
    - the most efficient access to, training and follow-up of multipliers
    - the number of multipliers trained;
    - the multipliers' achievements in relation to their target groups;
- assess to what extent HRE creates growth/activism in the HR constituency, i.e. HR groups/organisations, schools, local environments; and
- consider to what extent HRE proves to be a tool for social change.

The SG specified that the assessment would not be a cost-benefit analysis involving the financial audits of the projects nor a program evaluation incorporating, for example, the specific methodologies employed in the REAP projects. The SG recognized that it was not within the scope of the impact assessment to collect evidence for long-term impacts associated with REAP but that short- and medium-term evidence of impacts should be pursued.

1.3. Organization of the impact assessment

The Team Leader, Felisa Tibbitts, was selected in May 2008, and over the course of the ensuing months potential co-researchers were identified by HRE Coordinators, their credentials reviewed by the Team Leader and REAP Administrator, and selections made. The local researchers selected to participate in data collection associated with the country site visits were: Daniel Foong (Malaysia), Tomasz Kasprzak (Poland), Dr. Andre Keet (South Africa) and Dr. Mohamed Melouk (Morocco). These co-researchers developed written reports on the basis of their work, which form a substantive part of the case studies presented in this report.

The Team Leader's planning process for the assessment was initiated with a general briefing by a subset of the Steering Group in Oslo in early June and the identification by the SG of the four sites to be visited. These sites were selected in accordance with the

following criteria: geographic diversity, cultural and religious diversity, variation in REAP approach (e.g., according to target group) and, presumably, a modicum of success in relation to REAP. The Team Leader was also provided with key REAP programme documents and REAP reports.

These key documents and a subset of country reports were reviewed in order to develop an initial evaluation log frame for the evaluation. In keeping with the participatory approach of the assessment, the SG, HRE Coordinators and co-researchers were given the opportunity to comment on the log frame, and subsequent revisions were organized. This log frame was used as the basis for drafting survey instruments and interview protocols for the semi-structured interviews that took place in the first site visit (Malaysia, July 2008). Following the piloting of these instruments and their initial revision, these instruments were shared with the SG and HRE Coordinators for input. The instruments were then finalized, with minor edits made following the first administration of surveys in South Africa (August 2008).

HRE Coordinators began administering surveys within their sections as of August 2008. This process was completed in March 2009. The target numbers of survey administrations identified for each section were: HRE Coordinator (1), Key Trainers (as many as relevant), Multipliers (15), and Beneficiaries (30). Some sections needed to translate the questionnaires into a local language and then have open-ended responses translated back into English. When necessary, beneficiary surveys were administered orally.

Completed surveys were sent electronically and by regular mail to the Team Leader's host organization Human Rights Education Associates (HREA), where the survey data was input, cleaned up, and analyzed.

Four site visits took place over the course of the assessment, involving the Team Leader and the local researcher. These site visits took place during the following months: Malaysia – July 2008; South Africa – August 2008; Poland – September 2008; Morocco – November 2008.

A draft report was reviewed by local researchers and presented to the SG in June 2009. During this meeting it was agreed that statistical analyses would be carried out on the multiplier data. Statistical significant differences in the averages would be investigated for (a) the pre- and post- results for self-reported outcomes of the REAP trainings, and (b) the post-results for multipliers from the four site visit countries with a comparison group from each country. This finalized report reflects these statistical analyses in addition to edits suggested by the SG following their review of the draft report.

1.4. Methodological considerations

1.4.1. Key areas of investigation

In keeping with the specifications of the Terms of Reference, the impact assessment was designed to collect evidence of the effectiveness of the 'multipliers' principle within REAP, specifically in relation to impacts on target groups. This aspect of the evaluation sought to document the preparation of multipliers within REAP, their success in replicating a 'cascade' training model, and impacts on individual multipliers and their beneficiaries. The impacts identified include human rights competencies related to knowledge, skills, attitudes/values and any associated behavioural changes. These results would presumably incorporate both short-term outcomes as well as medium-term impacts. These individual impact areas are elaborated in the log frame in the Annex.

In accordance with the requests of the SG, the impact assessment was also intended to document short-term outcomes on Amnesty International's growth and mobilization. However, the study also explored other potential areas of impact on the sections' programming, including the development of the HRE programming capacity itself. (Refer to log frame.)

Finally, the impact assessment was to explore the ways in which HRE could prove to be a tool for change. Recognizing that longer-term impacts related to societal changes would be both difficult to document as well as challenging to attribute to REAP programming alone, the study nonetheless investigated potential societal impacts through investigations of REAP's capacity-development of partner organizations, changes in enabling HRE policy environments, and improvements in AI's public image within a country. These institutional and policy approaches to social change mechanisms would be completed by findings related to impacts on the individual level, particular for multipliers and other change agents.

1.4.2. Mixed-method research

A mixed-method approach to the research was applied, incorporating both quantitative (survey-based) and qualitative (case study) approaches. The SG had recommended that data collection include both survey administration to HRE Coordinators as well as four site visits involving key informant and focus group interviews with target groups, review of on-site documents and observations (when possible).

The advantages of using quantitative and qualitative approaches are as follows:

- *quantitative approaches* allow us to isolate different aspects of the REAP programme or background characteristics of beneficiaries in order to examine and represent numerically any potential relationship with impact. These impacts then can be compared, in some cases involving statistical tests for significance.

- *qualitative approaches* allow for documentation of stakeholder perceptions and perspectives; a more holistic and integrated rendering of programming processes; and explanations of any impacts (both anticipated and unanticipated) reported

The proposed administration of self-assessment questionnaires and the development of four case studies were reasonable given the availability of data, the time frame and resources available. These approaches would collectively provide a rendering of self-reported impacts at the individual and institutional levels and allow for such impacts to be analyzed according to the background characteristics of multipliers and beneficiaries, the degree of their participation in REAP trainings, and strategic features of the REAP program, including the political environment in which it was operating.

There are two primary kinds of quantitatively based impact evaluations:

- experimental - involving a randomized selection of primary sources; pre- and post-program data collection; and the use of both treatment and control groups, and
- non-experimental – a non-randomized selection of primary sources; pre- post-program data collection or use of both treatment and comparison groups.

The impact assessment organized for REAP partially meets the qualifications for the non-experimental approach but only for multipliers in the four site visit countries. Otherwise, there are no comparison or control groups against which to compare any impacts recorded for REAP constituents. Thus, we cannot say definitely that the impacts recorded for the beneficiaries and all of the multipliers can be attributed to the REAP program. However, the qualitative information provided by multipliers and beneficiaries in their open-ended responses do add validity to the findings that have been captured quantitatively. Moreover, the results reported would appear to be prima facie highly associated with participation in REAP trainings and activities. What the assessment cannot take into account, however, is that multipliers and beneficiaries exhibiting knowledge, attitudes and behaviors reflective of human rights will not have developed these capacities through trainings or experiences organized through programs other than REAP.

The limitations of the above assessment design have been partly addressed through other methodologies within the study. For example, multipliers were asked to self-report ratings on a range of human rights competencies both prior to and following their participation in REAP programming. This self-reporting of pre-REAP competencies is intended to serve as a kind of proxy for baseline data.

In addition, multiple sources were used in documenting impacts. In addition to asking multipliers to self-report impacts, key trainers were surveyed about impacts on multipliers (not on an individual level but according to target group). Beneficiaries self-reported impacts and impacts on beneficiaries were also reported by multipliers (once again according to target group). Impacts on institutions (such as Amnesty International and partner organizations) were documented in site visits through corroborative interviews with differing sources.

Thus, the impact assessment attempted to blend approaches and "triangulate" data sources in order to overcome the methodological limitations of this "one time only" study. However, given these limitations, readers are advised to rely on general findings emerging from this study and to treat more detailed, quantitative findings (for example, findings broken out according to sub-categories of beneficiaries) as more tentative and requiring further investigation.

There is one final reminder in relation to the interpretation of report findings. Although the case studies documented holistically the organization of REAP programming within country contexts, the survey data presented (including breakouts according to country) does not enable the reader to draw any immediate connections between a combination of features of the REAP programme strategies and reported impacts. Rather, the survey-generated data allows us to isolate and consider one feature at a time, for example, the relationship between a specific impact and a program feature such as level of program supports or number of contact hours. Any interpretation of these findings would ideally take into account a broader knowledge of REAP at each country level.

1.4.3. Methodological limitations of the impact assessment

In addition to a lack of comparison data for beneficiaries and most of the REAP countries, the other primary limitation of this study is selection bias. The non-randomized nature of the study entailed HRE Coordinators selecting multipliers and beneficiaries to complete surveys and participate in interviews during site visits. Presumably, the REAP constituents selected to participate in the study – and who agreed to do so – were those demonstrating investment in and appreciation of the program. These sources would therefore be predisposed to have a generally positive view of the REAP program. The result could be a tendency toward overstating the impact of REAP on the individual level, particularly in ratings on closed-ended questions. This potential bias was accounted for in the study by seeking a triangulation of sources as well as asking survey respondents to include open-ended responses describing the impacts of REAP.

Given that strong possibility of respondent bias, the report findings cannot be considered representative of all those participating in the REAP program. Methodologically, we are not able to generalize any impacts reported for multipliers and beneficiaries. Rather, findings for individual impacts should be treated as "best case" results, that is, ones that we might expect to find when there is motivation and engagement on the part of REAP constituents.

Language is an additional factor that may have influenced the accuracy of reported data. Interpreters were used for interviews conducted during site visits. In countries where English was not a spoken language, the survey was translation into the local language and, in turn, open-ended survey responses were translated back into English. Although Amnesty International sections no doubt took great care in selecting these interpreters and translators we cannot know how technically accurately the English language

translations received were and to what degree movement between linguistic and conceptual constructs may have altered the intended meanings of sources.

2.0 IMPACTS OF REAP ON AI PROGRAMMING

The Terms of Reference requested that the assessment incorporate the ability of the HRE programming to achieve section-specific goals related to growth and activism. Although this was identified as a clear area of investigation by the Steering Group, it should be noted that this agenda was not necessarily a high priority for all REAP sections. Nevertheless this area was incorporated into the evaluation but the impact on Amnesty International was expanded to include three potential dimensions of change:

(a) the capacity of the section to carry out human rights education programming
(b) the influence of this HRE programming on growth, such as building of membership and groups, and on activism
(c) the development of partnerships with governmental and non-governmental organizations.

The primary source of data for this section was the surveys completed by the HRE Coordinators. However, this information was complemented by interviews carried out during the four site visits with AI staff.

The primary source of data for this impact area was the statistical information provided through surveys completed by HRE Coordinators. Their estimates apply in most cases to the most recent REAP grant period. It is possible that in some countries that have received multiple REAP awards that some of the baseline figures, such as initial number of AI members or key trainers would be lower. This would mean that the figures included in this report may be an underestimation of impact, although the degree of this underestimation cannot be determined.

2.1. The capacity of the section to carry out human rights education programming

The surveys completed by the HRE Coordinators included questions related to key indicators for the capacity of sections to carry out HRE programming, specifically the number of key trainers, the number of training resources (original to or adapted by the section for local use), and the number of multipliers trained.

Across all 10 countries, the average number of **key trainers** was 6.20 at the beginning of the REAP grant but had increased to 10.36 at the time of the evaluation, representing a 40% increase. The number of **training resources** that these sections had prior to the REAP grant averaged 1.25 but this number had increased substantially to 4.83 resources. Both the available number of key trainers and available learning materials are key indicators of a section's capacity to deliver HRE programming. Site visits conducted a part of the impact evaluation confirmed that AI HRE materials were valued and used by

multipliers, although not in their entirety. Rather selective exercises and lessons were extracted from the training resources.

The key trainer capacity is concretely illustrated through the number of multipliers that the sections have been able to train. HRE Coordinators were asked to indicate how many multipliers their key trainers had trained and supported in their programming, specifying the target group they were intended for.

The table below reflects **multipliers** trained directly by key trainers. Since key trainers also worked as multipliers in some countries, and HRE coordinators will have included them in this multiplier list. In keeping with the "cascade" model of training envisioned by the SG, sections had beneficiaries that operated as multipliers through their training and awareness-raising activities. HRE Coordinators were asked to "count" as multipliers only those trained directly by Key Trainers. Thus the totals included in the chart below should represent only the first level of multipliers in these REAP programs.

NUMBER OF MULTIPLIERS TRAINED – ALL COUNTRIES	
Constituency Group	**No. of Multipliers Trained**
Teachers	1223
Members of the judiciary	400
Women	391
AI Members	324
Youth	269
Ministry of Education staff/administrators	241
NGO members	236
Religious group leaders	215
Universities	128
AI volunteer educators	115
Marginalized groups/communities	89
Community-based organizations	80
Journalists	80
Secondary schools (as a whole)	70
Government workers/civil servants*	47
Human rights defenders	35
Children	22
Lawyers	16
Primary schools (as a whole)	8
Lesbian, gay, bisexual and transgender people	6
Bar Association	4
Parents and families	2
Teaching institutions	2
Refugees	2
Migrants	2
TOTAL	**4007**
* 35 of these civil servants were prison or reintegration officials	

This table demonstrates that thousands of multipliers have been successfully trained across all countries across a range of target groups. The target group receiving by far the greatest emphasis was teachers. Certain sections developed capacities to train quite specific target groups, presumably in relation to needs and opportunities in their national environment. This point is illustrated through the trainings of multipliers from amongst Ministry of Education representatives and prison/ reintegration officials (Morocco), members of the judiciary (India), human rights defenders (Thailand) and religious group leaders (Turkey).

This table quantitatively represents the capacities of REAP sections to carry out trainings of multipliers. The qualitative impacts on these multipliers are addressed in section 4.1.3. ("Impacts of REAP programme on multipliers") in this report.

Sections exhibited other capacity development in relation to its HRE programming, which is not reflected only in the direct delivery of trainings. These other capacities, addressed in other sections of this report include ability to carry out lobbying, the cultivation of partnerships with other agencies, communication techniques and administrative skills.

2.2. The influence of HRE programming on growth, such as building membership and groups, and on activism

A clear indication of growth is the comparison of AI membership at the beginning of the REAP grant versus membership levels when the evaluation was carried out.

Across 9 countries[2], the beginning total of **AI membership** was 6,010 and the total at the time the survey was completed was 19,158. This represents a three-fold increase in membership.

INCREASE IN AI MEMBERSHIP AND AI LOCAL GROUPS –BY COUNTRY				
	AI Membership		AI Local Groups	
COUNTRY	**Pre-REAP**	**Post-REAP**	**Pre-REAP**	**Post-REAP**
Malaysia	175	314	1	16
Turkey	280	1100	6	11
Russia	3	20	0	4
Israel	550	650	7	8
Thailand	400	520	5	8
Morocco	1200	4069	11	46
Poland	770	3600	7	12
Slovenia	2600	8700	5	0
Moldova	32	185	1	3
TOTALS	**6010**	**19158**	**43**	**100**
***** No reliable numbers available for South Africa.				

[2] Figures are not included for South Africa as this data was not available.

When asked to what degree this increase in membership could be attributed to HRE-related activities of the sections, coordinators provided an average rating of 3.41 on a scale of 1 to 5, with 1 representing "not at all", 3 representing "somewhat" and 5 representing "a great deal." Thus, REAP was a contributing, although not the sole or primary contributor, to this substantial increase in AI membership. The possible exceptions may be AI-Russia and AI-Slovenia, where the HRE Coordinator rated the REAP influence a "5" in relation to increases in AI membership.

Data was also collected for growth in the number of **AI local groups**. As we found with with AI membership, the number of AI local groups increased over the course of the REAP programming, from a collective total of 43 groups across 9 countries to 100 at the time of the evaluation, an increase of ten fold. HRE Coordinators rated the contribution of HRE programming at 3.25 (with 1 representing "not at all", 3 representing "somewhat" and 5 representing "a great deal.") Once again we see that REAP was a contributing, although not the sole or primary contributor, to the reported increase in the number of local groups. The possible exception was once again AI-Russia, where the HRE Coordinator rated the REAP influence a "5" in relation to increases in AI local groups.

HRE Coordinators were also asked to rate the increase in **participation levels in campaigns/actions** over the course of the most recent REAP grant. (Specific participation numbers were not asked for, as they would be difficult to estimate and therefore unreliable.) Across all 10 countries, the increase in participation levels was rated a 4 (between the rating of "somewhat" and "a great deal"). Coordinators as a whole rated the REAP influence on these participation levels as 3.45 (with 1 representing "not at all", 3 representing "somewhat" and 5 representing "a great deal"). However, those sections with particularly high increases in participation levels in actions tended to rate REAP's influence higher: Turkey (4), Morocco (4), Poland (5) and Slovenia (5).

It should be noted that in some countries links between HRE and actions received relatively greater emphasis. In Poland, one of the sites visited as part of the impact evaluation, REAP has been directly associated with the expansion of school groups (numbering approximately 100 at the end of 2008). Students in these groups have been instrumental in the annual letter-writing campaign organized by AI-Poland, with tens of thousands of signatures collected in the 2007 campaign. The AI Poland HRE Coordinator rated REAP's influence a 5 ("a great deal") in increasing the Section's level of participation in actions and campaigns. Links between REAP and mobilization are explored further in the case study section of this report (5.0).

HRE Coordinators were asked if and how HRE programming might have influenced the operations of sections in other ways. The coordinators unanimously indicated that there had been **other impacts**. These impacts were rich and varied somewhat by section. The impacts mentioned included:

Expansion of youth network and programming (AI Israel, AI Malaysia).
The REAP programme in Israel resulted in a more concerted effort to develop a youth network and new channels for activism and learning, particularly in the non-formal education sector. This section organized two international youth summer camps through the inspiration of the REAP programming.

Expansion of campaign programming (AI Israel)
In Israel, educational programming in the schools allowed them to implement their campaigns. This impact was also reported by the director of AI-Poland during the site visit.

Enhancement of AI membership attachment to the sections (AI Poland)
An interview carried out with multipliers during the Poland site visit uncovered an opinion that AI's investment in them as trainers and their role as multipliers was in and of itself highly valued and helped them to contribute positively to the work of Amnesty International.

> *REAP is the most crucial experience, after many year of working in AI… education is what all of AI should be about. There is a demand for it and AI Poland doesn't have the slightest idea what to do with its trained and experienced members. REAP gives the opportunity to actually use this whole potential that otherwise would just melt and vanish.*

Evolution of trainers and multipliers into leadership positions at AI (AI Israel, AI Poland)
"Over the last few years, we see representatives on the AI Israel Board who "grew up" in the Education department as trainers."

In Poland, the original REAP HRE Coordinator is now the director of the Section. The site visit for this report revealed that various Board members and staff were, at one time or another, associated with the REAP programme early in their affiliation with Amnesty. One senior staff person interviewed attributed the positive communication skills and ability to resolve differences of opinion among Amnesty management to their earlier engagement in human rights education programming.

Opportunity to reach new target groups, especially marginalized communities (AI Israel, AI South Africa)

Fundraising and core operational support (AI Slovenia, AI Moldova)

> *Our HRE activities were an important decision-making factor for all of our current supporters…Recruiters and managers of this fund-raising project constantly reported that this work proved that we are relevant in our own country as well to forming values of international solidarity and many felt that our recruitment of new members could not be happening without a strong HRE program.* (AI Slovenia)

The Director of AI Poland related that REAP had brought donors in: "People rarely write what exactly they give money for. And now they mark 'for education' more and more often." The Director also mentioned that the experience of developing a grant application for REAP was applied to other AI programmatic areas.

Because the aforementioned impacts were volunteered without directive prompts, it is possible that the impacts listed here would apply to other sections that did not mention such impacts in their narratives. These impacts might therefore be treated as indicative of the kinds of influences that REAP can have on Amnesty International sections in general. Future evaluation work might systematically seek to collect evidence of these outcomes.

2.3. The development of partnerships with governmental and non-governmental organizations.

HRE Coordinators were asked how many organizations AI had active **collaborations** with prior to the REAP programming and at the time they completed the survey. These partnerships would be an indication of Amnesty International's ability to influence the programming of others, to benefit from the expertise of others, and in concert with others to forward a HR/HRE agenda in a country. Collaborations in the governmental sector would most likely be directly attributable to REAP as HRE is the program area for which AI encourages such constructive relationships.

As the table below illustrates, the number of collaborations increased dramatically as a result of the REAP programming, across different kinds of organizations: governmental, non-governmental, community-based, schools and universities.

ACTIVE COLLABORATIONS –BY COUNTRY						
NGO's/CBOs			**Government Agencies**		**Schools/Universities**	
COUNTRY	**Pre-**	**Post-REAP**	**Pre-**	**Post-REAP**	**Pre-**	**Post-REAP**
Malaysia	4	6	1	1	0	4
Turkey	6	104	0	5	1	5
Russia	2	7	1	6	3	8
Israel	2	16	1	9	20	83
Thailand	12	24	3	5	25	32
Poland	5	15	0	6	0	107
Slovenia	15	29	3	8	55	407
S. Africa	4	16	0	1	7	42
Moldova	1	6	1	2	0	76
TOTAL	**51**	**223**	**10**	**43**	**111**	**764**
* No breakout of collaborations available for Morocco although the total number of collaborations was reported to have increased from 30 to 200 over the course of the REAP programme.						

Eight of the ten HRE Coordinators indicated that these relationships had positively influenced their section's overall programming.[3] These influences vary by section, but include an increase in the number of collaborations with NGOs in sectors other than HRE (AI Israel); a commitment to reaching out to vulnerable groups (AI South Africa); and the signing of formal partnerships with government agencies at the national and local levels (AI Morocco).

The quotes below illustrate a range of ways in which new partnerships engendered through the REAP programme have strengthened the overall programming of the AI section.

> *AI Slovenia is today much stronger in campaigning capacities* [boldface in these quotes added] *and our other work on Slovenia…also due to stronger partnerships created in the years when our work on Slovenia could only be done on HRE and those partnerships started with such work.*
>
> *Organizations outside AI are much more familiarized with AI vision and mission and we function as integral part of the social society in Israel. The reputation of AI has improved dramatically, and thus we receive much more appeals to take part in different initiatives, i.e., conferences about different HR issues, open days at Universities, lobbying initiatives regarding children's rights, women's rights, refugee's rights, trafficking in persons and so on.* (AI Israel)
>
> *AI contributed to changing the AI image among Moroccan authorities, from a hostile attitude to the organization, Moroccan authorities have come to cooperate with AI as a reliable and credible partner. This was illustrated by the audience H.M. the King had with an AI delegation where the HRE manual, edited by the Moroccan section, was presented to the king, who commended the section efforts and promotion of HRE in Morocco.*
>
> *AI is more visible in carrying out more activities in different fields. After having relations through REAP, other institutions pay more respect and confidence as it is very important for the case of Turkey.*

The site visit to Poland revealed that the cooperation with the National In-Service Teacher Training Center (CODN) had been instrumental in helping to develop the capabilities of AI key trainers in the early years of REAP. In addition to influencing individual trainers, the CODN TOTs helped to shape AI's training infrastructure and to give access to regional teacher training centers.

Partnerships are further explored in the case study section (5.0) of this report.

[3] The two exceptions were Malaysia and Moldova.

3.0. IMPACTS OF REAP ON SOCIETY

The REAP Steering Group was interested to know if any societal impacts could be associated directly with the REAP program. The surveys completed by the HRE Coordinators included questions related to key indicators for the following potential, structural impacts:

(a) effects of REAP programming on partner organizations
(b) impact on educational policy related to human rights education
(c) positive change in public opinion related to Amnesty International as a result of REAP programming

In addition, the survey administered to the HRE Coordinators asked whether over the course of the REAP programming there had been:

(d) increased allocation of government resources for promoting and realizing human rights
(e) direct evidence of a greater realization of human rights, especially for vulnerable populations
(f) a release of political prisoners in other countries that could be associated with letter-writing campaigns that REAP programming had contributed towards.

It is self-evident that these last three impact areas would be potentially influenced by factors other than the REAP programme and this evaluation would not allow us to determine any direct relationship between REAP and these potential impacts. However, questions related to these potential impacts were included in the HRE Coordinator Survey and incorporated into interviews carried out with AI staff and boards during site visits in order to document stakeholders' perceptions in relation to possible links.

It is worth noting that the potential areas of societal impact mentioned above do not take into account impacts on individual multipliers and beneficiaries and any resulting impacts on their behavior and immediate environment. Impacts on individuals may be equally, if not more, significant in the long term, depending on the level of activism carried out by individuals in their environments. The impacts of REAP on individuals directly engaged in HRE programming, including evidence of behavioral changes, are presented in Section 4 of the report.

3.1. Effects of REAP programming on partner organizations

HRE Coordinators were asked if the collaborations that Amnesty had with other organizations through the REAP programme had influenced the programming of these other organizations. This question was intended to identify specific programmatic influences of Amnesty's HRE activities on ongoing work carried out by other organizations, an impact that would be deeper than short-term influences on activities.

It is possible that the Coordinators' knowledge of the influence of REAP programming is more limited than the actual influence due to lack of access to information about the internal operations of partner organizations. The reported influences, therefore, may be greater than those reported by HRE Coordinators.

Eight of the ten coordinators indicated that REAP-related relationships with other organizations had influenced the programming of these other agencies.[4] The influences reported were human rights education and awareness-raising programming and the infusion of human rights based- approach to programming.

> *Social change organizations are colleagues but at the same time they stimulate the field and demand from each other to become more relevant and to show what their added value is…AI invigorates other organizations to show their attributes as well…To be more specific here are some examples:*
> - *SHATIL has now a new course* [boldface in these quotes added] *of "HR for Bedouin social activists"*
> - *Schools integrate HR issues and programs in their curriculum: some of them by devoting a weekly lesson to the JUAN program, others by celebrating international HR days, others by infusing the JUAN into core subject lessons*
> - ***U****niversities and colleges provide a special scholarship for students to work as multipliers in the 'changing worlds' program.* (AI Israel)

> *The cooperation helped partner organizations in drafting programs and working plans on HRE, the organizations acquired experience and skills in HRE, active contribution of partner organizations in constructing the national plan to promote HR culture.* (AI Morocco)

> *We have influenced their* [partners'] *plans and priorities through partnerships on different levels, on joint projects as well as on their work, which had the basis on our information or materials.* (AI Slovenia)

> *Teachers include human rights aspects in their elective courses. Librarians add HRE events in their educational plans. NGOs include human rights aspects in their activities.* (AI Russia)

Although this evaluation was not able to document the frequency and scope of these impacts across sites, data collected through Multiplier Surveys as well as the site visits confirmed these kinds of impacts on partner organizations and are presented in relevant sections of this report.

For example, although the Malaysian HRE Coordinator indicated on the survey that there had been no influence on the programming of other organizations, the site visit revealed that AI Malaysia had actively contributed to the HRE work of the Malaysian Human Rights Commission through the provision of resources and contributions to the development of a civics education booklet intended for schools.

[4] The two exceptions were Malaysia and Moldova.

3.2. Impacts on educational policies related to human rights education

HRE coordinators were asked if they had been involved in lobbying activities related to human rights education and if there had been any associated positive results. All but one of the Amnesty sections[5] reported that they had lobbied authorities and all of the sections reported positive results, although not all of the results resulted in changes in formal educational policies.

In a number of countries, lobbying resulted in concrete partnerships that have facilitated the HRE work of the Amnesty section and resulted in new or enhanced HRE-related activities of government officials, at both the national and sub-national levels. For example, in Morocco, agreements were signed between AI Morocco and the Ministry of Education as well as with local educational authorities. The section reports that the Ministry of Education prepared modules on human rights education and training for its personnel and that there is now a national strategy to promote human rights, which was develop in cooperation with various governmental agencies and NGOs, such as AI.

AI Poland reports that they have been actively lobbying the Ministry of Education to incorporate HRE and that human rights was established as an educational priority for the 2008-9 school year, resulting in an increased demand for Amnesty's services in schools.

The South African Ministry of Education was already committed to HRE and AI South Africa assisted the Ministry in realizing its aim by carrying out training activities with youth. In Turkey, AI concentrated their lobbying efforts on gaining approval for the use of "First Steps" as a sanctioned training tool.

AI-Russia met with local authorities, officials at Education Departments and managers of educational institutions in order to promote HRE in formal and nonformal education. The section reports that in many cases, human rights has been included as an elective in the school curriculum and cultural institutions (such as libraries) have included HRE events within their annual plans. As a consequence, numerous HRE activities have been carried out, many of them in conjunction with AI.

In AI-Slovenia this lobbying has been constituted primarily by reminders of the government's obligations and intentions to provide HRE in schools. In Moldova, a partnership agreement was signed between the Ministry of Education and the Amnesty section in regards to materials development and teacher training. AI-Moldova continues to lobby the Ministry for the formal inclusion of an HRE course in the curriculum. AI-Thailand also continues to lobby for the placement of HRE within formal education.

In countries such as Malaysia, where a direct relationship with the Ministry of Education was not possible, the AI section was successful in establishing a working relationship with the Malaysian Human Rights Commission and to influence and technically support the commission in its efforts to promote human rights education in schools. AI-Malaysia

[5] The one section that did not report lobbying activities was AI Israel.

continues to lobby the Commission to integrate HRE into existing subjects and to use the Commission to try to influence the Ministry of Education in allowing for HRE workshops for prospective teachers.

The evident differences in the lobbying strategies undertaken by the AI sections and the results that have been shown no doubt reflect each section's assessment of opportunities existing within national and sub-national policy environments for promoting HRE. Practically all REAP sections have been able to influence formal educational policies and practices at the national and sub-national levels. These are likely to have had some degree of societal impact in terms of the amount and quality of HRE carried out.

3.3. Positive changes in public opinion of Amnesty International that can be attributed to REAP programming

HRE Coordinators were asked to indicate if there had been positive media coverage of AI in relation to the HRE activities and if there was evidence of a positive change in public opinion related to Amnesty International or human rights as a result of REAP programming. A positive change in Amnesty's image would potentially influence Amnesty's ability to carry out its activities and therefore to have increased societal impacts.

All but one of the Amnesty sections reported that there had been positive media coverage of their human rights education activities. The exception was Malaysia, where the media is government-controlled and self-censorship inhibits coverage of human rights topics. HRE Coordinators attempted to estimate the total amount of news coverage – at both the national and local levels – according to type of media (e.g.,TV, radio, print). Coordinators found it difficult to accurately estimate the amount of coverage, especially at the local level, as in many cases this coverage has not been reported to them at headquarters. In some cases, as with South Africa, local radio coverage was considered so extensive as to be difficult to quantify.

Given these challenges, the totals reported by HRE Coordinators are not included in this report due to questions about their reliability. Nonetheless, it can be noted that media coverage has very often involved print, TV and radio at the national and local levels, and that this coverage has been valued by the AI sections. AI Russia and AI Poland felt that the combination of local HRE activities and coverage by local media has resulted in AI having a particularly strong affect on public opinion in small towns and villages. However, at the national level, AI Poland leadership expressed disappointment at the lack of coverage of REAP, due to a perceived lack of interest in the media in matters related to education.

Regardless of the degree of coverage documented, each of the sections believed that REAP programming had improved public opinion towards Amnesty International. HRE Coordinators cautioned that public opinion towards AI and human rights might sometimes fluctuate on the basis of reports issues by the organization or a changing political environment. They pointed to cooperation with governmental and non-

governmental agencies (reported earlier in this report) as well as the impacts on individual multipliers and beneficiaries as evidence of positive public attitude.

Several HRE Coordinators could point to specific impacts. AI Slovenia reported that the REAP activities and media appearances had most likely contributed to reduction of a hate mail in relation to Roma issues and, in general, more positive calls and letters to the office. AI Morocco reported that they were able to secure hundreds of thousands of signatures for a 2006 petition that called for the Justice Minister to take legal measures to stop violence against women, which certainly demonstrates a positive image of Amnesty International in the country (although it is not clear how this relates directly to REAP programming).

For nearly all of the REAP programmes, HRE increased the visibility of Amnesty International and presented an image of the organization as a "contributor" to society through HRE activities. Such an image was a breakthrough in Israel where the public image of AI has been mixed.

> *The Junior Urgent Action network – one of the leading Educational programs we implement – enables many people and institutions to get to know Amnesty International from another perspective, much less critical of Israel, and much more constructive, and it actually changes people's opinions regarding AI Israel.*

3.4. Increased allocation of government resources for promoting and realizing human rights

HRE Coordinators were asked to indicate if there had been any increased allocation of government resources for promoting and realizing human rights over the course of the REAP programme. We cannot know how accurately coordinators were able to report on such increases. Most likely, we can presume that there has been underreporting, particularly if coordinators used formal budget allocations as the main indicator. Site visits revealed that government agencies had made in-kind contributions to REAP programming through donations of training facilities and personnel. These kinds of contributions to not appear to have been taken into account by HRE Coordinators in answering this question.

Half (5) of the coordinators indicated that there has been increases in government allocations for realizing human rights.[6] Two of these cases were attributed directly to the REAP programme.

In South Africa, during the REAP programme period, the National Department of Education ordered a training for learners and instructions that introduced AI HRE learning materials and facilitation skills. Two hundred learners and 60 teachers participated.

[6] The countries where HRE Coordinators reported no increase in allocation of government resources were India, Israel, Malaysia, Moldova and Thailand.

In Morocco, the government earmarked a budget to implement the national plan of human rights education.

Other examples were provided by HRE Coordinators (Morocco, Slovenia) demonstrating an increased allocation of resources by government agencies in relation to the promotion, protection and realization of human rights, but the relationship between these budgetary changes and HRE programming was not clear (for example, the creation of an ombudsman office in Morocco).

3.5. Direct evidence of a greater realization of human rights, especially for vulnerable populations

HRE Coordinators were asked to report if there was any direct evidence of a greater realization of human rights, especially for vulnerable populations, over the course of the REAP programme. Half of the AI sections reported such evidence.[7]

AI-South Africa documented that elderly persons who were beneficiaries of the REAP programme enjoyed a reduction of domestic abuse and improved access to social grants. Other examples were provided by HRE Coordinators (Malaysia, Morocco, Slovenia) demonstrating an increased realization of human rights, especially for vulnerable populations, but the relationship between these human rights improvements and HRE programming was not clear.

Although HRE Coordinators as a whole were not able to present a great deal of evidence to support the claim that REAP had contributed to a greater realization of human rights for vulnerable populations systematically or at a regional or national level, testimonials from multipliers and beneficiaries collected as part of the impact evaluation suggest that such effects were realized at the individual level. Impacts on beneficiaries and vulnerable populations were documented in the site visits to South Africa, Malaysia and Morocco and are reported in the next section of this report.

3.6. A release of political prisoners in other countries that could be associated with letter-writing campaigns that REAP programming had contributed towards

HRE Coordinators were asked if members of AI, brought in through REAP programming, had been involved in letter-writing campaigns and if there had been any associated release of political prisoners. Half of the HRE Coordinators answered positively for this question and in some cases, specific examples were mentioned. For example, AI-South Africa reported that Women's Human Rights Defenders in Zimbabwe were freed from detention as a result of a post card campaign undertaken as part of REAP programming. AI-Malaysia wrote that AI members had participated in various AI campaigns involving the writing of petitions and that several prisoners of conscience had been released.

[7] HRE Coordinators reporting no evidence of improvements in the realization of human rights were Israel, Moldova, Russia and Turkey. The HRE Coordinators from Poland and India did not answer this question.

No doubt a combination of political factors accounts for the successful release of political prisoners, including AI's letter writing campaigns. In countries where REAP has been closely linked with mobilization it would be reasonable to attribute part of the letter-writing success and the subsequent release of prisoners to mobilization carried out through HRE. However, the importance of this relationship cannot be ascertained in this study.

4.0 IMPACTS OF REAP ON INDIVIDUALS

The Steering Group requested that the assessment investigate the achievements of multipliers in relation to their target groups (beneficiaries). Both multipliers and beneficiaries can be considered "tools for change" as both multipliers of HRE and activists. Thus data collection looked at a range of potential impacts on knowledge, skills and values/attitudes that may have been developed in multipliers and beneficiaries through their participation in HRE programming. In addition, the assessment asked for illustration of these changes.

This assessment does not allow us to predict how lasting these changes are on the individuals surveyed. If, in fact, the REAP programme has successfully engendered or strengthened a permanent disposition towards human rights education and activism among the thousands of individuals engaged with REAP, then the benefits may be felt for many years to come in these countries, provided that opportunities exist to exhibit these behaviors.

Data was collected through closed- and open-ended survey questions as well as in the site visits. (The survey instruments are included in the Annex of this report.) In order to help reduce the potential for bias in self-reporting, in addition to beneficiaries reporting on the impacts of REAP on themselves, multipliers also reported on their perceived impact on beneficiaries. Similarly, multipliers self-reported on the impact of REAP on themselves but this impact on multipliers was also collected from key trainers.

It should be noted that in some countries, there were multiple levels of beneficiaries, as some of those originally trained by multipliers proceeded to become engaged in education and awareness activities. In this evaluation, in order to facilitate comparisons across REAP countries, multipliers were defined as those who had been trained directly by key trainers and beneficiaries were those who were two steps removed from the key trainers (that is, trained by multipliers). HRE Coordinators were asked to arrange for Multiplier and Beneficiary Surveys to be completed along these lines.

4.1. Impacts on Multipliers

4.1.1. Background characteristics of multipliers

A total of 87 multipliers completed a REAP survey, across all 10 countries. Nearly one third of these were completed by the Moroccan section. Thus there is an overrepresentation of the Moroccan multiplier perspectives in this assessment. It is not known how this over-representation may have affected the results reported. Country-specific results are presented for each key investigative question whenever available in order to allow for the reader to make comparisons and consider the potential implications for this overrepresentation.

MULTIPLIERS –BY COUNTRY		
COUNTRY	**No.**	**Percent**
Malaysia	10	11%
Turkey	5	6%
Russia	3	3%
Israel	4	5%
Thailand	5	6%
Morocco	27	31%
Poland	12	14%
Slovenia	5	6%
S. Africa	9	10%
Moldova	7	8%
TOTAL	**87**	**100%**

As the table below demonstrates, there is a fairly close split by gender for the multipliers completing the surveys and the average age is 38.

MULTIPLIERS – BY GENDER & AGE				
GENDER	**No.**	**Percent**	**Age Range**	**Average Age**
Female	47	55%	19-71	38
Male	39	45%	21-58	38
TOTAL	86	100%		

The most common background/occupation for the multipliers was teacher or educationalist, consistent with the predominance of teachers as a target group reported by the HRE Coordinators. Ten of the multipliers did not have background characteristics that allowed them to be included in the other occupations. These multipliers included two social workers, a ‘social co-ordinator’, a journalist and a lawyer.

MULTIPLIERS – BY OCCUPATION & AGE			
OCCUPATION	**No.**	**Percent**	**Average Age**
Teacher/educationalist	51	59%	41
Student (high school/univ)	12	14%	23
Civil society group	9	10%	32
Civil servant/gov't	5	6%	42
Other	10	11%	42
TOTAL	**87**	**100%**	

Multipliers were asked to estimate the number of hours they participated in workshops or other REAP-related activities. The hypothesis would be that higher levels of contact hours with HRE activities would be associated with higher levels of impact.

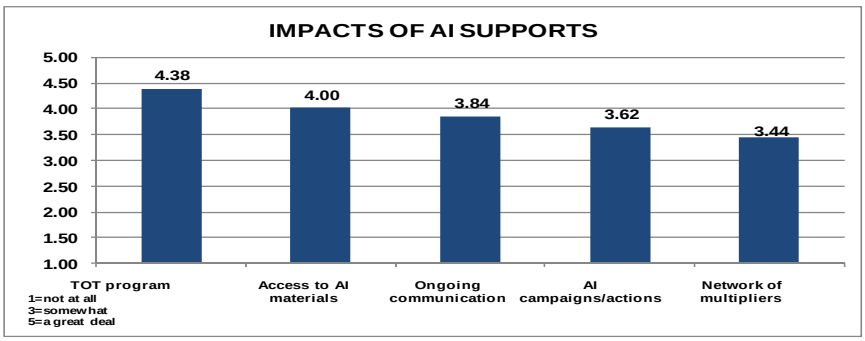
Across all multipliers, the average number of hours of participation in REAP programming was 85. In order to investigate the potential relationship between hours of participation and impacts, multipliers' hours of participation were clustered into five categories. These are presented below and are incorporated into the analysis of multiplier background characteristics and impacts.

MULTIPLIERS – CLUSTERED LEVELS OF PARTICIPATION			
LEVEL	**Range of Part. Hrs.**	**Av. Hrs. by Level**	**No. Multipliers**
A	1-10	5	6
B	11-20	18	16
C	21-50	29	25
D	51-100	72	13
E	101+	291	15

4.1.2. Multiplier ratings of AI REAP programme supports

A number of questions in the Multiplier Survey were intended to document the actual "input", or AI investment, into the development of HRE capacities for multipliers in order to see what kind of relationship, if any, there might be between these investments and reported impacts.

The multipliers were asked to rate the **impacts of a range of Amnesty International supports** on themselves personally as well as the work they carried out in human rights education and training. These results show that, across all 10 countries, the multipliers rated the TOTs as most influential. However, access to Amnesty resources, ongoing communication with AI staff, Amnesty campaigns and actions and the AI HRE network each contributed to supporting the work of multipliers. Some HRE Coordinators noted that they had provided supports not included in the survey, for example, blogs, and that this was not able to be captured in the data.

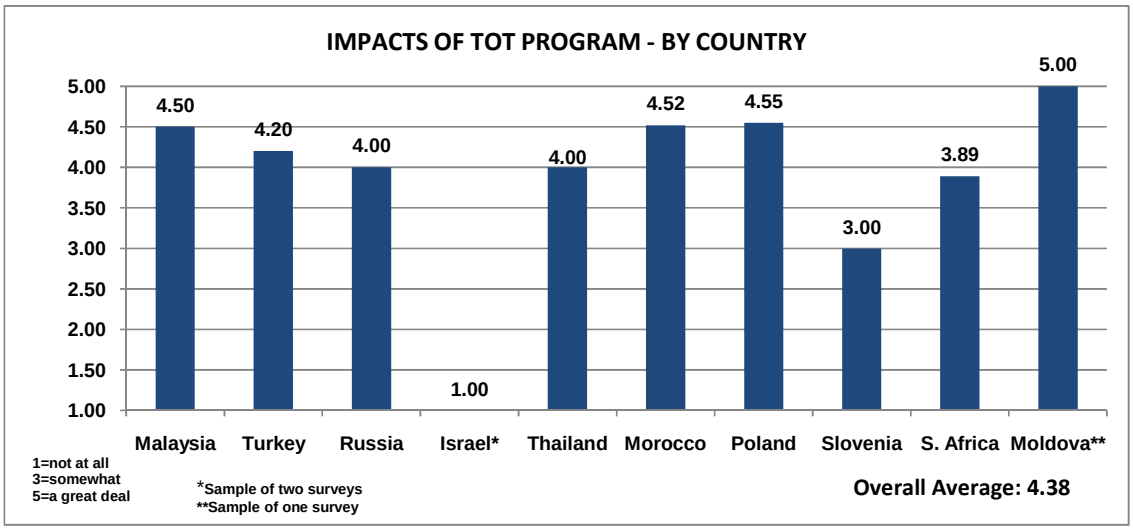


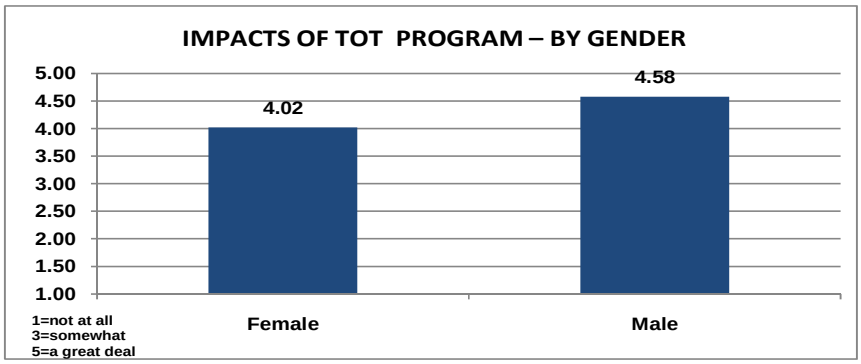
Given that these supports to multipliers were a primary function of the REAP program, the rankings given by multipliers for each support are detailed in this report. A detailed analysis of multiplier ratings of AI supports was intended to assist REAP and individual sections in understanding the value of individual supports provided. Separate averages were calculated for multipliers on the basis of the background characteristics of country, gender, occupation and level of participation. This breakout by sub-category was provided for all individual-level impact data in this report, when available.

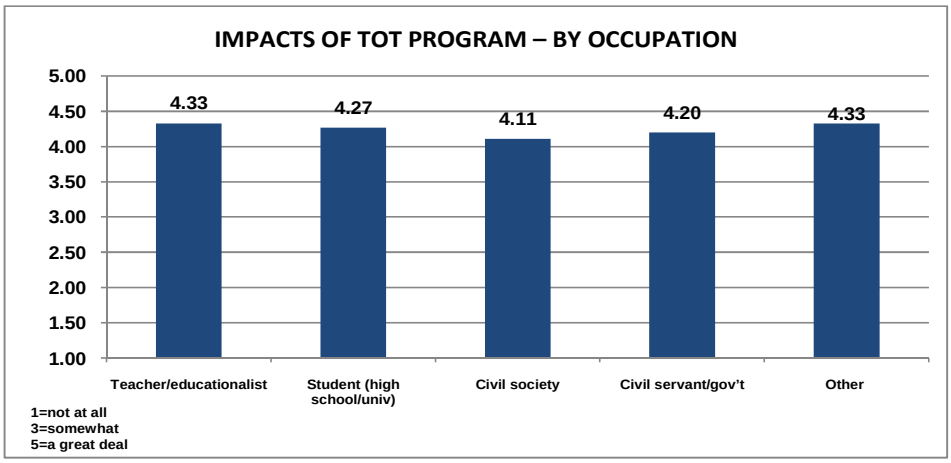
It should be noted that no statistical analysis was carried out on these results, other than descriptive statistics. In order to determine if the differences reported for averages are statistically significant, additional analysis would need to be carried out. In lieu of this analysis, *differences in means of one half point or higher* are highlighted in this report.

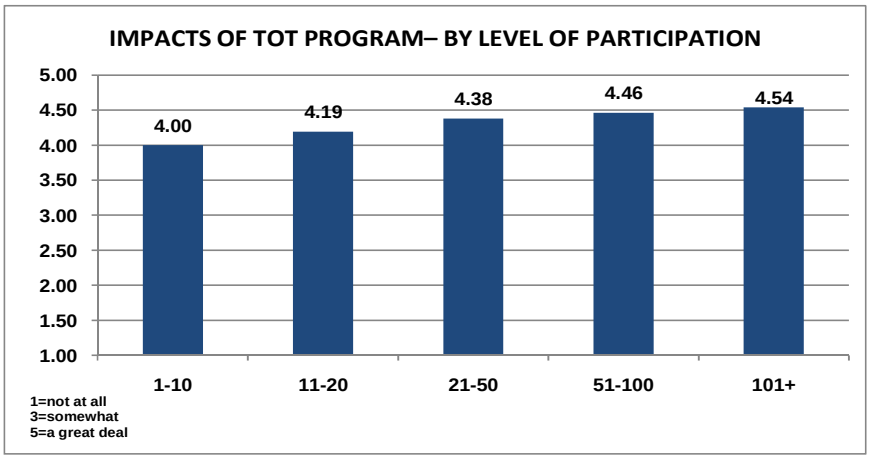
Training of trainers program

Almost without exception, the reported level of impacts of the TOTs in supporting the human rights education work of multipliers is rated at 4.0 or higher, regardless of the country of origin, gender, occupation or hours of participation of the individual multiplier. The average across all multipliers was 4.38.









These ratings are reported to be higher for certain countries, for men, and is positively associated with hours of participation.[8] I do not have hypotheses that explain the

[8] There is approximately a half point difference between the averages for females and males, and a half point difference between the averages for the lowest and the highest levels of participation, with indications of a linear relationship.

differences by country or gender, but the link with hours of participation confirms that one can generally expect a greater level of impact of the TOTs on HRE if there are more contact hours.

These results, while demonstrating the strength of TOTs for multipliers with specific background characteristics, also may raise questions about the quality of quantity of TOTs carried out in certain sections, such as Slovenia and Israel, were the country-specific ratings were relatively low. This might be something for the Steering Group or individual HRE Coordinators to investigate further.

The Multiplier Survey, in addition to asking multipliers to rate the overall effect of the TOTs, asked multipliers to indicate the total number of trainings they had participated in. In this way, the total number of contact hours could also be factored in as part of the TOT input.

The results show a wide range of training hours for Multipliers, which does not show differences according to gender but is sensitive to the target group that the multiplier belongs to. Specifically, high school and university students, taken as a whole, reported receiving substantially more training as multipliers than other groups.

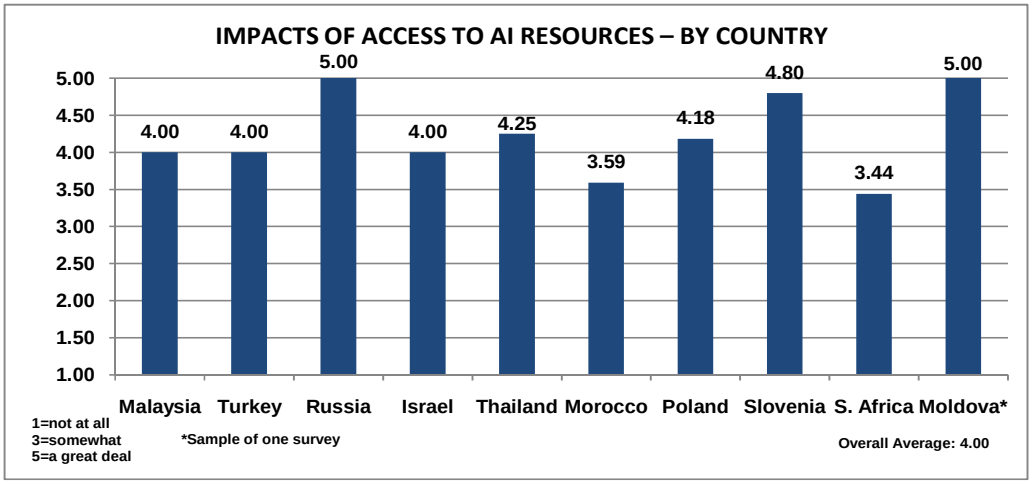
Note that in analyzing the results of certain closed-ended questions, there were sometimes answers provided by one or two multipliers that were heavily skewed high. When a heavily skewed result, or "outlier", dramatically affected the calculated average, this outlier was removed. In this way, the average reported would more closely represent the "real" average of the multipliers surveyed. I have noted within the tables themselves when outliers have been removed.

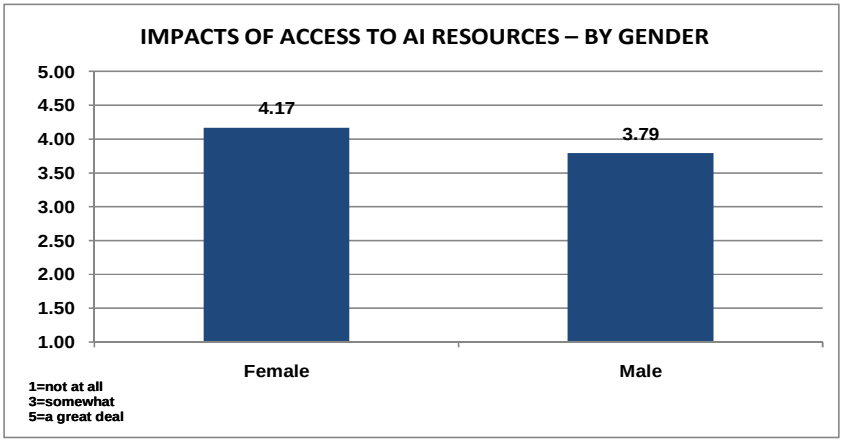
MULTIPLIERS – HOURS OF PARTICIPATION BY GENDER		
CATEGORY	**Range**	**Average Hours**
Overall	1-480*	64
Male	6-480	64
Female	1-300	64
* With outliers 948 and 720 removed.		

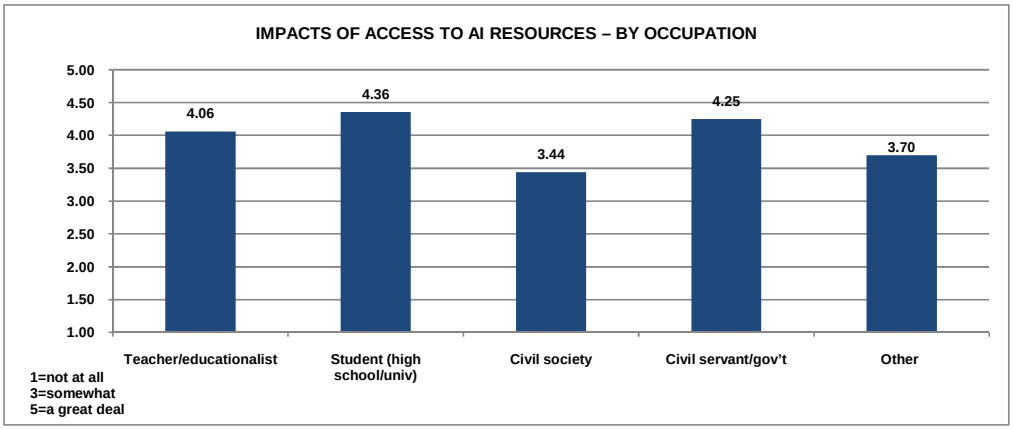
MULTIPLIERS – HRS OF PARTIPATION BY OCCUPATION		
CATEGORY	**Range**	**Average Hours**
Teacher/educationalist	6-300	55
Student (high school/univ)	20-720	186
Student (high school/univ)	20-320	83
Civil society group	6-168	70
Civil servant/gov't	18-100	42
Other	1-948*	148
Other**	1-150	49
*With outliers of 720 and 480 dropped.		
** With outlier of 948 removed.		

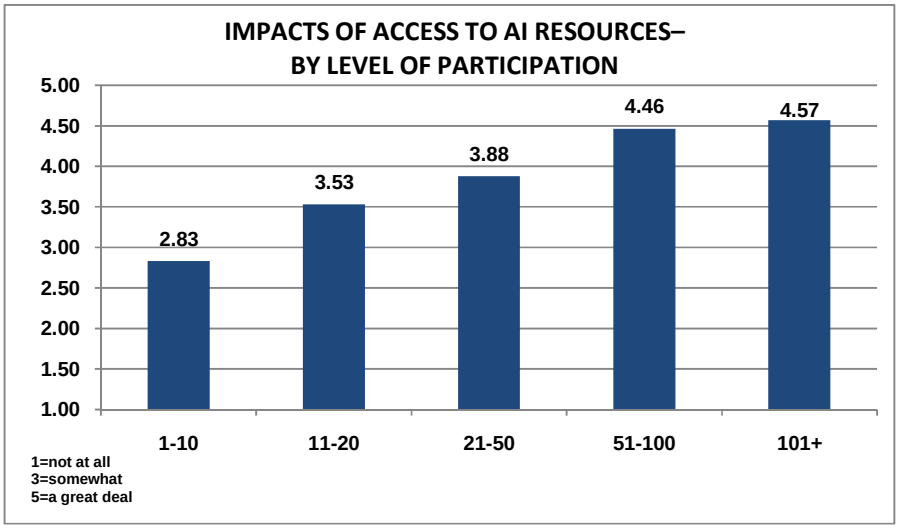
Access to Amnesty resources and materials

Access to Amnesty resources and materials was ranked 4.0 overall by multipliers and thus provided a substantive contribution to multiplier activities.









When the multipliers were divided on the basis of background characteristics, we see that the valuing of AI resources varied. The highest ratings given for AI resources, on the basis of country of origin, were for the region of Central and Eastern Europe and the Former Soviet Union. The lowest rating was for South Africa, although this country average was above 3.0.

There appears to be a positive association between the hours of participation in trainings and the valuing of AI resources and materials. It is possible that the trainings assisted multipliers in learning how to use such materials and thus increased their value for multipliers.

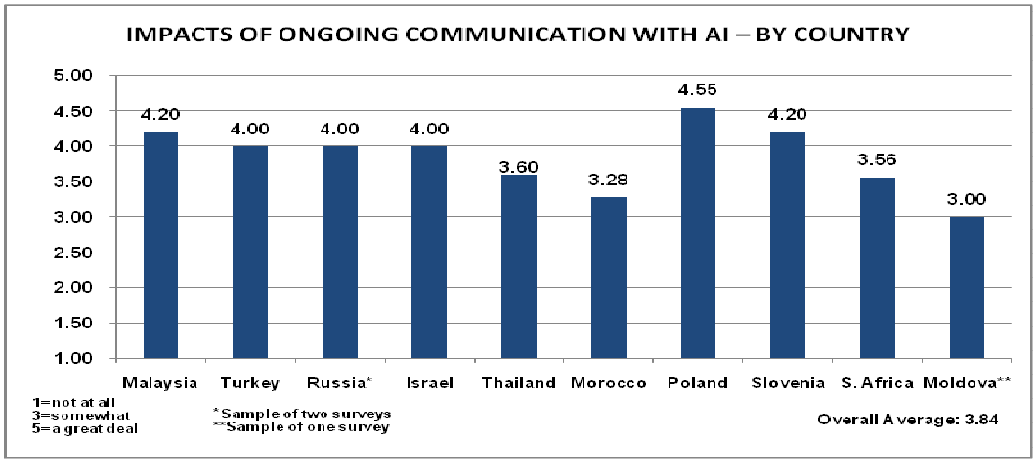
There was also some modest variation (less than half a point difference) on the basis of gender and a relatively low rating of this resource by civil society members as compared with other target groups. These data do not allow us to directly explain these variations. However, we might hypothesize that these differences reflect the degree of emphasis placed by individual sections on the distribution of AI learning and training materials for specific target groups as part of the REAP programme in combination with the multiplier need for such resources.

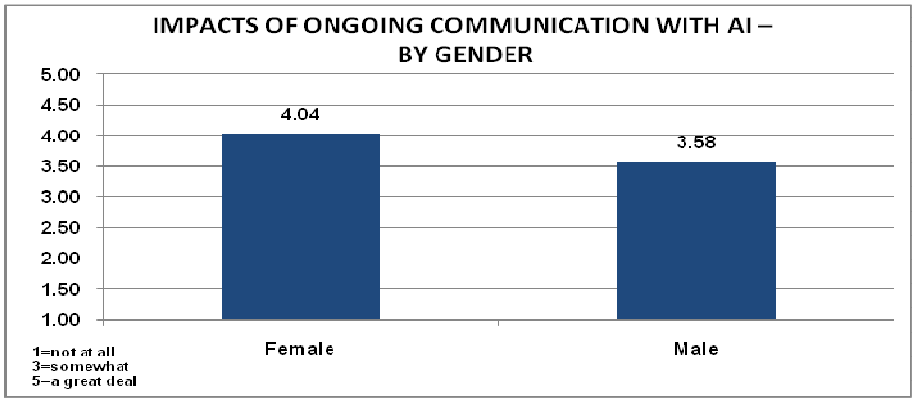
Ongoing communication with AI staff

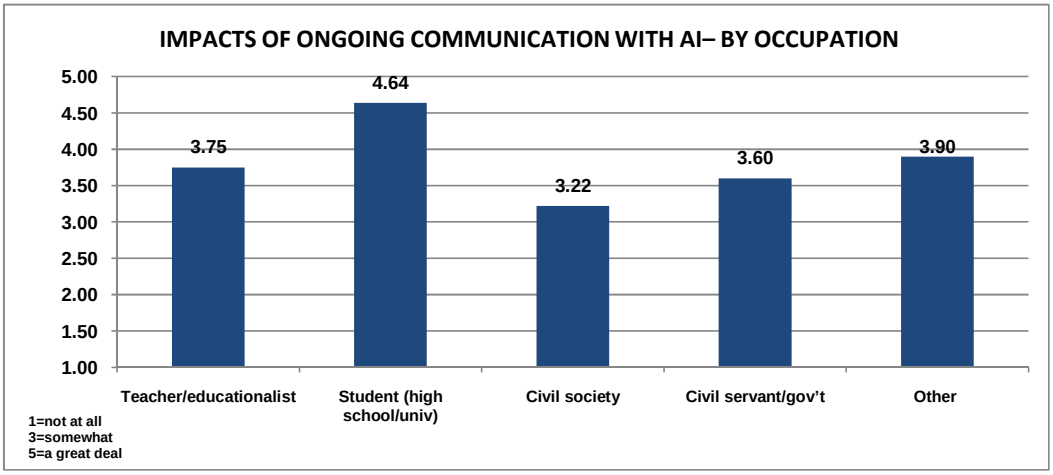
Multipliers were asked to indicate their frequency of contact with AI staff. The results showed that slightly over half of all multipliers surveyed received a communication from an Amnesty staff person at least once a month. This shows a considerable investment on the part of Amnesty sections.

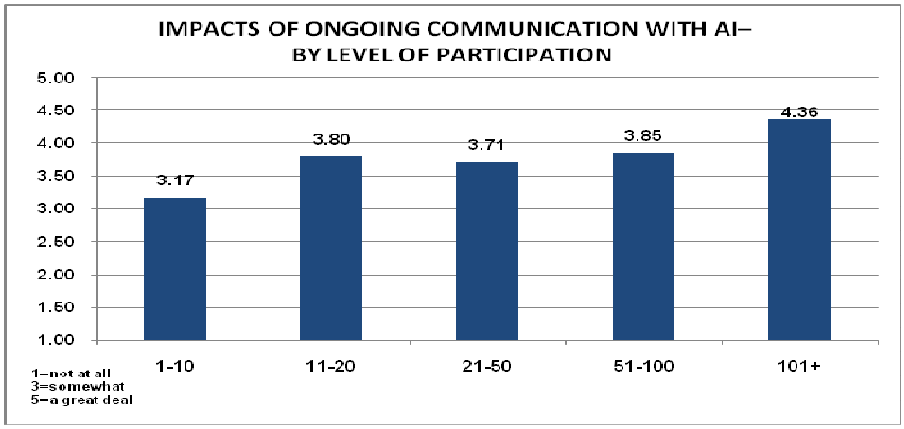
FREQUENCY OF CONTACT WITH AI		
	No.	**Percent**
Once a week or more	21	24%
Once a month	24	28%
Once every few months	30	34%
Once a year	9	10%
Never	3	3%
TOTAL	87	99%*
* Less than 100% due to rounding		

Ongoing communication with AI staff was ranked 3.84 overall by multipliers. Once again we find a positive link between HRE programming carried out and ongoing communication with AI according to hours of participation in trainings.









Once again, we find country-specific differences in relation to the impacts of ongoing communication of AI staff with multipliers in positively influencing of HRE work. Differences in the valuing of this AI area of support may relate to the amount of contact organized by the HRE Coordinator. In turn, a decision by an HRE Coordinator in relation to maintaining regular communication with multipliers might be influenced by access to a means of communication. The lack of Internet connectivity or access to computers by multipliers in certain countries, for example, might have resulted in relatively less emphasis placed on ongoing communications.

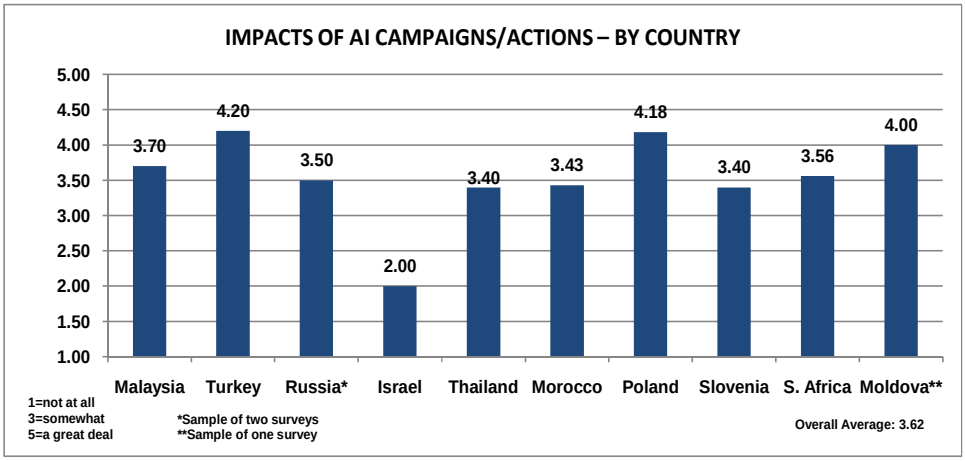
Ongoing communication was very highly rated in Poland, which is consistent with the results obtained during the site visit. Although multipliers interviewed did not report close communication with regional coaches, these multipliers reported regular contact with AI headquarters through the newsletter and e-mails from the HRE Coordinator. Ongoing communication was especially valued by students and is positively associated with hours of participation in REAP trainings.

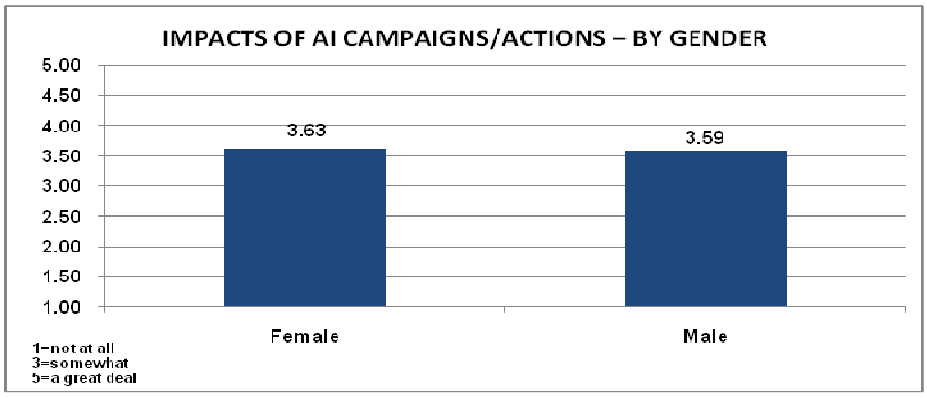
Amnesty campaigns and actions

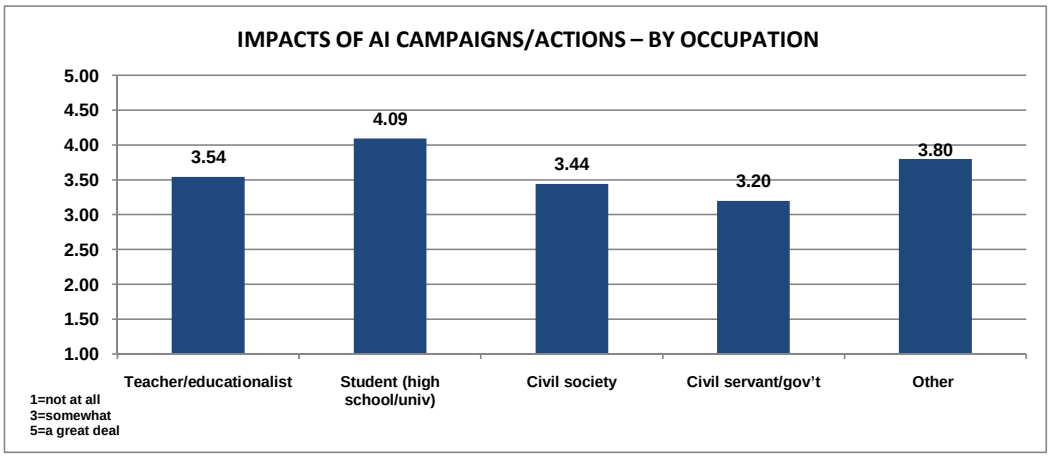
The value of Amnesty campaigns and actions in supporting HRE activities was ranked 3.62 overall by multipliers.

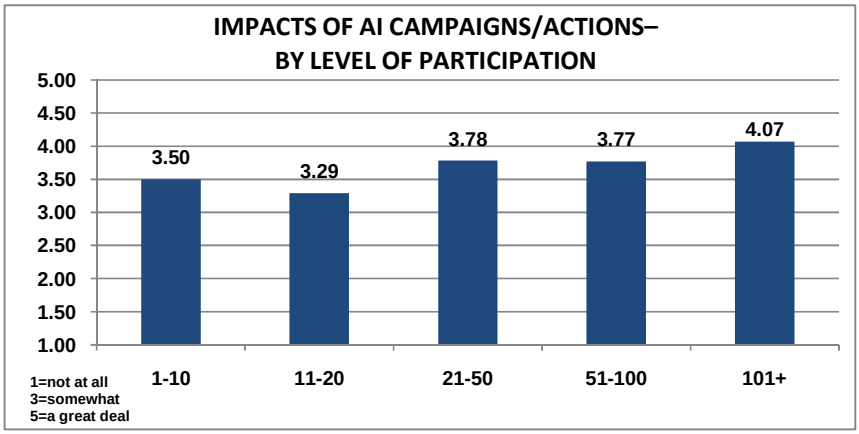
Although not as highly rated overall as other AI supports, Amnesty campaigns and actions positively contributed to the human rights education work of the vast majority of multipliers completing a survey. There were particularly high impacts for multipliers from Poland and Turkey. The site visit to Poland showed that REAP programming was linked closely with mobilization, so this link is not surprising.

There also appear to have been special benefits for students, perhaps because of their participation in such actions. Once again we see a positive link between HRE programming carried out and Amnesty actions and campaigns according to hours of participation in trainings. However, this link seems less pronounced as for other AI supports, such as access to training materials.



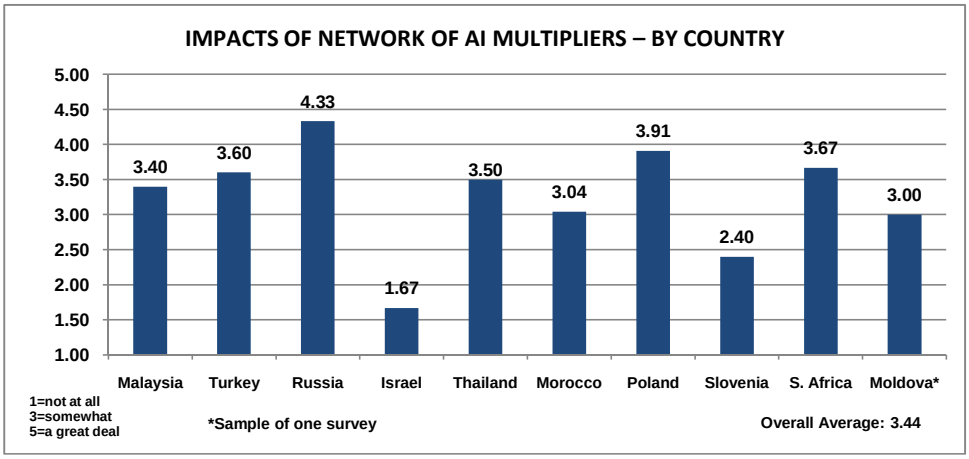


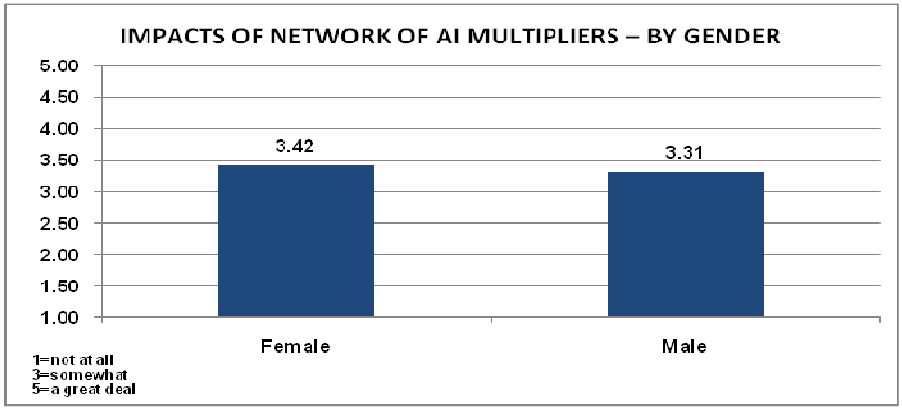


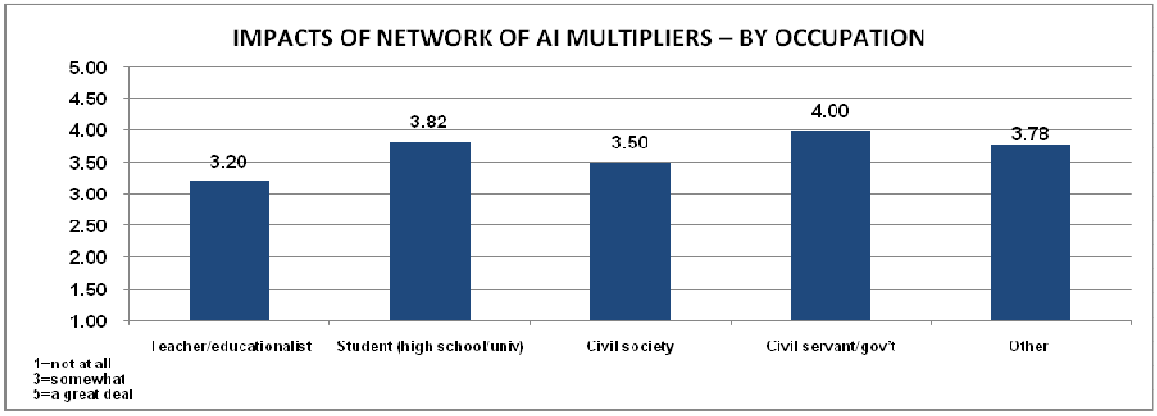


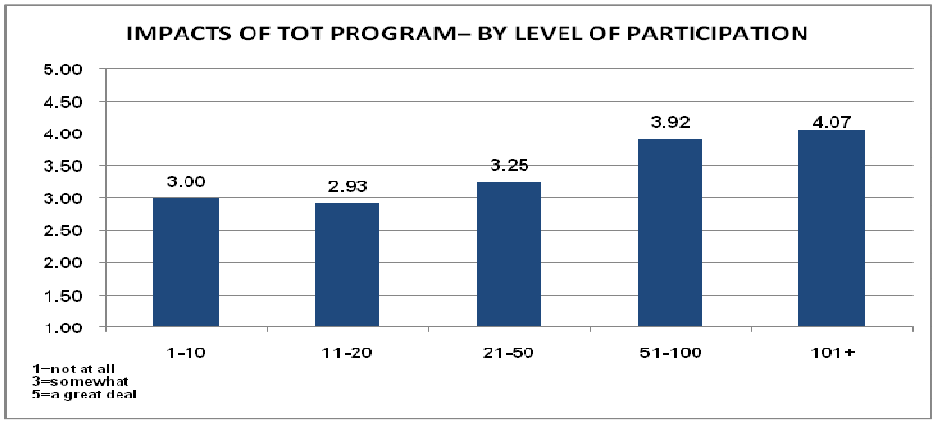
Network of AI multipliers

The Network of AI multipliers was rated overall as the least important support across all multipliers, with an average of 3.44, although it was recognized as a contributor to HRE programming. Here we also see a greater range of valuing, suggesting that for certain contexts, such networking may be especially important. For example, the valuing of the multipliers network was especially high in Russia and was positively associated with hours of participation in REAP programming.


IMPACTS OF NETWORK OF AI MULTIPLIERS – BY COUNTRY
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
3.40
3.60
4.33
1.67
3.50
3.04
3.91
2.40
3.67
3.00
Malaysia
Turkey
Russia
Israel
Thailand
Morocco
Poland
Slovenia
S. Africa
Moldova*
1=not at all
3=somewhat
5=a great deal
*Sample of one survey
Overall Average: 3.44


IMPACTS OF NETWORK OF AI MULTIPLIERS – BY GENDER
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
3.42
3.31
Female
Male
1=not at all
3=somewhat
5=a great deal


IMPACTS OF NETWORK OF AI MULTIPLIERS – BY OCCUPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
3.20
3.82
3.50
4.00
3.78
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
1=not at all
3=somewhat
5=a great deal



One of the main findings of the investigation of impacts in relation to AI supports is that the more contact a multiplier had with the REAP programme, as illustrated through number of contact hours, the greater the value of all supports offered by Amnesty International.

The explanations for this relationship might be conceived of both in terms of "supply" and "demand". It is possible that Amnesty created demand for its HRE capacity-building the more it "supplied" or invested in long-term and extended TOTs with multipliers. It is also possible that those multipliers intrinsically motivated to participate in higher numbers of TOTs also will want to take advantage of all other supports offered by Amnesty International. Thus, one conclusion might be that the higher the investment made by Amnesty through trainings with its multipliers, the greater the efficiency in all other supports that are offered.

4.1.3. Impacts of REAP programme on multipliers

The Multiplier Survey asked respondents a range of questions related to human rights education competencies asked multipliers to rate their knowledge, skills and attitudes both prior to and following their participation in REAP trainings.

The tables in this section report the post-REAP results and also the "increase" (the red bars) over the pre-REAP results. In this way, the tables include both final ratings as well as the relative gain in these competencies over the course of a multiplier's participation in the HRE program.

The self-reported impacts on multipliers are presented by country of origin, gender, occupation, and level of participation.

How well would you say that you understand human rights principles and standards?

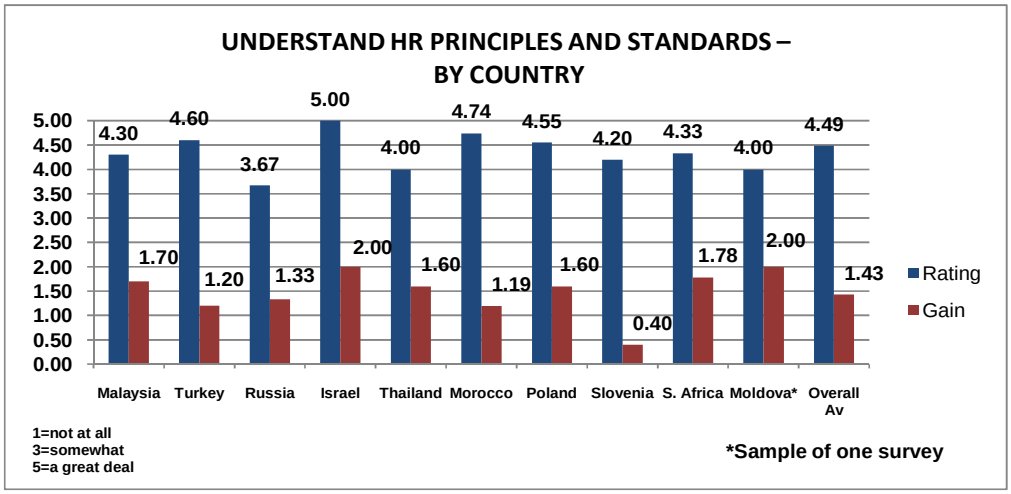
Multipliers indicated confidence in their understanding of human rights principles and standards, with an overall rating of 4.49. On the basis of country background, there was a range of ratings results, with a low of 3.67 for Russia and a high of 5.00 for Israel.

The average gain in human rights content knowledge, as indicated by the difference between pre- and post-REAP ratings, was 1.43 points and is highly statistically significant.[9] These gains take into account that some multipliers may have already come in with pre-existing content knowledge and are able to show the relative increase in knowledge attributable to the trainings. The greatest gains are for Moldova and Israel (a full two points) and the lowest is Slovenia (less than half a point).

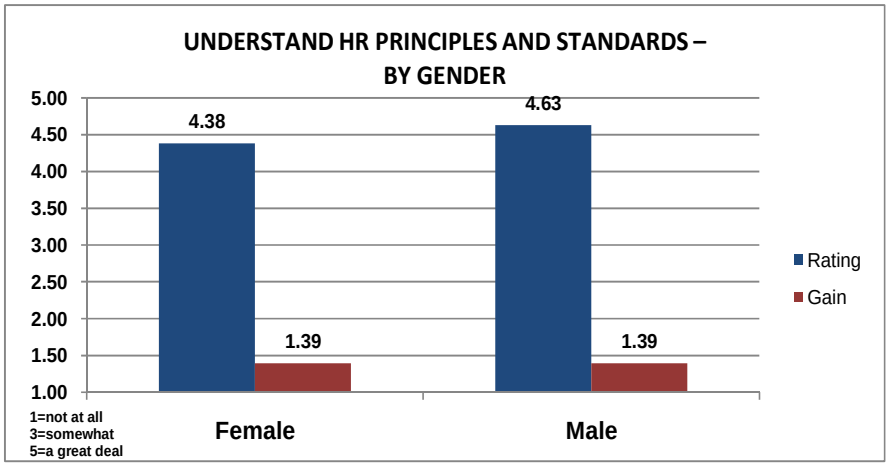
Please note that in cases where only one or two multipliers from a given country responded to a particular question, this is noted in the table. The implications are that the results reported are non-representative of the larger pool of multipliers completing the survey from the country.

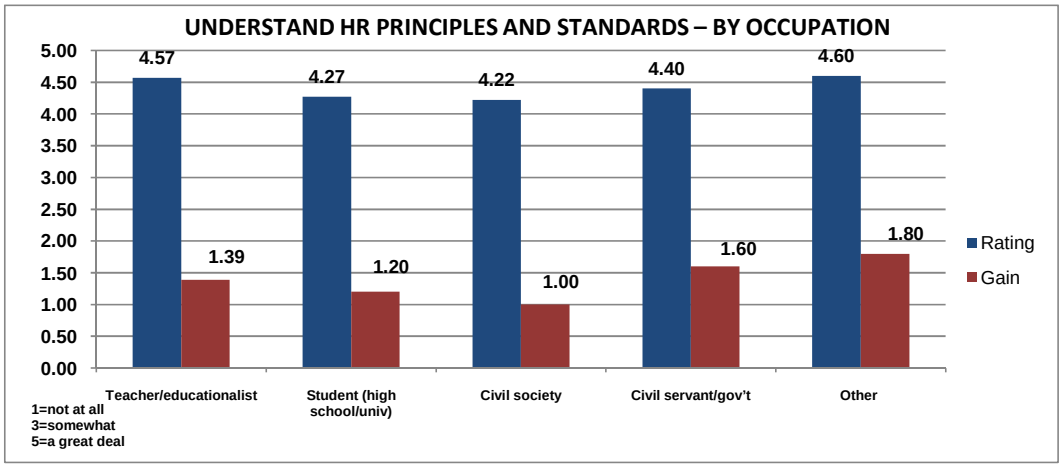
According to the survey results, increases in understanding of human rights principles and standards appear to be relatively higher for males and for teachers and for civil servants, although these differences appear to be modest (less than half a point).

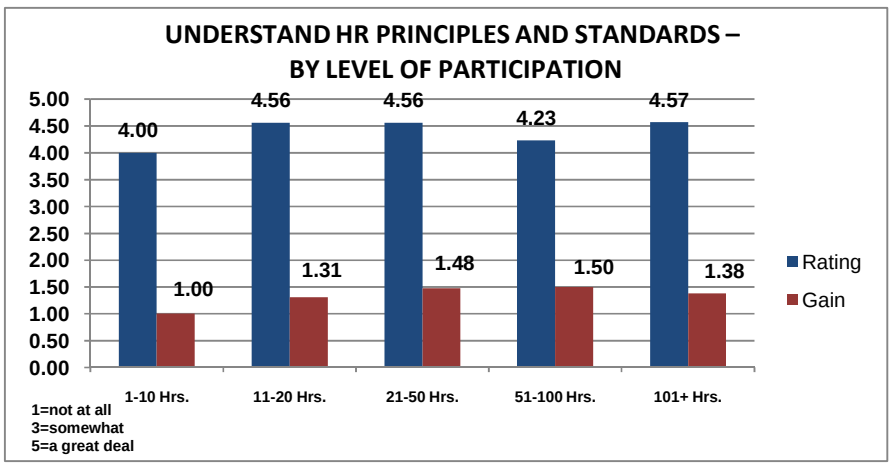
Note that there is no clear association between the hours of participation in trainings and increase in understanding of human rights principles and standards, although one might expect to see such an association. Interestingly enough, statistically significant[10] increases in understanding of human rights were associated with relatively lower levels of participation (20 hours or fewer) but not with trainings involving higher numbers of hours. In order to understand this finding better, it would be helpful to investigate the degree to which these contents were present in individual trainings.



[9] Highly significant ($p < 0.01$) using a one-sided *t*-test.
[10] Highly significant ($p < 0.01$) using a one-sided *t*-test.


UNDERSTAND HR PRINCIPLES AND STANDARDS – BY GENDER
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
4.38
1.39
4.63
1.39
Female
Male
Rating
Gain
1=not at all
3=somewhat
5=a great deal


UNDERSTAND HR PRINCIPLES AND STANDARDS – BY OCCUPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.57
1.39
4.27
1.20
4.22
1.00
4.40
1.60
4.60
1.80
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
Rating
Gain
1=not at all
3=somewhat
5=a great deal

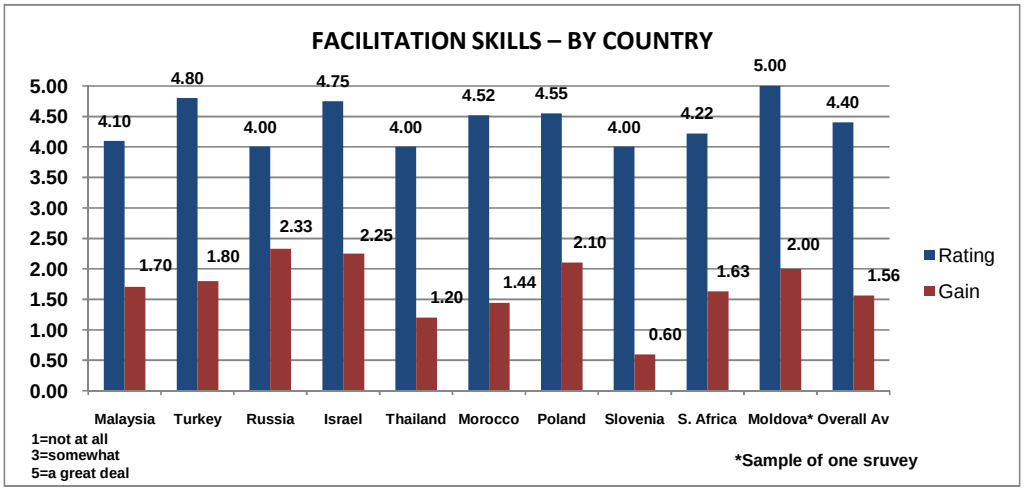

UNDERSTAND HR PRINCIPLES AND STANDARDS – BY LEVEL OF PARTICIPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.00
1.00
4.56
1.31
4.56
1.48
4.23
1.50
4.57
1.38
1-10 Hrs.
11-20 Hrs.
21-50 Hrs.
51-100 Hrs.
101+ Hrs.
Rating
Gain
1=not at all
3=somewhat
5=a great deal

Do you feel that you have the necessary facilitation skills to carry out trainings and other outreach activities?

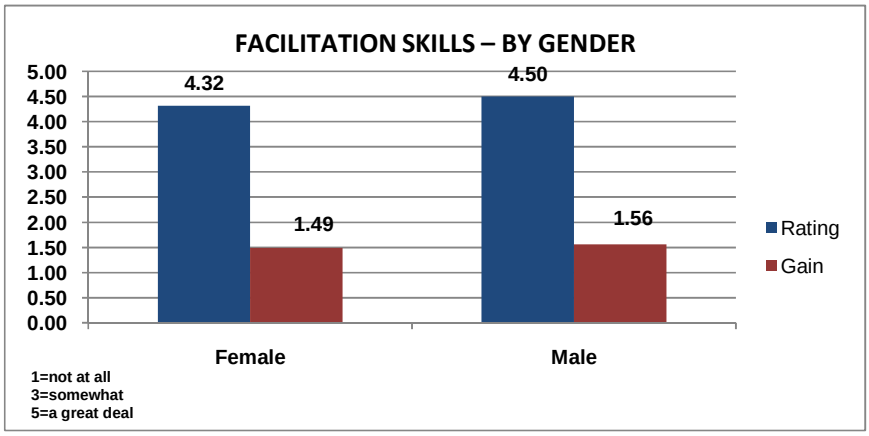
Multipliers indicated confidence in their facilitation skills, with an overall rating of 4.40. Those categories of multipliers reporting the highest level of facilitation skills were from Moldova, Turkey and Israel, and also those who completed more than 101 hours of training.

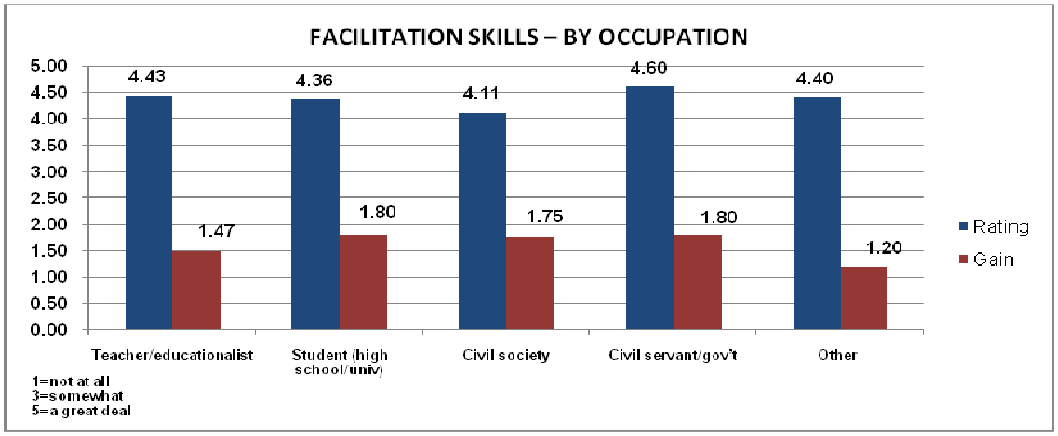
The results show clear improvement in facilitation skills across all subcategories of multipliers, with an average gain of one and a half points. In fact, there was a minimum gain of one point for all sub-categories of multipliers excepting those coming from one country.[11] Tests of statistical significance[12] showed high significance in the differences between the averages for pre- post REAP ratings for all multipliers.

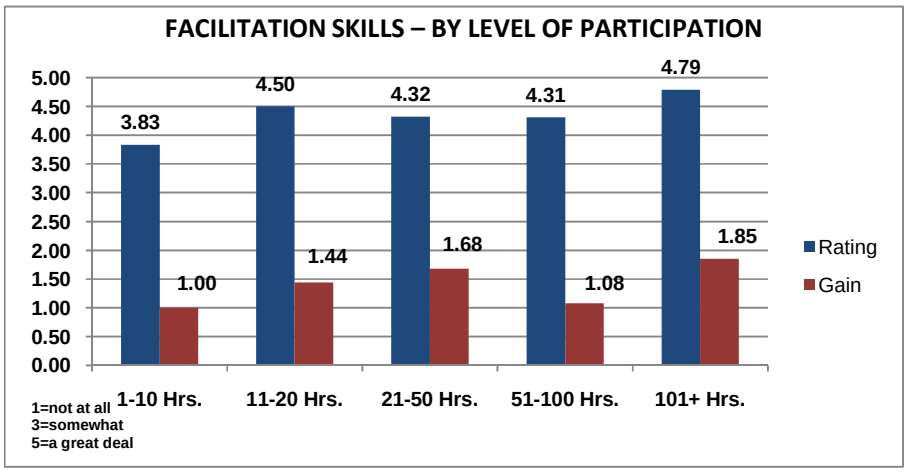
The greatest relative gains in facilitation skills (two points or higher over the course of the REAP programme) were enjoyed by multipliers from Russia, Israel, Poland and Moldova. Tests of statistical significance were carried out for the four case study countries and for level of participation according to low (0-20 hours), medium (21-50 hours) and high (51 hours or greater) participation. The results showed the change in pre- and post- averages were highly significant[13] for Poland and Morocco and for those multipliers participating in 50 or more hours of training. The latter finding suggests the cumulative value of participating in trainings involving participatory methods for developing facilitation skills.



[11] This country was Slovenia.
[12] Highly significant ($p < 0.01$) using a one-sided *t*-test.
[13] Highly significant ($p < 0.01$) using a one-sided *t*-test.


FACILITATION SKILLS – BY GENDER
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.32
1.49
4.50
1.56
Female
Male
Rating
Gain
1=not at all
3=somewhat
5=a great deal


FACILITATION SKILLS – BY OCCUPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.43
1.47
4.36
1.80
4.11
1.75
4.60
1.80
4.40
1.20
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
Rating
Gain
1=not at all
3=somewhat
5=a great deal


FACILITATION SKILLS – BY LEVEL OF PARTICIPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
3.83
1.00
4.50
1.44
4.32
1.68
4.31
1.08
4.79
1.85
1-10 Hrs.
11-20 Hrs.
21-50 Hrs.
51-100 Hrs.
101+ Hrs.
Rating
Gain
1=not at all
3=somewhat
5=a great deal

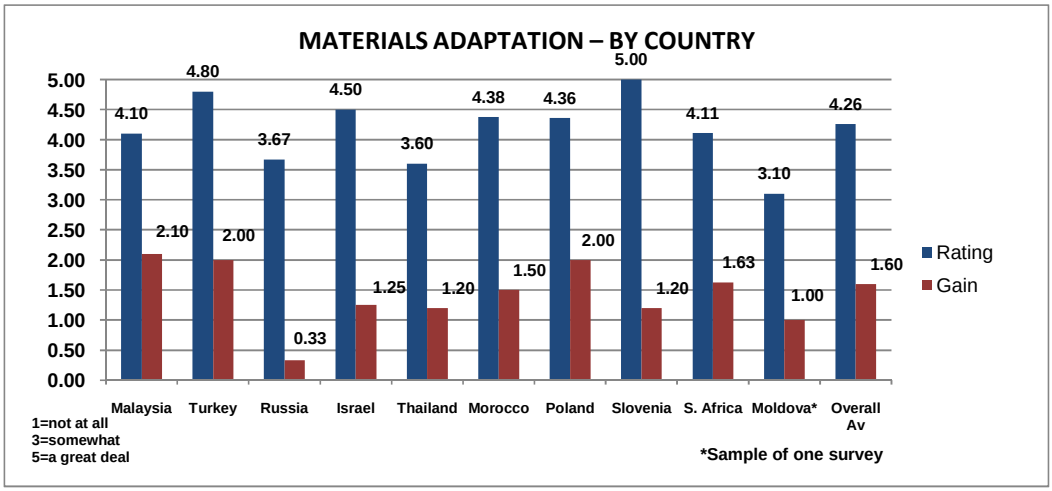
Do you feel that you have the necessary skills for developing or adapting existing human rights learning materials/tools for use in our own activities?

Although not all AI sections may have incorporated the skill of developing or adapting human rights learning materials within their TOTs, this question was included as nearly all multipliers would need to select and perhaps adapt use of training or awareness materials for their learner groups.

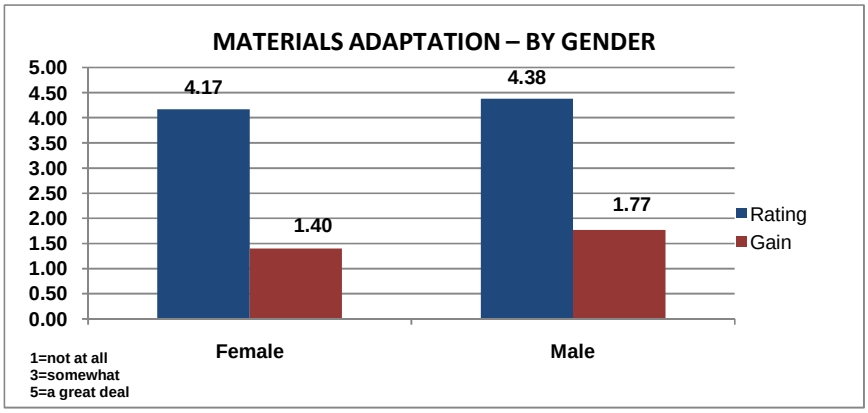
The results show an average impact rating of 4.26 across all multipliers, with an average gain of 1.60 points. The gains in averages across all countries did not emerge as statistically significant, although gains were highly statistically significant[14] for Moroccan multipliers from among the four case study countries.

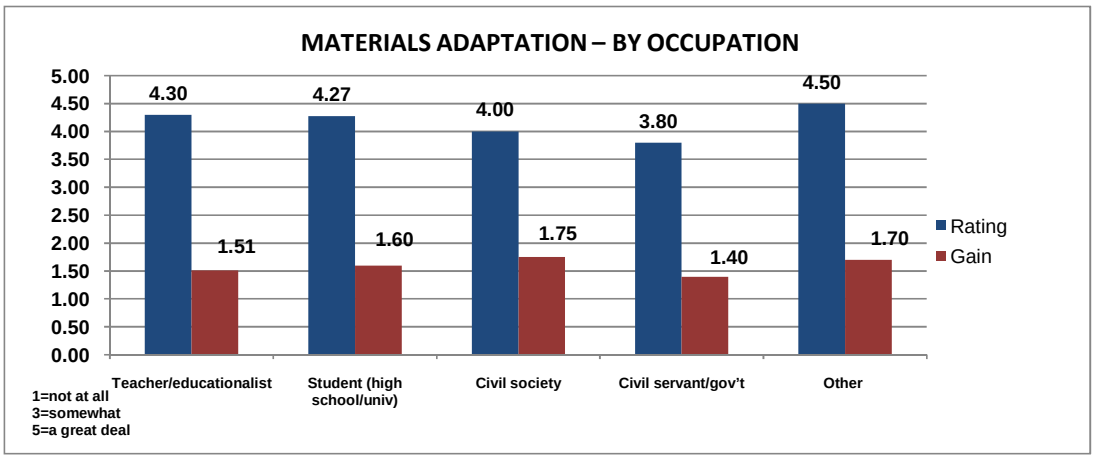
There appears to be at least a positive relationship, although somewhat modest, between hours of participation in REAP trainings and improvements in materials development skills. These results are similar to those reported for the development of facilitation skills although the range of impacts across multiplier subcategories is wider for materials development. When tests of statistical significance are applied for level of participation and skills pertaining to the development of learning/materials and tools, each level (low, medium and high) shows statistical significance[15]. This finding is difficult to explain in light of the fact that a testing of statistical significance for all multipliers had the opposite result.

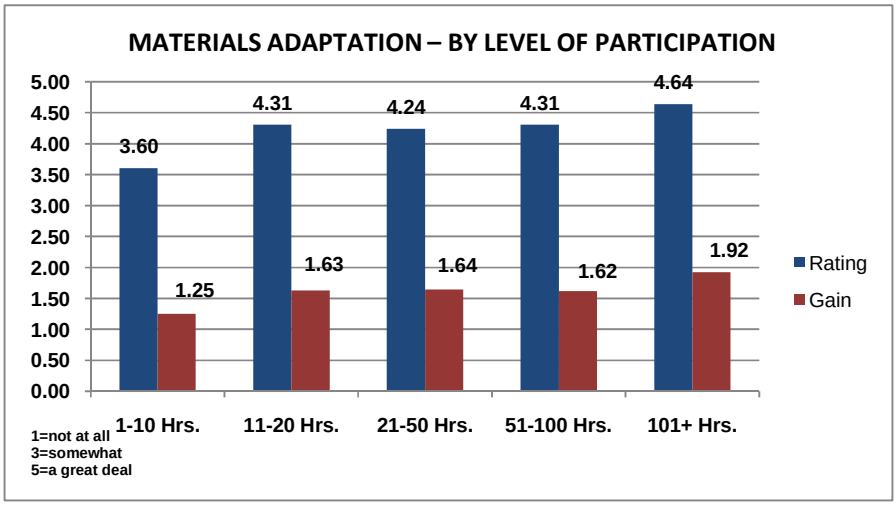
Certain countries reporting both a relatively lower level of competency as well as lower gains (Russia, Moldova) as compared to other countries. It is possible that materials adaptation may have been less of a priority. Other reported differences in impacts according to multiplier sub-category are relatively modest (less than half a point difference).



[14] Highly significant ($p < 0.01$) using a one-sided *t*-test.
[15] Highly significant ($p < 0.01$) using a one-sided *t*-test.


MATERIALS ADAPTATION – BY GENDER
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.17
1.40
4.38
1.77
Rating
Gain
Female
Male
1=not at all
3=somewhat
5=a great deal


MATERIALS ADAPTATION – BY OCCUPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.30
1.51
4.27
1.60
4.00
1.75
3.80
1.40
4.50
1.70
Rating
Gain
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
1=not at all
3=somewhat
5=a great deal

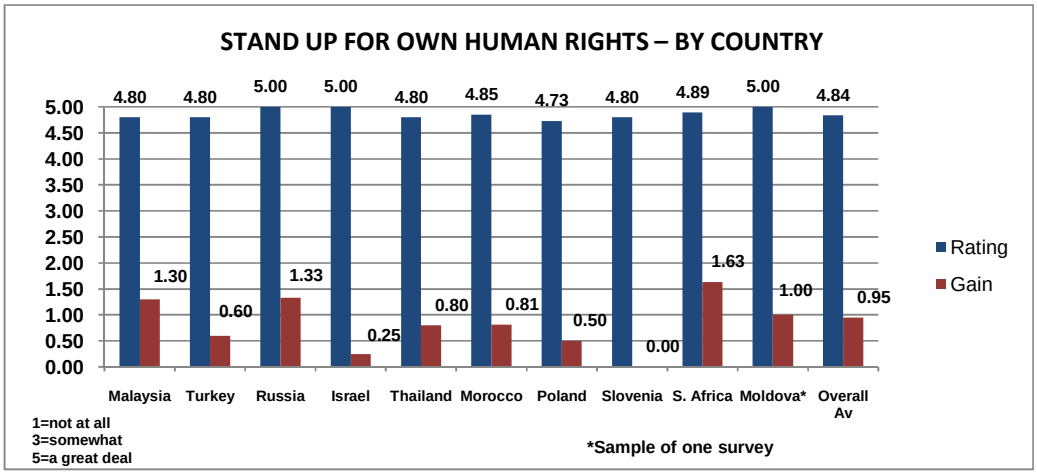

MATERIALS ADAPTATION – BY LEVEL OF PARTICIPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
3.60
1.25
4.31
1.63
4.24
1.64
4.31
1.62
4.64
1.92
Rating
Gain
1-10 Hrs.
11-20 Hrs.
21-50 Hrs.
51-100 Hrs.
101+ Hrs.
1=not at all
3=somewhat
5=a great deal

How important do you think it is to stand up for your *own* human rights?

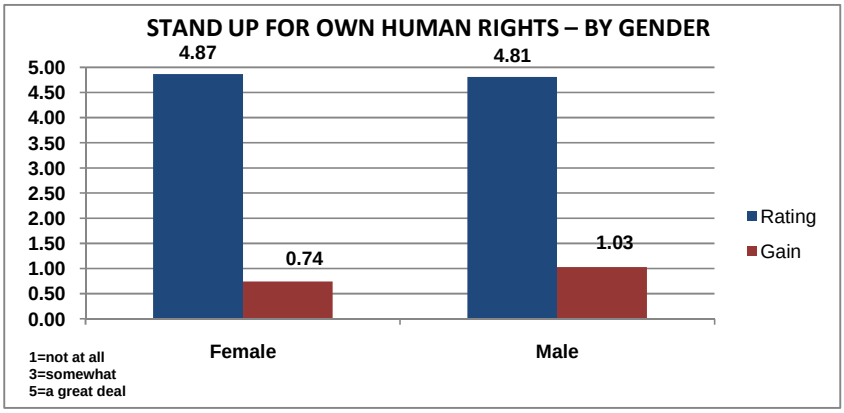
Multipliers were asked how important it was to them to stand up for their own rights, as well as the rights of others, in two separate questions. The results show that this value was extremely high across all sub-categories of multipliers, with an average rating of 4.84. The results across all multipliers were also highly statistically significant.[16]

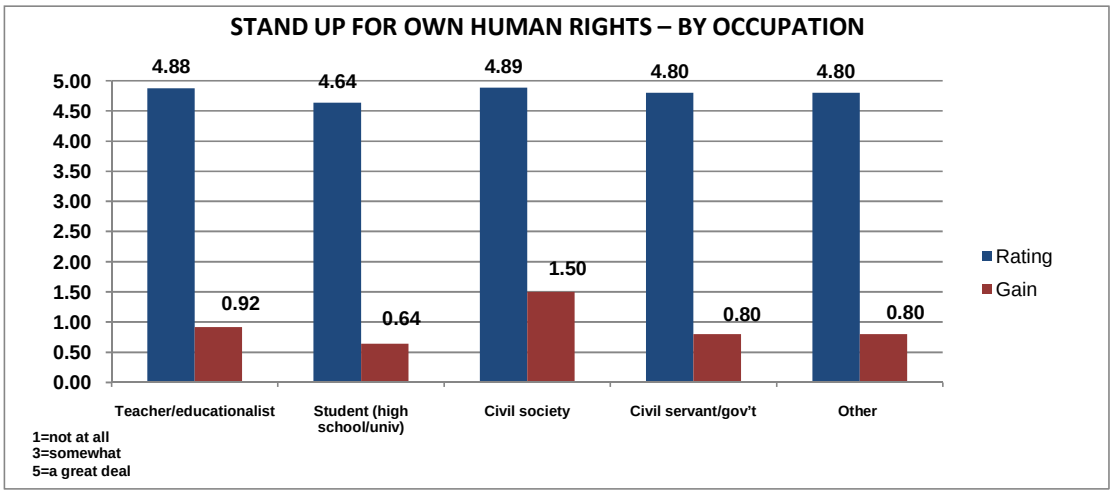
Given that multipliers may have engaged with the REAP programme with a pre-existing commitment to human rights, the Multiplier Survey sought to document the relative gain in this disposition over the course of their participation in REAP. Indeed, the relative gain was approximately one point across all multiplier sub-groups, which is still significant but less pronounced than gains in other impact areas. The multipliers for whom the highest gains were reported were South Africa (1.63), civil society (2.50) and those participating in the TOTs for more than 101 hours (1.64).

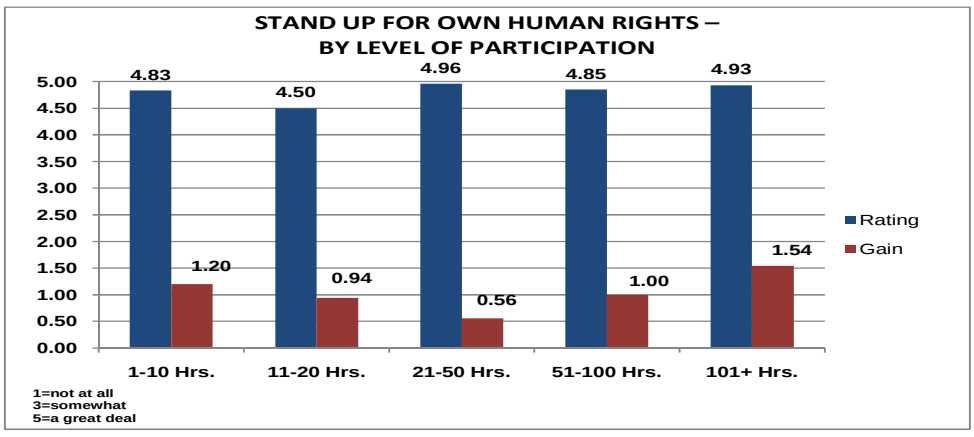
We find the greatest gains for the category of multipliers participating in HRE activities for over 101 hours and it may be that multipliers with high commitment to activism self-select into higher levels of participation in REAP trainings. However the tables do not show a strictly linear association between hours of participation and post-REAP ratings in relation to valuing standing up for one's own rights. Confirming the unique, non-linear pattern of gains and participation in REAP trainings, there was high statistical significance[17] in the gains associated with the average for low (20 hours or less) and high (51 hours or more) levels of participation in trainings, but no statistical significance associated with a medium level of participation (21-50 hours).



[16] Highly significant ($p < 0.01$) using a one-sided *t*-test.
[17] Highly significant ($p < 0.01$) using a one-sided *t*-test.


STAND UP FOR OWN HUMAN RIGHTS – BY GENDER
4.87
4.81
0.74
1.03
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Female
Male
Rating
Gain
1=not at all
3=somewhat
5=a great deal


STAND UP FOR OWN HUMAN RIGHTS – BY OCCUPATION
4.88
4.64
4.89
4.80
4.80
0.92
0.64
1.50
0.80
0.80
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
Rating
Gain
1=not at all
3=somewhat
5=a great deal

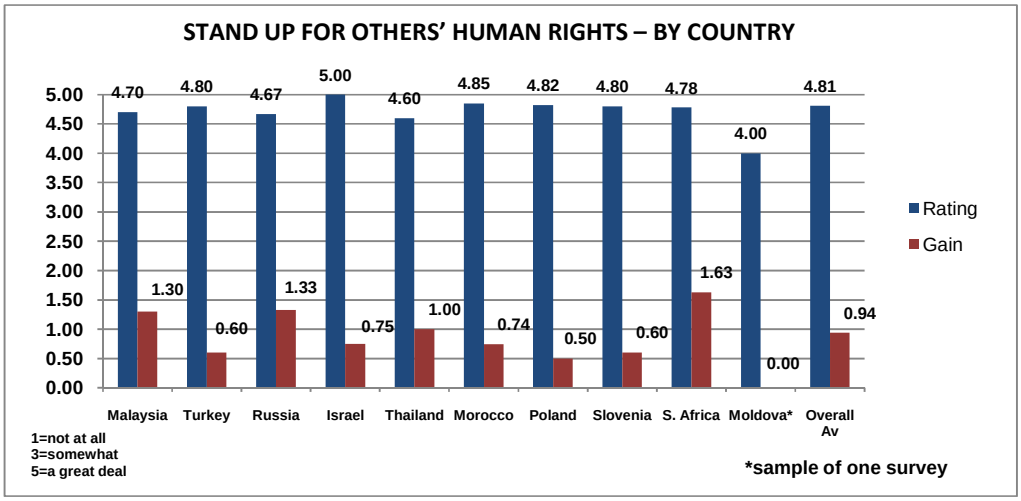

STAND UP FOR OWN HUMAN RIGHTS –
BY LEVEL OF PARTICIPATION
4.83
4.50
4.96
4.85
4.93
1.20
0.94
0.56
1.00
1.54
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
1-10 Hrs.
11-20 Hrs.
21-50 Hrs.
51-100 Hrs.
101+ Hrs.
Rating
Gain
1=not at all
3=somewhat
5=a great deal

How important do you think it is to stand up for the rights of *others*?

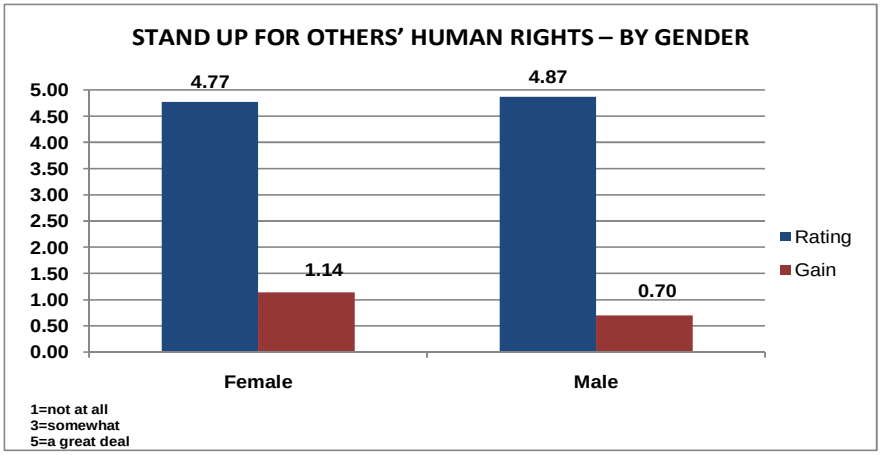
Multipliers were asked how important it was to them to stand up for the rights of others. As with the previous question, the results show that this value was extremely high across all categories of multipliers, with an overall average of 4.81 that was highly statistically significant.[18]

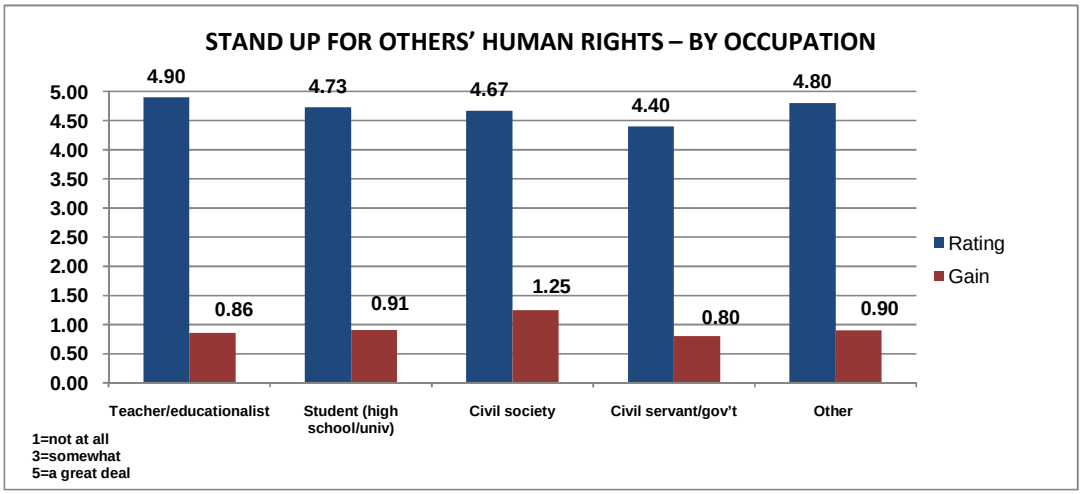
The results were, generally speaking, quite similar to those for the previous question, with some notable differences being a lower average for Moldova (4.0 as compared with 5.0 for standing up for one's own human rights). Thus the disposition to promote human rights was already very pronounced among multipliers and was further reinforced through their participation in the REAP programme.

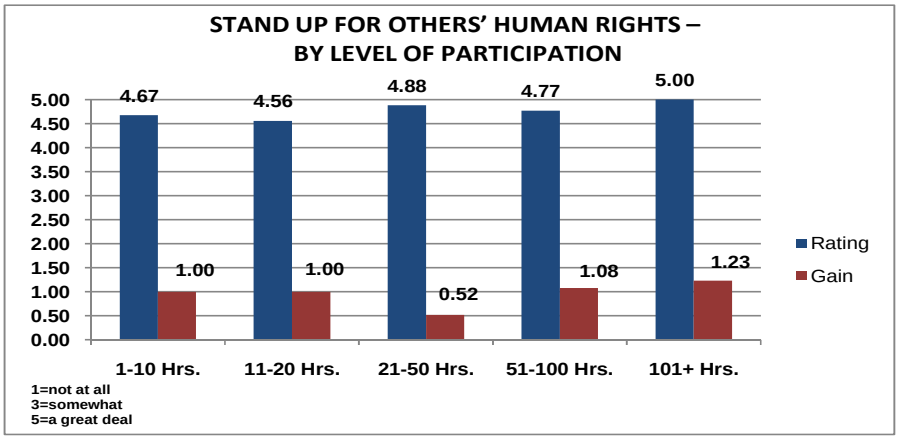
The data does not show a positive association, however, between increased time spent in human rights education activities and the valuing of standing up for one's human rights. This was confirmed in the statistical analyses that were carried out for this question on the basis of level of participation.



[18] Highly significant ($p < 0.01$) using a one-sided *t*-test.


STAND UP FOR OTHERS' HUMAN RIGHTS – BY GENDER
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.77
1.14
4.87
0.70
Female
Male
Rating
Gain
1=not at all
3=somewhat
5=a great deal


STAND UP FOR OTHERS' HUMAN RIGHTS – BY OCCUPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.90
0.86
4.73
0.91
4.67
1.25
4.40
0.80
4.80
0.90
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
Rating
Gain
1=not at all
3=somewhat
5=a great deal

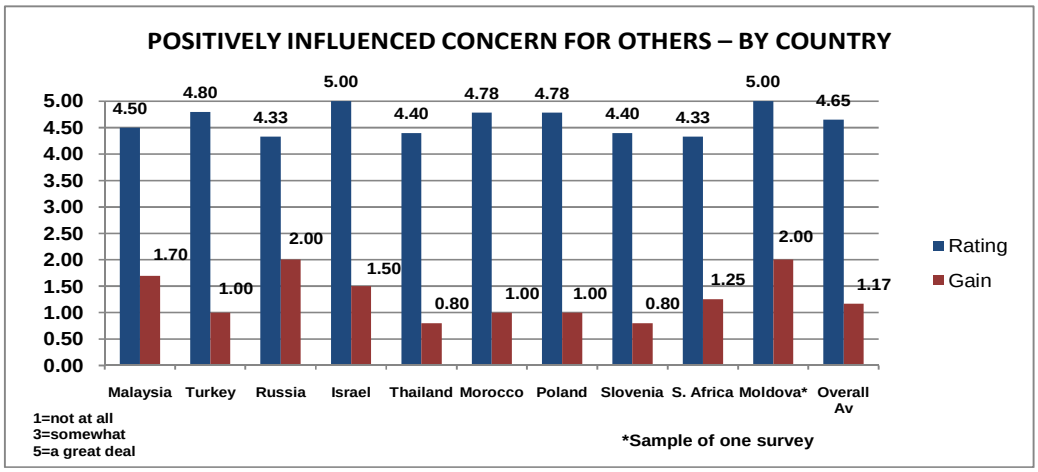

STAND UP FOR OTHERS' HUMAN RIGHTS –
BY LEVEL OF PARTICIPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.67
1.00
4.56
1.00
4.88
0.52
4.77
1.08
5.00
1.23
1-10 Hrs.
11-20 Hrs.
21-50 Hrs.
51-100 Hrs.
101+ Hrs.
Rating
Gain
1=not at all
3=somewhat
5=a great deal

How much concern would you say that you have for others, especially for vulnerable groups?

Multipliers were asked to self-report on the "concern" that they held for others, especially vulnerable groups. Although empathy is not a trait that can be readily investigated in a closed ended question, these multipliers' answers were intended to serve as a proxy for empathetic attitudes.

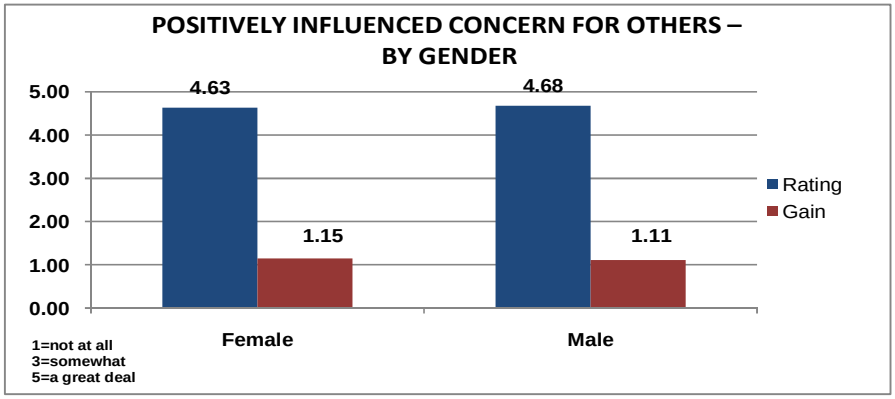
The results show quite high results for concern for others, with an average of 4.66 across all multipliers. As with other attitudinal outcomes, we find that the relative gain is approximately one point, not as substantial as skill and knowledge gains. In fact, these gains did not emerge as statistically significant across multipliers.

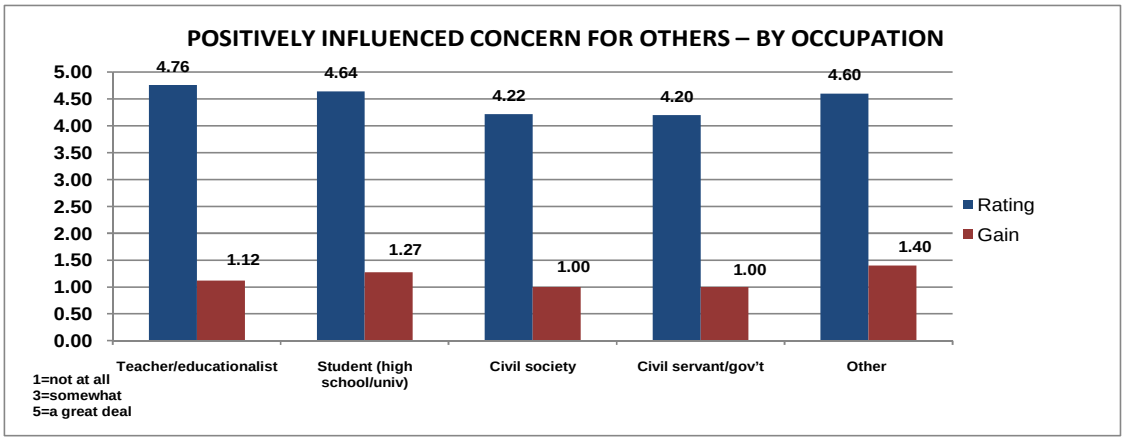
The multipliers for whom gains were especially pronounced (2 points or higher) were Moldova and Russia. The relationship between hours of participation and enhanced empathy appears unclear in the tables. Statistical testing showed however that although there was no statistically significant gain in concern for others associated with low levels of participation in trainings (20 hours or less), there were significant and highly significant gains[19] for medium and levels of participation, respectively.

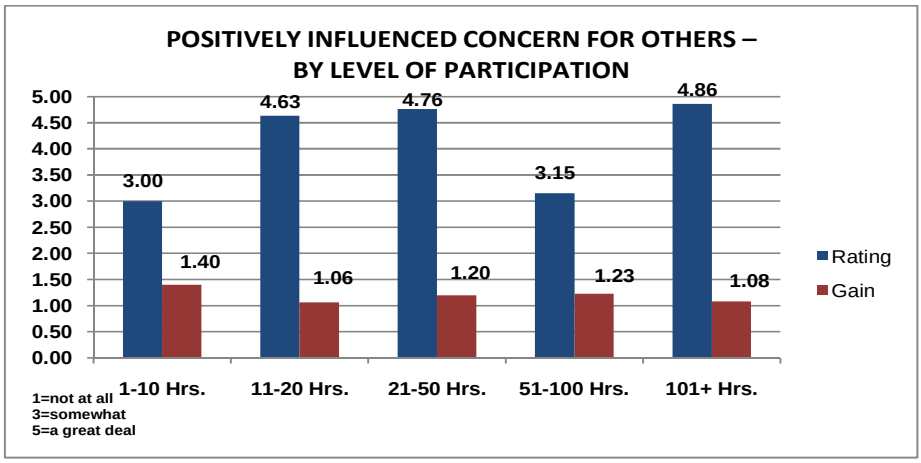


high

[19] Significant (p<1.05) and highly significant (p < 0.01) using one-sided *t*-tests.


POSITIVELY INFLUENCED CONCERN FOR OTHERS – BY GENDER
5.00
4.00
3.00
2.00
1.00
0.00
4.63
1.15
4.68
1.11
Female
Male
Rating
Gain
1=not at all
3=somewhat
5=a great deal


POSITIVELY INFLUENCED CONCERN FOR OTHERS – BY OCCUPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
4.76
1.12
4.64
1.27
4.22
1.00
4.20
1.00
4.60
1.40
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
Rating
Gain
1=not at all
3=somewhat
5=a great deal

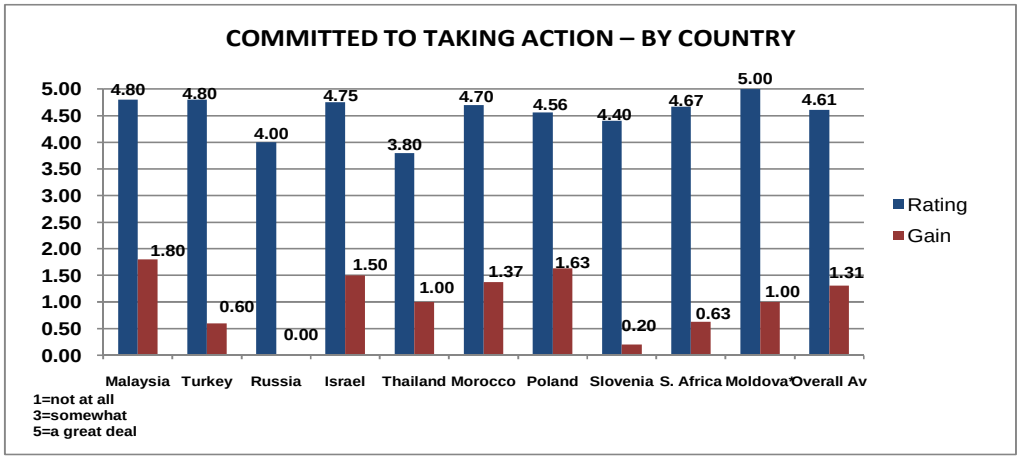

POSITIVELY INFLUENCED CONCERN FOR OTHERS – BY LEVEL OF PARTICIPATION
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
3.00
1.40
4.63
1.06
4.76
1.20
3.15
1.23
4.86
1.08
1-10 Hrs.
11-20 Hrs.
21-50 Hrs.
51-100 Hrs.
101+ Hrs.
Rating
Gain
1=not at all
3=somewhat
5=a great deal

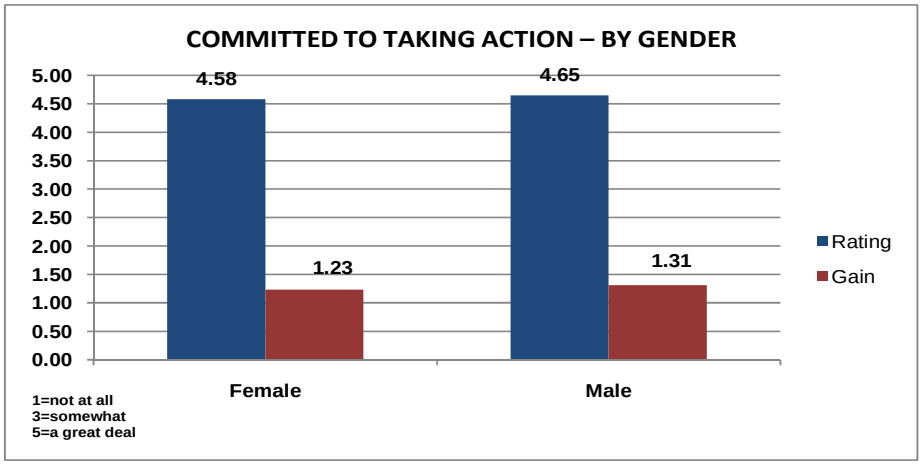
How committed are you to taking action to promote human rights?

One question directly asked multipliers to identify how committed they were to taking action to promote human rights. This question differed from earlier ones that asked multipliers to rate how highly they valued the importance of standing up for human rights. In this question, multipliers were asked to indicate if they intended to take such actions.

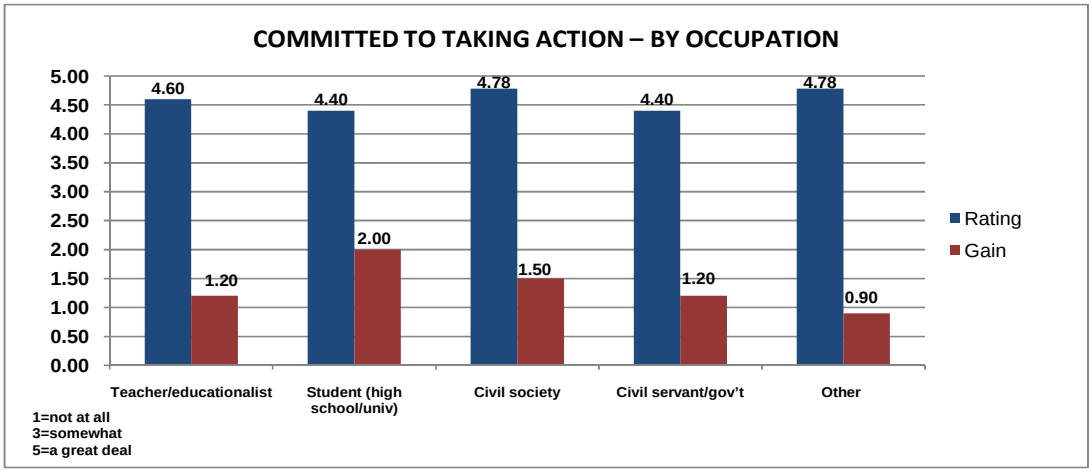
The results show an overall high level of commitment to taking action (4.81) of which an overall gain of 1.31 points was attributed to the REAP programme. This gain was highly statistically significant.[20]

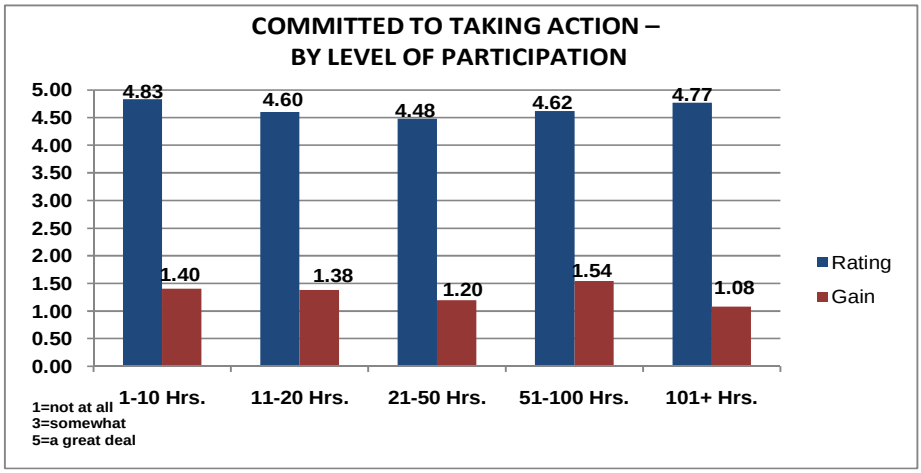
The tables did not reveal any striking differences in ratings or gains by multiplier sub-categories such as gender, occupation and hours of participation.[21] Nevertheless statistical tests showed that gains were statistically significant for women and for those participating in medium and high levels of hours of training.





[20] Highly significant ($p < 0.01$) using a one-sided *t*-test.
[21] The possible exception was Thailand, which had an average of 3.80. However, multipliers in this country nevertheless reported a gain of one point over the course of REAP.





In order to provide **one alternative set of data** on the impact of REAP participation on multipliers, key trainers who worked with them were asked to rate the relevance of each impact area and to estimate this impact, according to the specific target groups of multipliers. Thus this report is able to compare the self-reported impacts of multipliers with those reported by key trainers for five impact areas.

The Key Trainer survey asked respondents to estimate the relevance and impacts of HRE competencies on multipliers by target group, rather than as a single group, in order to take into account the possibility that key trainer activities and multipliers' responses to them may have been tailored according to target group.

The data that could be directly compared between the self-reporting of multipliers and the estimations of impacts on multipliers by key trainers were the "post-REAP" ratings of impact reported by multipliers according to occupation (the blue columns in the multiplier bar graphs) and the ratings of impact, or success, by key trainers (the red column in the key trainer bar graphs). (These tables are included in Annex A.)

Without exception, the impacts on multipliers reported by the key trainers were lower than those self-reported by the multipliers. However across the ratings provided by key trainers, they reported relatively higher impacts for those multipliers who were teachers and members of civil society groups.

The highest level of consistency (as defined by a gap of less than half a point or less) between the ratings of the multipliers and the key trainers was for 'understanding human rights principles and standards'.[22] The highest level of inconsistency was for "commitment to taking action", which key trainers rated at least half a point lower for all target groups.

Key trainers' ratings of impacts for facilitation skills and materials development were also substantially lower than those self-reported by civil servants as well as for students. Key trainers also rated the impact 'commitment to taking action' at least half a point lower for all target groups.

These differences in reported impact cannot be readily explained by the data, and the methodology of the impact assessment does not allow us to identify whether the ratings of the key trainers or the multipliers can be seen as more reliable. It is possible that the key trainers' ratings for impacts that would not necessarily be evident in the trainings (e.g., materials development, commitment to taking action) would be less reliable than those reported by the multipliers themselves. On the other hand, key trainers who remained in contact with multipliers following the TOTs' would arguably have a less biased opinion of the REAP impacts than the multipliers themselves.

An **additional alternative set of data** were collected for multipliers in the four site visit countries of Malaysia, Morocco, Poland and South Africa.[23] HRE coordinators were asked to administer a five-question survey to a comparison group within their countries whose members' backgrounds (e.g., gender, occupation, engagement with AI) reflected those of the REAP multipliers who completed a survey for this study. In other words, the comparison groups should have been similar in background to those of the REAP multipliers completing a survey, with the exception that the comparison group members did not participate in REAP trainings. A comparison of the self-reported ratings on human rights knowledge, values and behaviors between the REAP multipliers and these comparison groups were intended to aid in the investigation of the impact of the REAP programme on outcomes reported by multipliers.

[22] The one gap that did emerge was for civil servants, who self-reported their impact approximately half a point higher than key trainers did for them.

[23] Comparison group data were collected for these four REAP countries as these countries each had the minimum of ten multipliers needed for carrying out statistical analyses. South Africa had nine but it was decided to include this country so as to have a set of complete comparison data for the four case study countries.

The comparison of the post- survey results of REAP multipliers with the results of the questionnaire administered to the comparison groups showed no statistically significant differences. The only exceptions were for Poland, which showed highly statistically significant differences[24] between the post-survey results of the multipliers and the comparison group for the questions related to concern for vulnerable groups and commitment to taking action to promote human rights.

These results mean that the gains associated with the REAP programme cannot be attributed to the trainings through the application of a statistical analyses involving comparison groups. There may be several explanations for these results, none of which can be confirmed but should be kept in mind. The first explanation is that, indeed, the REAP trainings did not contribute to the knowledge, value and behavioral gains reported by the multipliers themselves, which would imply that the multipliers under-reported their original disposition in these areas when completing that portion of the survey asking them to rate their knowledge, values and behaviors in relation to human right prior to the REAP trainings.

A second explanation is that the comparison groups in fact do not reflect the backgrounds of the REAP multipliers at the time when they were first invited to participate in the REAP programme.

A third explanation is numeric in nature. Statistical tests have greater reliability and accuracy when applied for larger, rather than smaller, datasets. Although the sample sizes for both the REAP multipliers and the comparison groups were adequate for carrying out these statistical operations, it is always possible that larger datasets might have produced differing results. However, it should be noted that the results of the statistical tests that were applied did not produce *t*-values that approached the threshold for significance, excepting for the two reported for Poland. We are thus left with questions in regards to this aspect of the analysis.

A number of questions were included in the Multiplier Survey that asked for **evidence** about how their behavior had been influenced by their participation in REAP.

Has your participation in the AI TOT or other AI HRE programming influenced your attitudes in any other ways? If so, please describe.

Ninety percent of the 81 multipliers answering this question indicated that their attitudes had been influenced in ways other than those asked for directly in the Multiplier Survey. Seventy two of the multipliers elaborated in writing the ways that their attitudes had been influenced. These results were coded. The table below lists all results mentioned by three percent or more of the multipliers.[25]

[24] Highly significant ($p < 0.01$) using a two-sided *t*-test.

[25] Multiple answers were possible for individual multipliers, thus the overall percentage is higher than 100%.

These results show a range of impacts on multipliers other than those pre-defined in the survey. The two most frequently mentioned attitudinal changes relate to what might be considered medium- and perhaps longer-term values related to (a) changes in opinion/increase in empathy (24%) and (b) learning/increased interest in learning about human rights (19%). Such attitudinal changes might relate to other behavioral changes related to the promotion of human rights.

INFLUENCES OF AI HRE ON MULTIPLIER ATTITUDES	
Outcomes	**Percentage**
Personal opinions/empathy	24%
Learning (interest in/actual learning)	19%
Methodology of teaching	11%
Awareness-raising activities	8%
Personal empowerment	6%
Activities promoting HR	6%
Respectfulness	5%
Participation in (AI) actions	3%
Participation in civil society	3%
Social service activities	3%

Below are some sample quotes that illustrate the attitudinal areas of impact represented by codes above. As these coding categories apply to several of the Multiplier Survey questions, sample quotes for each category are presented only once, across these various open-ended questions.

Personal opinions/empathy:

> *I became more sensitive towards human rights issues in the society I am living in as well as social issues offshore.* (AI Malaysia)
>
> *Greater awareness of the principle of defending HR through participation and that the voice of one individual can positively impact on the life of a person living far away.* (AI Morocco)
>
> *The truth is I used to see but not realize. Most of us practice the same policy and do not protest until they are themselves victim or a relative is a victim.* (AI Morocco)
>
> *It is not enough to fight human rights violations merely passively (with words). A proactive approach is needed.* (AI Slovenia)

Learning (interest in/actual learning):

> *I have become extremely interested in local and international human rights issues, whether economic, social or political, especially women cases.* (AI Morocco)

> *The training made me acutely aware of how little other people are aware of even their basic rights and the power they have to exercise these.* (AI South Africa)

Personal empowerment:

> *AI changed my life completely. I discovered that there were skills I could acquire, material I could use, but more importantly how I could help vulnerable group more effectively. I found that there was a lot more I could do for others and a lot more I could share.* (AI Malaysia)

> *Sometimes I could say 'someone will do something'…but now I first ask myself if I have something to do or not about human rights.* (AI South Africa)

> *My joining the AI-HRE program motivated me directly and efficiently contributed to the way I act and to my interest in issues and cases relating to children, women and the environment and other society issues revolving around repression, injustice, assault and vandalism.* (AI Morocco)

> *It's a shame for me to admit, but my husband's friends tell anti-Semitic jokes. I never knew what to do in such situations so I usually just left the room. Now I know what to say and I say it and they stopped telling this nonsense.* (AI Poland, multiplier interview)

Although the survey question asking about potential influences on attitudes already elicited behavioral impacts on multipliers, two separate questions on the survey directly asked multipliers to report on REAP impacts on their activities. The first question asked multipliers to report new activities that they had carried out as a result of their participation in AI's HRE program. The next question asked multipliers to report changes in the way that they carried out pre-existing activities. The latter question was intended to solicit changes in teaching practices in schools, for example.

Have you carried out new activities as a result of your participation in Amnesty International's HRE program? If so please describe. Will you remain involved in these activities?

Eight-two percent of the multipliers who answered this question (78 total) indicated that they had initiated new activities as a result of the REAP programme and 94% of those reporting that they had initiated new activities indicated that they would remain involved with them. The six most frequently mentioned new activities related directly to the 'multiplication' of human rights education, the intended outcome of the REAP programme .[26] Thus the multipliers completing the survey confirmed that they had served the purpose originally intended for them in REAP.

[26] The exception was the outcome of 'participation in civil society', which related to the multiplier's engagement with other organizations or activities related to human rights and/or human rights education.

INFLUENCES OF AI HRE ON NEW ACTIVITIES OF MULTIPLIERS	
Outcomes	**Percentage**
Facilitation of workshops	20%
Awareness-raising activities	13%
Participation in civil society	12%
Methodology of teaching	10%
Integration of HRE w/in work	8%
Teaching new HR lessons	6%
Initiation/participation in HR Club	6%
Writing of HRE materials for AI	6%
Participation in (AI) actions	4%
Extracurricular activities	4%
Informal dialogue on HR	3%

Below are some sample quotes that illustrate the activity areas of impact represented by codes above. As these coding categories apply to several of the Multiplier Survey questions, sample quotes for each category are presented only once, across these various open-ended questions.

Facilitation of workshops:

> *Workshops for the police, journalists, cooperation with the police in Lublin, Association for Human & Nature.* (AI Poland)

In interviews carried out in Poland, nearly all multipliers indicated that they had some previous experience in leading trainings, due to studying psychology or pedagogy or through the workplace. Yet, they emphasized that REAP had given them a unique opportunity to work with a very different group of trainees, from which they learned a great deal: *I was very stressed, I prepare myself a lot but I also gain a lot from trainings with such groups like policemen or judges.*

Awareness-raising activities:

> *Presenting a report to the school management on HRE program and posting it at the teachers' room for their information, raising the awareness of students of the importance of human rights, giving a presentation on the topic.* (AI Morocco)

> *Right after participating in the training, I posted many posters on the school board and in the teacher's room. I held several meetings with students and teachers. I organized an evening meeting marked by raising awareness, cultural issues, focusing on children's rights and a safe environment.* (AI Morocco)

> *Creating more awareness of human rights in the community where we are active and supplying material to educate people and encouraging them to educate themselves and take action for themselves.* (AI South Africa)

> *In conjunction with AI the school organized an activity day dedicated to the respect of those who are different and to human rights.* (AI Slovenia)

Participation in civil society:

> *I participated in a TOT on youth and social rights. As a result I participated in 6 training programs/workshops on social rights.* (AI Turkey)

Methodology of teaching:

> *I try to look at more holistic ways of promoting human rights, for example exploring the potential of online technology, exploring how pictures, simple art forms can send a particular human rights message, instead of just through text and verbal means.* (AI Malaysia)

> *Using free and open discussion techniques I learned during the training in moderating discussion in the classroom.* (AI Morocco)

Interviews carried out with multipliers in Poland during the site visit showed that the opportunity to gain skills in leading workshops was not only an impact on multipliers but an incentive for their involvement.

> *I practice my training skills here, it will be useful for me in the future, also in my therapeutic work, or even during business trainings that I sometimes lead nowadays.*

> *I can observe and learn group process here like nowhere else*.

Teaching new HR lessons:

> *Before I learned about AI program, I hadn't used the HR aspects in my educational activities. Now I conduct classes, actions, workshops, and elective courses.* (AI Russia)

Initiation/participation in HR Club:

> *Creation of a HR Club in the school I work in, and the renewal of the club every other year.* (AI Morocco)

Have you changed the way you carry out pre-existing activities as a result of involvement in Amnesty International's HRE programming? If so please describe. Will you remain involved in these activities?

Seventy five percent of the multipliers who answered this question (72 total) indicated that they had changed the way that they carried out pre-existing activities as a result of the REAP programme and 87% of those reporting that they had changed previous activities were like to continue doing so. These results demonstrate quite clearly the impact of REAP on multiplier teaching, especially in relation to the use of interactive, participatory methodologies.

INFLUENCES OF AI HRE ON PRE-EXISTING ACTIVITIES OF MULTIPLIERS	
Outcomes	**Percentage**
Methodology of teaching	44%
Integration of HRE w/in work	9%
Facilitation of workshops	5%
Teaching new HR lessons	5%

Below are some sample quotes that illustrate the activity area of integration of human rights education within existing work.

Integration of HRE w/in work:

> *We used to provide our services to women. Afterwards we included men complying to social gender fairness. Training in computer science, foreign languages, training in ceramics, and listening to violence victims.* (AI Morocco)

> *Integrating and using HR standards. Using them in the working program of the multimedia library is manifold: plays, presentations, conferences, and awareness raising.* (AI Morocco)

4.2. Impacts on Beneficiaries

4.2.1. Background characteristics of beneficiaries

A total of 311 beneficiaries completed a REAP survey, across all 10 countries. Nearly one third of these were completed by the Moldovan section. Thus there is an overrepresentation of the Moldovan beneficiary perspectives in this assessment. It is not known how this overrepresentation of Moldovan beneficiaries may have affected the reported results. Country-specific results are presented for each key investigative question whenever available in order to allow for the reader to make comparisons and consider the potential implications for this overrepresentation.

BENEFICIARIES –BY COUNTRY		
COUNTRY	**No.**	**Percent**
Malaysia	11	4%
Turkey	12	4%
Russia	19	6%
Israel	20	6%
Thailand	21	7%
Morocco	26	8%
Poland	31	10%
Slovenia	35	11%
S. Africa	41	13%
Moldova	95	31%
TOTAL	**311**	**100%**

As the table below demonstrates, there is a predominance of females among the beneficiaries (62%) although the average ages for women and men were quite close.

BENEFICIARIES – BY GENDER & AGE				
GENDER	**No.**	**Percent**	**Age Range**	**Average Age**
Female	186	62%	11-29	23
Male	114	38%	12-77	25
TOTAL	**300**	**100%**		

The most common background/occupation for the beneficiaries was student, consistent with the predominance of teachers as multipliers. Thirty-eight of the beneficiaries did not have background characteristics that allowed them to be categorized within the other occupations. These beneficiaries included, for example, two caregivers, two unemployed persons, one social worker, one driver and one retired person.

BENEFICIARIES – BY OCCUPATION & AGE			
OCCUPATION	**No.**	**Percent**	**Average Age**
Teacher/educationalist	49	16%	38
Student (high school/univ)	206	68%	17
Civil society group	24	8%	41
Civil servant/gov't	5	2%	34
Other	18	6%	38
TOTAL	**302**	**100%**	

Beneficiaries were asked to estimate the number of hours they participated in workshops or other REAP-related activities. The hypothesis would be that higher levels of contact hours with human rights education activities would be associated with higher levels of

impact. Most likely, these estimated hours of participation are not very exact. However, they do allow us to observe some clear distinctions in hours of participation between certain subcategories of beneficiaries.

Across all beneficiaries, the average number of hours of participation in REAP programming was 32 hours. This is significant, as it suggests extended contact with multipliers rather than one-off workshops or events for those beneficiaries completing the survey. This figure also confirms that those multipliers engaged with the surveyed beneficiaries were, in fact, "multiplying" as part of the REAP programme and that this work was, on average, quantitatively substantial.

An analysis of the hours of participation according to differing background characteristics of beneficiaries is presented in the tables below. These tables present both the average hours of participation according to beneficiary sub-category, as well as the range of hours of participation. In cases where there were hours of participation that were dramatically higher than those of other beneficiaries, such "outliers" were removed and the averages re-calculated for the subcategory.

The results show that the average contact hours for beneficiaries in Russia (58) were relatively higher than for other countries whereas they were relatively lower in Malaysia (13) and Slovenia (8). They were also relatively higher for teachers/educationalists (56) and civil servants (46) as compared with other target groups.

BENEFICIARIES – HOURS OF PARTICIPATION BY GENDER		
CATEGORY	**Range**	**Average Hours**
Overall	1-312	32
Male	1-200	30
Female	1-312	33

BENEFICIARIES – HOURS OF PARTICIPATION BY COUNTRY		
CATEGORY	**Range**	**Average Hours**
Malaysia	1-39	13
Turkey	15-200	42
Turkey*	15-60	26
Russia	10-230	70
Russia**	10-150	58
Israel	1-70	22
Thailand	2-200	48
Thailand**	2-100	40
Morocco	2-120	35
Poland	6-312	47
Poland***	6-200	37
Slovenia	2-18	8
S. Africa	5-280	36
S. Africa****	5-160	29
Moldova	2-60	32

*With outlier of 200 hours dropped.
**With outlier of 230 dropped
***With outlier of 200 hours dropped.
**** With outlier of 280 dropped.

BENEFICIARIES – HRS OF PARTIPATION BY OCCUPATION		
CATEGORY	**Range**	**Average Hours**
Teacher/educationalist	4-312	56
Student (high school/univ)	1-156	29
Civil society group	5-86	24
Civil servant/gov't	32-200	77
Civil servant/gov't*	32-86	46
Other	1-160	30

*With outlier of 200 dropped.

In order to investigate the potential relationship between hours of participation and impacts, beneficiaries' hours of participation were clustered into five categories. These categories were the same ones used for multipliers.

BENEFICIARIES – CLUSTERED LEVELS OF PARTICIPATION			
Level	**Range of Part. Hrs.**	**Av. Hrs. by Level**	**No. Beneficiaries**
A	1-10	5	84
B	11-20	17	48
C	21-50	34	115
D	51-100	78	20
E	101+	168	17

4.2.2. Impacts of REAP programme on beneficiaries

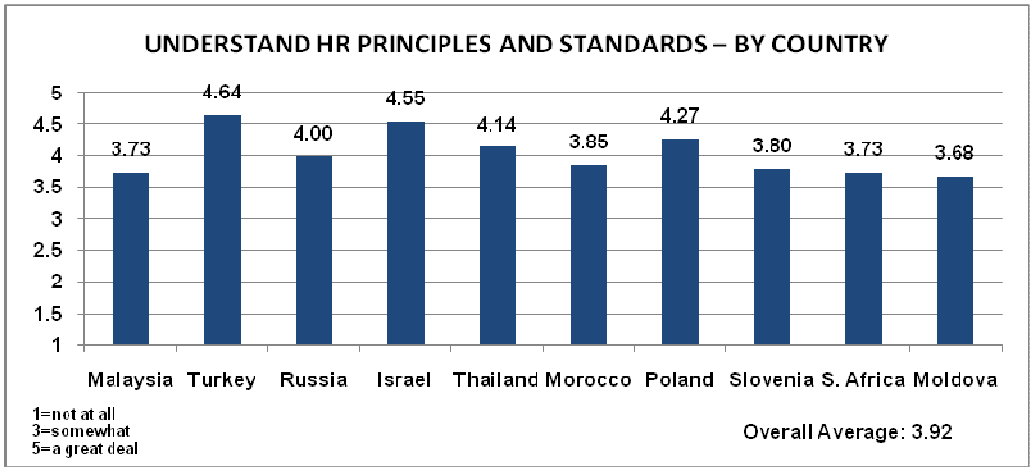
The Beneficiary Survey asked respondents a range of questions related to human rights education competencies, rating their knowledge, skills and attitudes following their participation in REAP trainings. The Beneficiary Surveys were not as complex as the Multiplier Survey, as they did not request pre- and post-REAP estimates of impacts.

As with the multipliers, the self-reported impacts on beneficiaries are presented by country of origin, gender, occupation, and level of participation.

How well would you say that you understand human rights principles and standards?

Across all countries, beneficiaries indicated confidence in their understanding of human rights principles and standards, with an overall rating of 3.92. This was slightly more than a half point lower than the average for multipliers (4.49).

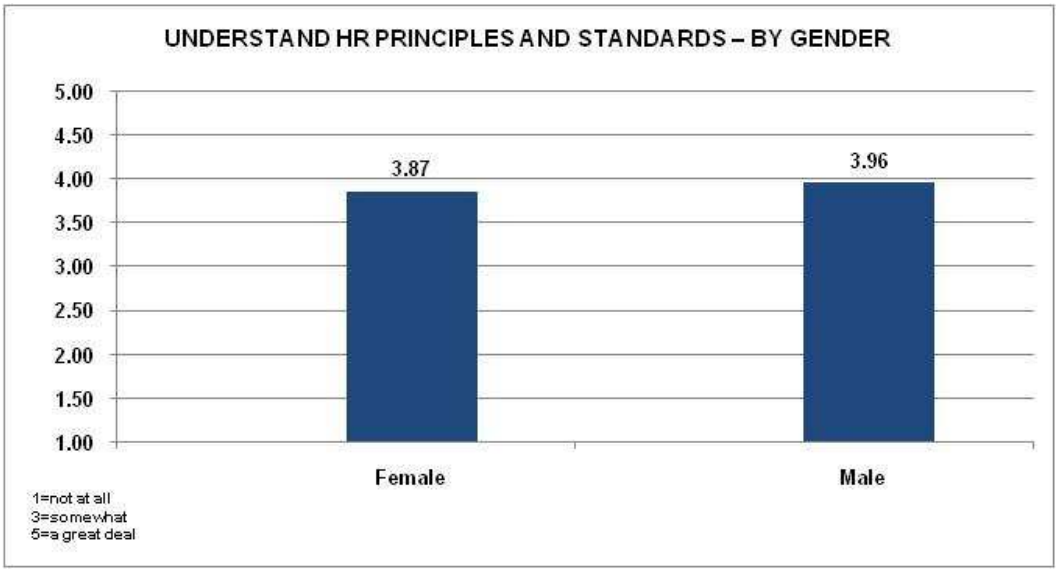
There was a range of averages across countries, with beneficiaries from Turkey and Israel reporting relatively higher levels of understanding of human rights principles and standards. However the higher and lower averages differed by only one point.

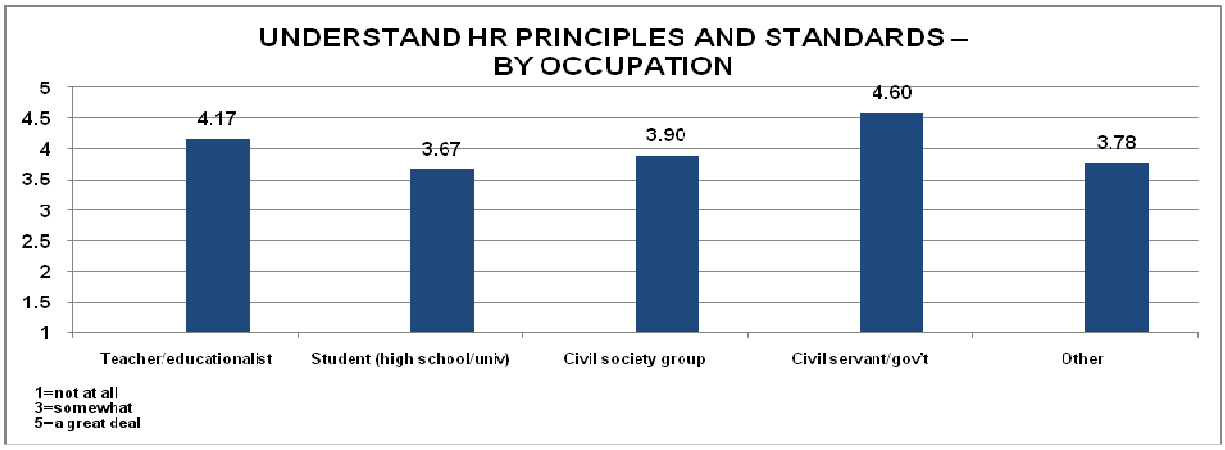


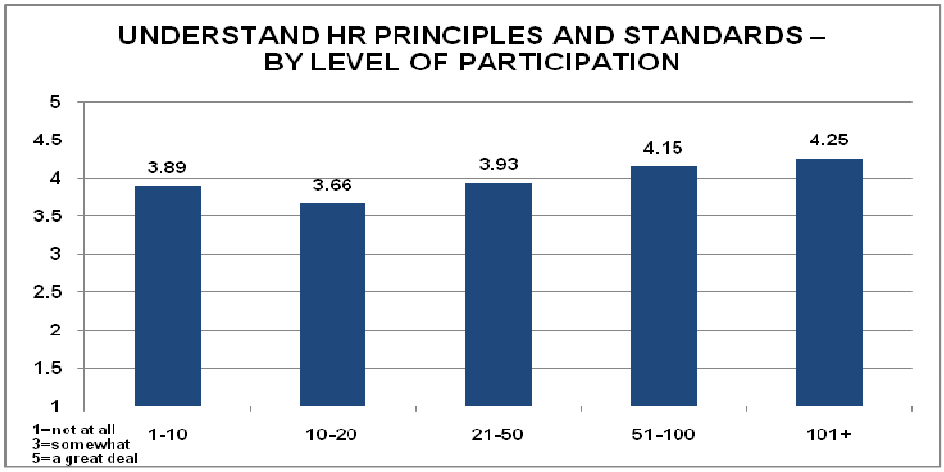
There appears to be a positive association between the hours of participation in trainings and increase in understanding of human rights principles and standards. This pattern was not apparent for multipliers but it does appear for beneficiaries. A possible explanation for this is that multipliers as a group entered the REAP programme with some knowledge of human rights whereas this was less the case with beneficiaries.

According to the survey results, increases in understanding of human rights principles and standards appear to be nearly equivalent for males and females. In terms of occupational background, there appears to be higher impacts for civil servants and relatively lower ones for students.

This difference might be partially explained through the hours of participation of these beneficiary sub-categories, as civil servant beneficiaries on average had the highest number of hours of participation across all beneficiary occupational categories. It is also possible that multiplier training programs for civil servants placed an especially high emphasis on acquisition of knowledge of human rights standards and principles.







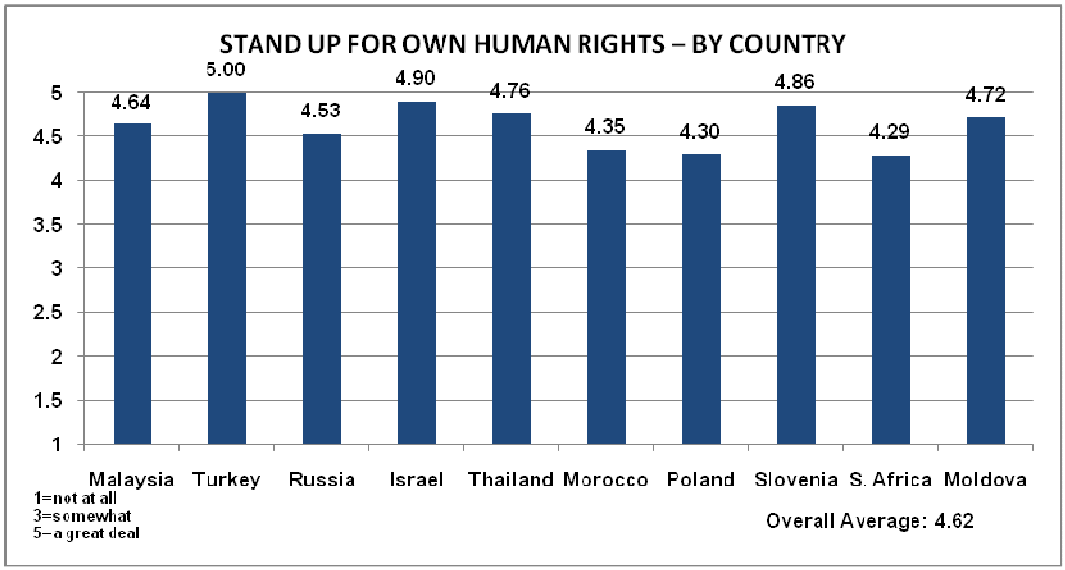
How important do you think it is to stand up for your *own* human rights?

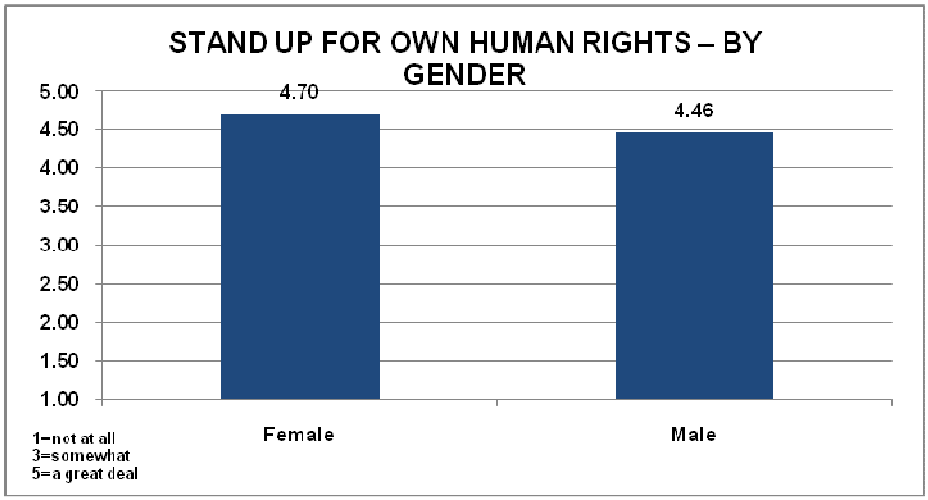
Beneficiaries were asked how important it was to them to stand up for their own rights, as well as the rights of others. The results show that this value was extremely high across all categories of beneficiaries, with an average rating of 4.62, and the lowest rating being 4.17. The beneficiary overall average of 4.62 was close to the multiplier overall average of 4.84. In fact, this was the impact area for which the overall results for multipliers and beneficiaries were closest.

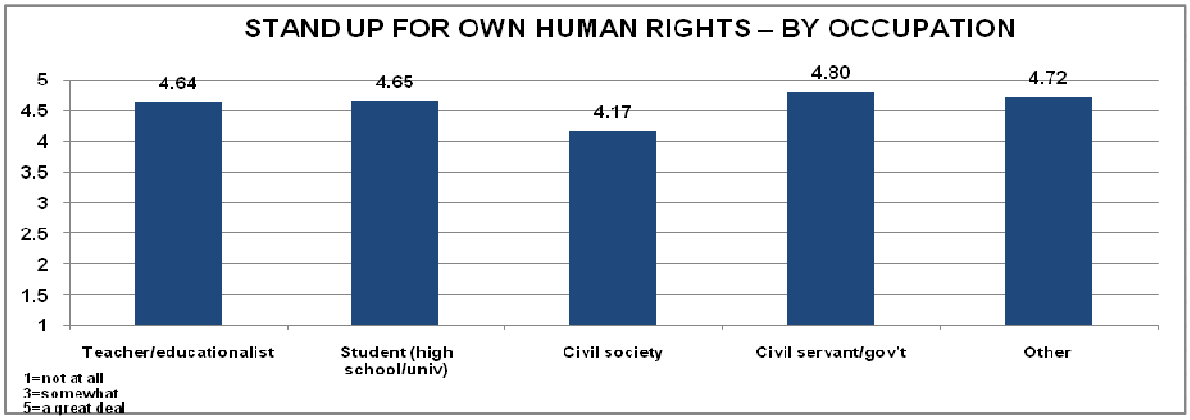
There does not appear to be a relationship between increased hours of participation and significant impacts on this attitude. This would suggest that standing up for the rights of others is an attitudinal feature of beneficiaries that is either (a) influenced by even modest amounts of human rights education training (and therefore would not be influenced by additional training) and/or (b) is possessed by beneficiaries prior to participation in human rights education activities and is, therefore, only modestly affected by them.

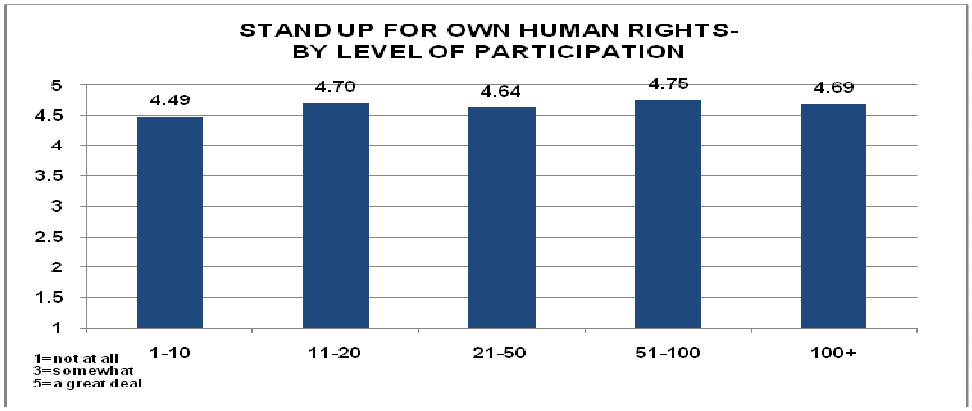
It is interesting to note that this impact seems less pronounced for the beneficiary sub-category of civil servants. The data does not allow us to explain this discrepancy but we

might speculate that civil society members participating in the REAP programme were already committed to standing up for rights and thus their participation in HRE activities did not affect this value as much as it did for other target groups. However, we are not able to answer this question directly as beneficiaries were not asked to rate their attitudes both pre- and post-REAP.





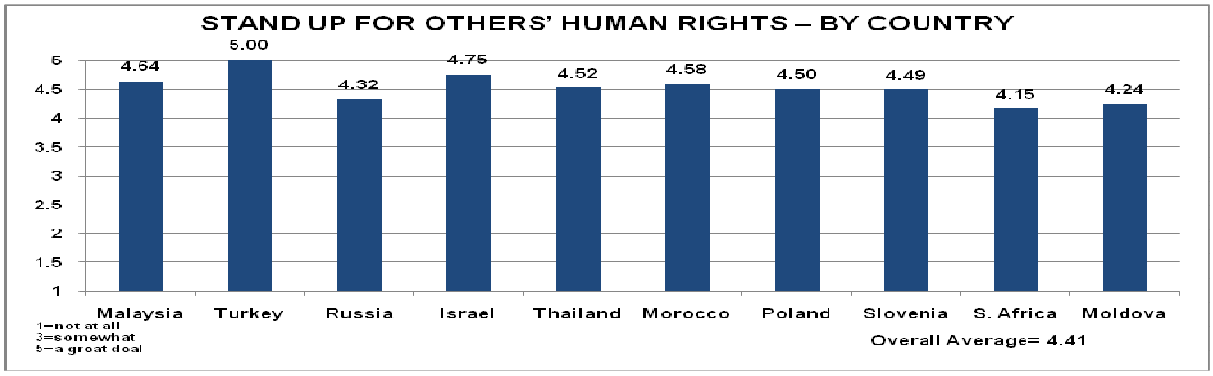


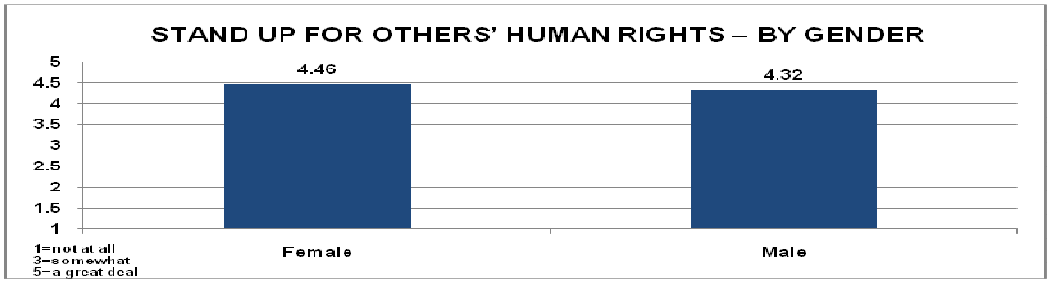


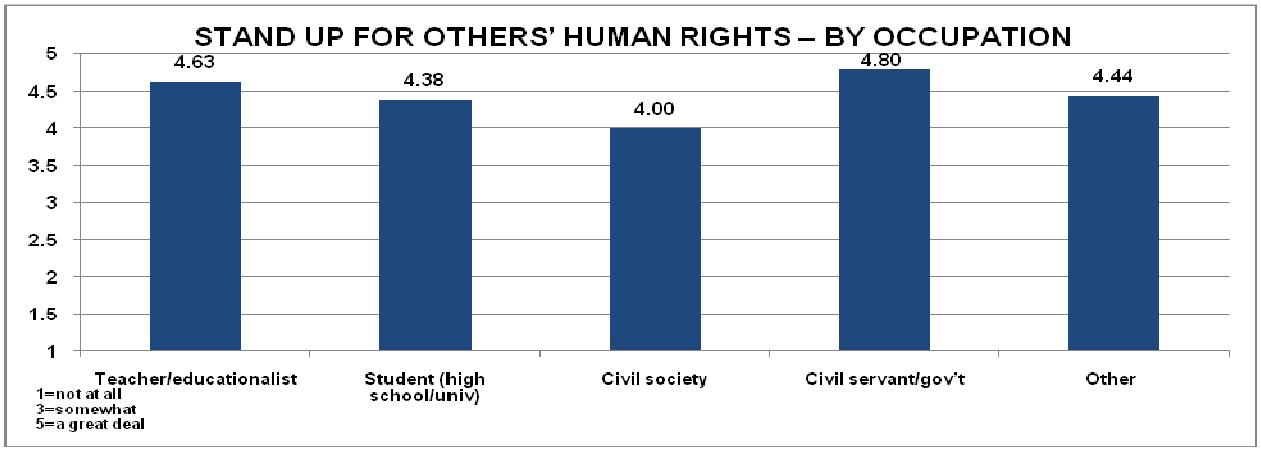
How important do you think it is to stand up for the rights of *others*?

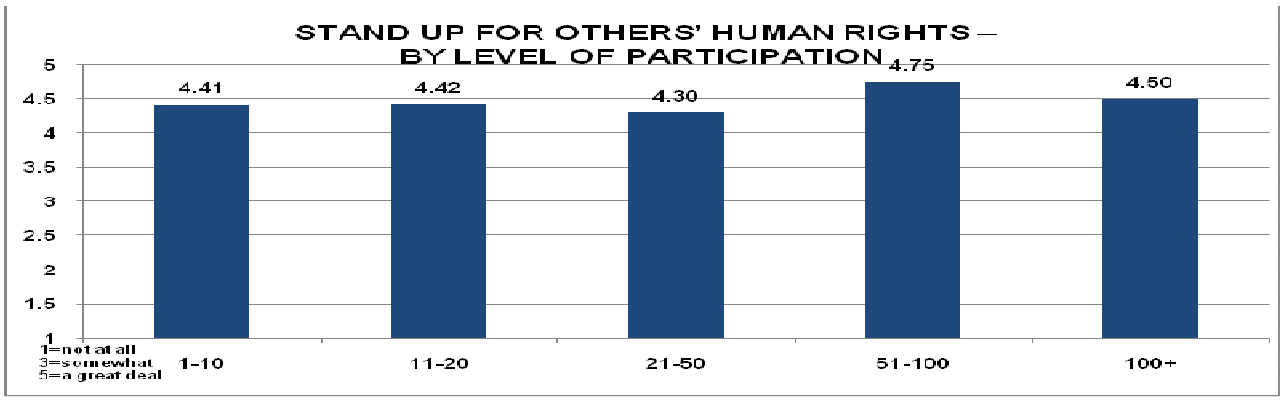
The value of standing up for the rights of others was rated extremely high across all categories of beneficiaries, although the average overall rating (4.41) was slightly lower than for the previous question. This beneficiary rating was .40 points lower than the multiplier average in this impact area.

The results were, generally speaking, quite similar to those for beneficiaries in the previous question. Once again there does not appear to be an association with hours of participation and that civil society beneficiaries report lower overall levels of impact in this area.


STAND UP FOR OTHERS' HUMAN RIGHTS – BY COUNTRY
4.64
5.00
4.32
4.75
4.52
4.58
4.50
4.49
4.15
4.24
Malaysia
Turkey
Russia
Israel
Thailand
Morocco
Poland
Slovenia
S. Africa
Moldova
1=not at all
3=somewhat
5=a great deal
Overall Average= 4.41


STAND UP FOR OTHERS' HUMAN RIGHTS – BY GENDER
4.46
4.32
Female
Male
1=not at all
3=somewhat
5=a great deal


STAND UP FOR OTHERS' HUMAN RIGHTS – BY OCCUPATION
4.63
4.38
4.00
4.80
4.44
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
1=not at all
3=somewhat
5=a great deal


STAND UP FOR OTHERS' HUMAN RIGHTS – BY LEVEL OF PARTICIPATION
4.41
4.42
4.30
4.75
4.50
1-10
11-20
21-50
51-100
100+
1=not at all
3=somewhat
5=a great deal

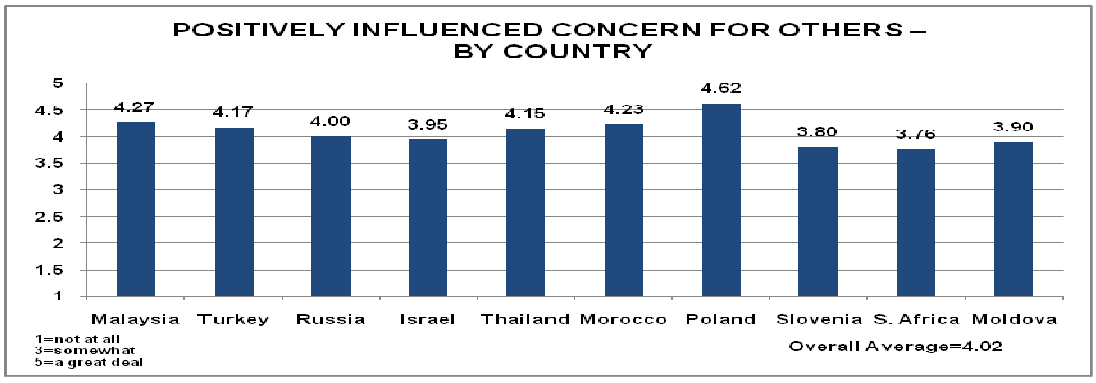
How much concern would you say that you have for others, especially for vulnerable groups?

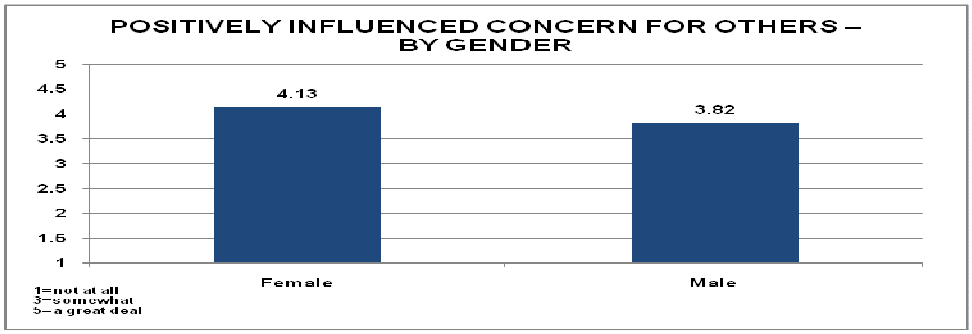
Beneficiaries were asked to self-report on the "concern" that they held for others, especially vulnerable groups. Although empathy is not a trait that can be readily investigated in a closed ended question, it was thought that beneficiaries' answers to this question with this phrasing might serve as a proxy for empathetic attitudes.

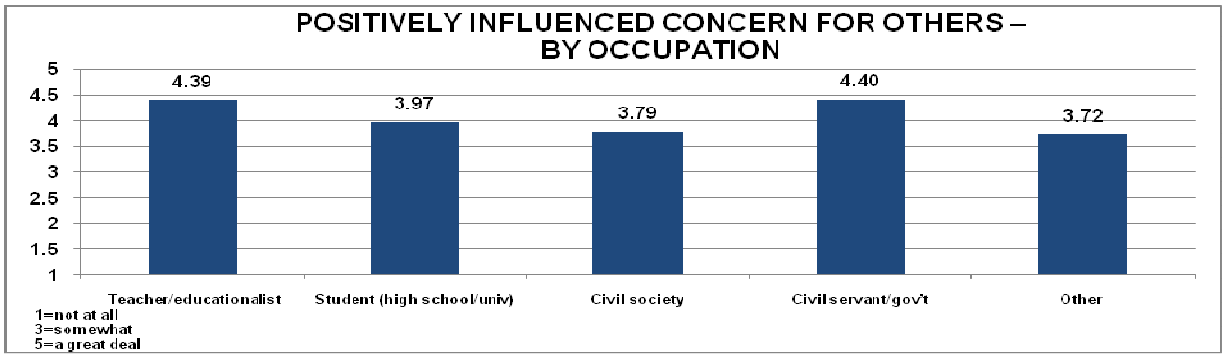
The results show high results for concern for others, with an average of 4.02 across all beneficiaries. As with previously reported impact areas, the impact on beneficiaries is about half a point lower than the average for multipliers (4.66) in this same impact area.

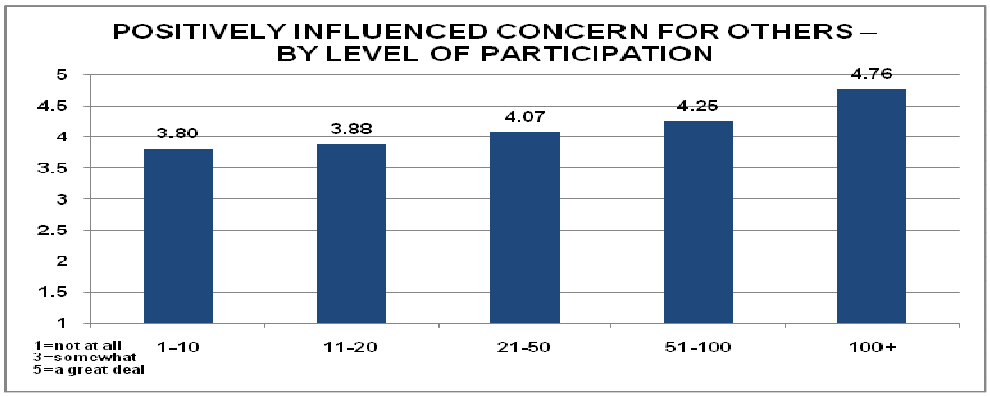
There is nearly a one-point range in averages across countries, with a noticeably high overall average for Poland (4.62). As with other attitudinal impact areas, there appears to be relatively fewer impacts on civil society members.

As was the case with multipliers, there may be a positive association between hours of participation and enhanced empathy among beneficiaries. It would be interesting to consider why such an association might exist for this attitudinal area but not for attitudes related to standing up for one's own human rights and the rights of others.









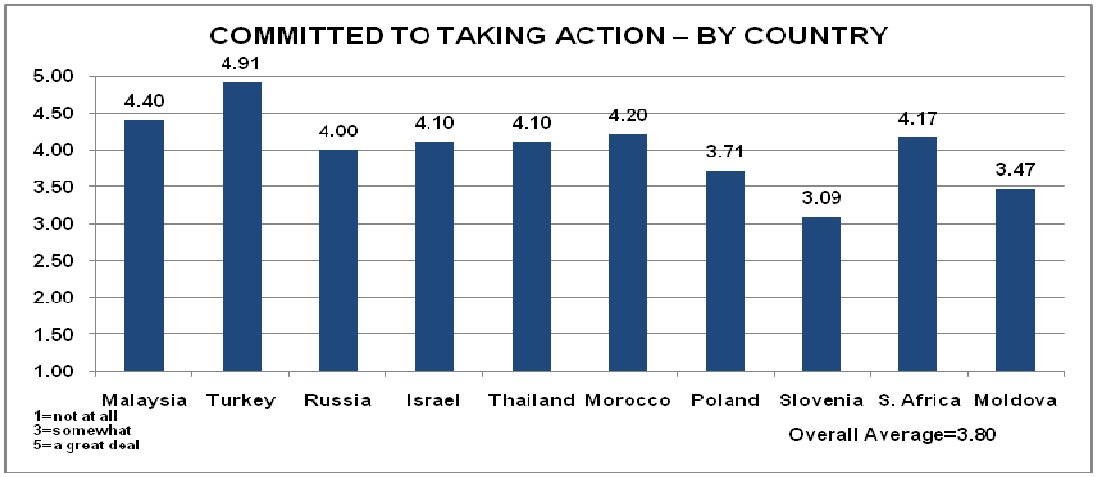
How committed are you to taking action to promote human rights?

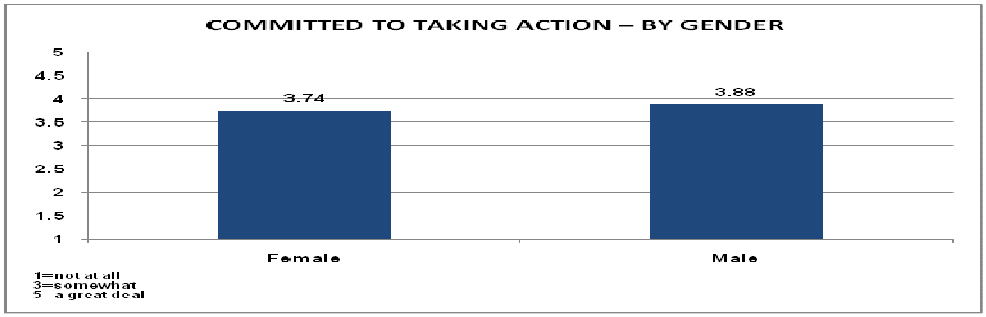
One question directly asked beneficiaries to identify how committed they were to taking action to promote human rights. This question differed from earlier ones that asked beneficiaries to rate how highly they valued the importance of standing up for human rights. In this question, beneficiaries were asked to indicate if they intended to take such actions.

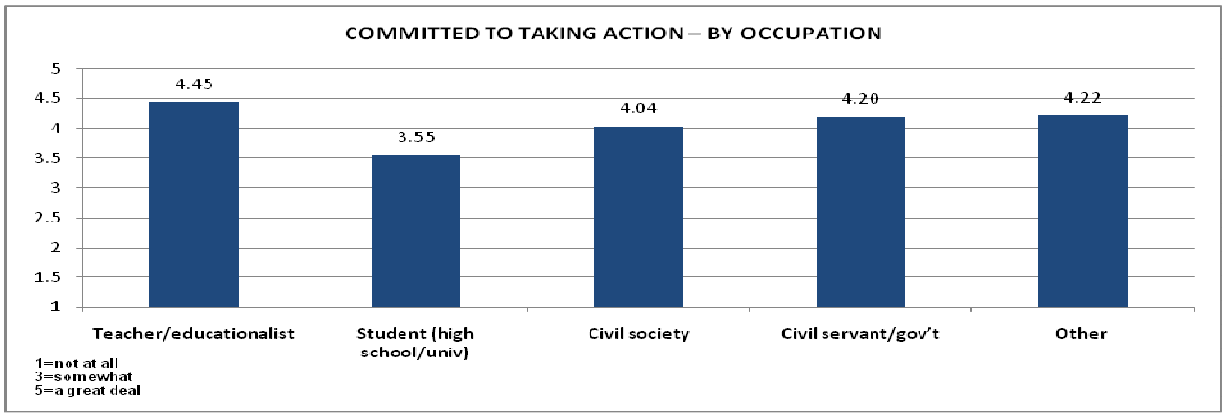
The results show clear beneficiary commitment to taking action (3.81) although this average was a full point lower than the average for multipliers (4.81). The range across countries was quite substantial, with nearly a two-point spread between Slovenia (3.09) and Turkey (4.91).

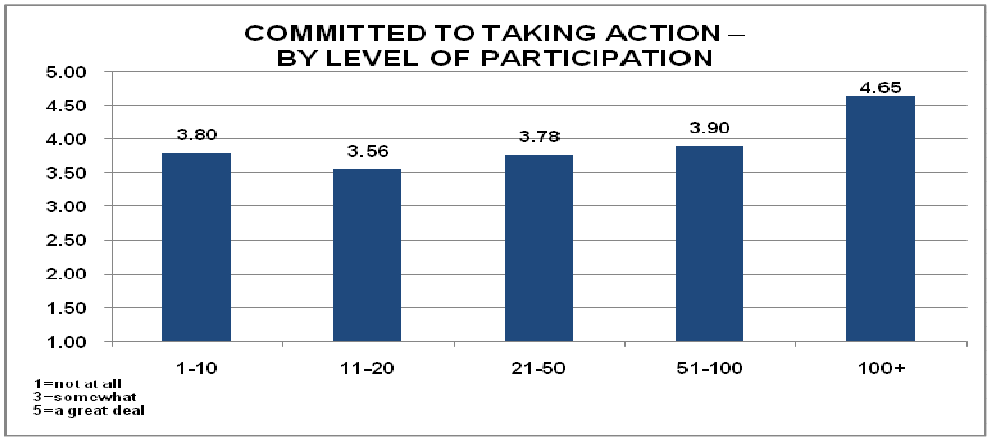
Other interesting results emerging from the data were the relatively low average for students (3.55) as compared with other occupational groups and the higher average for teachers (4.45) as opposed to civil society staff members (4.04).

There may be an association between hours of participation and commitment to taking action, although this relationship would not appear to be linear. The data shows a clear impact for beneficiaries participating in 10 hours or less in HRE activities. This impact level is not significantly surpassed until beneficiaries have participated in more than 101 hours of training. The average for these 101+ beneficiaries mostly likely can be partially explained by high levels of personal motivation.


COMMITTED TO TAKING ACTION – BY COUNTRY
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
4.40
4.91
4.00
4.10
4.10
4.20
3.71
3.09
4.17
3.47
Malaysia
Turkey
Russia
Israel
Thailand
Morocco
Poland
Slovenia
S. Africa
Moldova
1=not at all
3=somewhat
5=a great deal
Overall Average=3.80


COMMITTED TO TAKING ACTION – BY GENDER
5
4.5
4
3.5
3
2.5
2
1.5
1
3.74
3.88
Female
Male
1=not at all
3=somewhat
5=a great deal


COMMITTED TO TAKING ACTION – BY OCCUPATION
5
4.5
4
3.5
3
2.5
2
1.5
1
4.45
3.55
4.04
4.20
4.22
Teacher/educationalist
Student (high school/univ)
Civil society
Civil servant/gov't
Other
1=not at all
3=somewhat
5=a great deal



Three separate questions on the survey asked beneficiaries to address directly behavioral impacts from the REAP programme. The first asked beneficiaries to report new activities that they had carried out as a result of their participation in AI's HRE program. The second question asked beneficiaries to report changes in the way that they carried out pre-existing activities. The final questions asked if respondents were applying human rights in their personal lives.

Have you carried out new activities in your community as a result of your involvement in the multiplier's/trainees' work? If so, please describe.

Fifty-four percent of the 310 beneficiaries answering this question indicated that they had initiated new activities as a result of the REAP program. This result demonstrates that the "cascade" model of multiplying within REAP was essentially realized. However, as might be expected, the percentage of beneficiaries indicating that they had undertaken new activities was smaller than that of multipliers participating in HRE activities.

When these beneficiaries are broken out according to sub-categories, the data shows that 75% of more teachers and civil servants began new activities as a consequence of REAP whereas this was reported for less than one third of the civil society members.

There also appears to be a positive relationship between hours of participation in HRE activities and likelihood of undertaking new activities. As with other outcomes for which we saw such a relationship, we cannot discern how much of this impact can be isolated to the REAP trainings and how much to the intrinsic motivation of those trainees who opt to participate in a higher number of trainings.

NEW ACTIVITIES UNDERTAKEN – BY BENEFICIARY SUB-CATEGORY		
Subcategory	**Yes**	**No**
Female	51%	49%
Male	54%	46%
Teacher/educationalist	75%	25%
Student (high school/univ)	48%	52%
Civil society group	29%	71%
Civil servant/gov't	80%	20%
Other	61%	39%
1-10 hours	35%	65%
11-20 hours	30%	70%
21-50 hours	68%	32%
51-100 hours	65%	35%
101+ hours	100%	0%

The written responses for beneficiaries who indicated that they had initiated new activities were coded, with the table below listing all results mentioned by three percent or more of the beneficiaries. Multiple answers were possible for individual beneficiaries, thus the overall percentage does not equal 100%.

The two new activities most frequently mentioned by beneficiaries related to multiplier activities, specifically workshops (20%) and awareness-raising activities (16%). This result might relate to the large number of teachers and educationalists represented among the surveyed beneficiaries. This suggests that a portion of beneficiaries continued "the chain" of multiplying, which began at the key trainer level and continued through the multiplier and beneficiary levels.

INFLUENCES OF HRE ON NEW ACTIVITIES OF BENEFICIARIES	
Outcomes	**Percentage**
Facilitation of workshops	20%
Awareness-raising activities	16%
Social service activities	16%
Participation in civil society	8%
Participation in (AI) actions	8%
Informal dialogue on HR	8%
Teaching new HR lessons	7%
Learning (interest in/actual)	4%

The range of new activities mentioned by beneficiaries, as with multipliers, shows that there are multiple avenues in which recipients of HRE programming can be influenced and, in turn, impact the environments in which they live and work.

Below are some sample quotes that illustrate the activity areas of impact represented by codes above. These coding categories apply to several of the Beneficiary Survey questions.

Facilitation of workshops:

> *I took part in fighting discrimination against women by having a workshop that strived to bring awareness to women regarding the situation.* (AI Malaysia)
>
> *Moderating a training workshop for AI youth at the central group in Ksar Lakbir entitled 'our rights in our hands' and which tackled the definition of what are human rights and informing about AI and its actions.* (AI Morocco)
>
> *We have peer educators and we train our own age groups to know their rights and where to access them.* (AI South Africa)
>
> *Workshops for teachers (many teachers are very conservative, violations of children's rights occur at school).* (AI Russia)
>
> *Community members are breaking the silence now, and now we are doing workshops on our own instead of waiting for TEVP* [NGO] *staff members to come and run a workshop for us.* (AI South Africa)

Awareness-raising activities:

> *I help inform younger children or those from the village to know their rights and even to use them. On Saturdays I used to have even meetings with children of my age, delivering an information course.* (AI Moldova)
>
> *I have organized debates on "Human Rights" among pupils, classmates, giving arguments for or against in certain situations when one has the right and can defend one's rights, and when it is better to ask someone stronger to help.* (AI Moldova)
>
> *I am discussing this topic in my work on radio.* (AI Poland)

Social service activities:

> *I help out with the youngsters in my village with learning to read basics. So that illiteracy will not prevail among the youngsters in my village.* (AI Malaysia)

I am a really sensitive person, especially to children who cannot have a normal childhood. I always take part in fundraising. I give my clothes away to the Polish Red Cross. (AI Poland)

Now I am working with children of the community and making them aware of HIV/AIDS, doing education and home visits. (AI South Africa)

I have taken part in a project aimed at supporting disabled children from Ialoveni boarding school and have collected donations. (AI Moldova)

Participation in civil society:

Participation in a conference held by the Labor Democratic Confederation (CDT) in celebration of March 8th on Women status between Islam and international conventions, implementation of the Family Code. (AI Morocco)

Involved with UNESCO, PAH – depending upon the project, group, partner and topic. (AI Poland)

Participation in (AI) actions:

I helped to organize numerous actions, for example 'March of Silence' (Tibet). (AI Poland)

Following these workshops the number of our activities have increased. The works on HR have increased and accelerated. (AI Turkey)

We met a refugee from Congo and he told us about abuse and we wrote letters to the Ambassador of Congo and to other countries where there was a violation of human rights. (AI Israel)

Have you changed any of your pre-existing activities as a result of involvement? If so please describe.

Fifty-seven percent of the 308 beneficiaries who answered this question indicated that they had changed the way that they carried out pre-existing activities as a result of the REAP program. When these beneficiaries are broken out according to sub-categories, the data shows that 73% of more teachers and civil servants changed pre-existing activities as a consequence of REAP whereas this was reported for less than one third of the civil society members. This overall pattern of impact on the basis of occupation reflects that for the previous question in relation to initiating new activities on the basis of REAP.

There does not appear to be a clear relationship between hours of participation in HRE activities and likelihood of changing pre-existing activities.

PREVIOUS ACTIVITIES CHANGED – BY BENEFICIARY SUB-CATEGORY		
Subcategory	**Yes**	**No**
Female	58%	42%
Male	55%	45%
Teacher/educationalist	73%	27%
Student (high school/univ)	57%	43%
Civil society group	25%	75%
Civil servant/gov't	80%	20%
Other	44%	56%
1-10 hours	41%	59%
11-20 hours	52%	48%
21-50 hours	70%	30%
51-100 hours	55%	45%
101+ hours	71%	29%

The results of the REAP programming on beneficiaries in relation to pre-existing activities shows a preponderance of changes in attitudes and values, such as respectfulness, learning and empowerment. It is striking that beneficiaries spontaneously tended to emphasize these kinds of changes in personal values in response to this prompt.

A range of outcomes were mentioned by beneficiaries for this question.

INFLUENCES OF HRE ON PRE-EXISTING ACTIVITIES OF BENEFICIARIES	
Outcomes	**Percentage**
Respectfulness	15%
Learning (interest in/actual)	13%
Personal empowerment	13%
Personal opinions/empathy	9%
Changed behavior	8%
Activities promoting HR	6%
Methodology of teaching	6%
Integration of HRE w/in work	4%
Informal dialogue on HR	4%
Participation in (AI) actions	4%

Below are some sample quotes that illustrate the attitudinal areas of impact represented by codes above. These coding categories apply to several of the Beneficiary Survey questions.

Respectfulness:

I think I am more open-minded and approachable. I am also more eager to listen to other people's opinions. (AI Poland)

Personally I uphold human rights in everyday dealings, such as respecting others and being cautious not to hurt their dignity and resist racial discrimination. (AI Morocco)

Giving freedom to the children I supervise, respecting and listening to others, having empathy with excluded groups. (AI Morocco)

I have become more dutiful - listen to the opinions of other pupils, do not call them names, I have become more understanding, a better listener. (AI Moldova)

In order to be respected one must, first of all, respect. That is why I defend my rights and respect the rights of other people. (AI Moldova)

More considerate of women's rights. More considerate of new immigrant's rights. (AI Israel)

Learning (interest in/actual):

The program enabled me in expanding my knowledge in the campaigns conducted by AI and in looking into the problems hindering the development of HR at the international level, especially in accordance to the rule 'not working within the country'. (AI Morocco)

If I am watching TV or reading the newspaper, I pay more attention to human rights issues. I try to take a position in the discussion. (AI Poland)

I feel more aware of the remedies available to those whose rights are violated. (AI Poland)

I search in Amnesty website other cases in order to be more aware. (AI Israel)

Knowledge about minorities not from the book but from real encounters. When we talk about Buddhism we invite a monk to school. (Interview with middle school student, School Group, AI Poland)

Personal empowerment:

I tend to speak up for myself if I see injustice in my classroom or with my friends. (AI Malaysia)

It is alright to stand up for our rights even if we are in the minority. I tended to shy away previously on basis that I should not rock the boat. (AI Malaysia)

I think a person has to be very assertive and courageous to exercise human rights. Right now I am developing these skills and I am getting better and better. (AI Poland)

To stand up for my rights and how when to stand up for myself and be able to forgive myself before forgiving others. (AI South Africa)

If someone is doing something wrong to me I take actions (human rights actions) e.g., go to the police station. (AI South Africa)

These activities have changed some of my opinions, my way of life and, not least of all, my way of thinking and expressing my opinion freely. I can already tell that I can express myself more freely in front of adults. (AI Moldova)

I have become calmer, more courageous in expressing my opinion. My grandfather listens to me and never beats me anymore. (AI Moldova)

Personal opinions/empathy:

I am better acquainted with children's rights, which changed my perception of the children's situation, not only from the humanitarian aspect, but also from the principle of HR. (AI Morocco)

When I am looking for a job I ask myself a question if I could discuss human rights issues inside the company. (AI Poland)

I started to believe in the necessity of supporting and participating in all kinds of activities to prevent violence and I also understood the insufficiency of pretended reactions against violations of HR, but instead the necessity of becoming conscious and helping others to increase awareness on HR. (AI Turkey)

As a rural female student, I value the right of every girl and child to schooling, and I oppose their long distance travel to work….I value children's right to recreation and participation in activities held in the vicinity, the facilitation of registration procedures of newborn children to enact the children's rights to identity. (AI Morocco)

I became more aware of the importance of helping people if they are in trouble. That we're all equal and that nobody's human rights are worth less than mine. (AI Slovenia)

For our friends and colleges computers and entertainments are really important. It is selfish. When we carry out a project about minorities or we organize

Refugees Day or Day for Tolerance at school, we try to do something, even it is a small. I hate being passive. (Interview with middle school student in School Group, AI Poland)

As the previous two questions had asked beneficiaries to report changes in activities, the next open-ended question on the Beneficiary Survey asked if they had internalized human rights in ways that affected their private life.

Are you using human rights in your personal life?

Eight-eight percent of the 311 beneficiaries who answered this question indicated that they were using human rights in their personal life. This impact figure is quite high, and is sustained across all sub-categories of beneficiaries. There are slightly higher impact levels for females as compared to males.

USING HUMAN RIGHTS IN PERSONAL LIFE – BY BENEFICIARY SUB-CATEGORY		
Subcategory	**Yes**	**No**
Female	98%	2%
Male	89%	11%
Teacher/educationalist	94%	6%
Student (high school/univ)	85%	15%
Civil society group	100%	0%
Civil servant/gov't	100%	0%
Other	100%	0%
1-10 hours	84%	16%
11-20 hours	90%	10%
21-50 hours	91%	9%
51-100 hours	95%	5%
101+ hours	94%	6%

The most frequently mentioned outcomes reported by beneficiaries in relation to their personal lives related to specific actions, such as undertaking activities to promote human rights and changed behavior.

INFLUENCES OF AI HRE ON PERSONAL LIVES OF BENEFICIARIES	
Outcomes	**Percentage**
Activities promoting HR	24%
Respectfulness	16%
Changed behavior	14%
Personal opinions/empathy	13%
Personal empowerment	10%
Learning (interest in/actual learning)	8%
Informal dialogue on HR	4%

Below are some sample quotes that illustrate the activity areas of impact represented by codes above. These coding categories apply to several of the Beneficiary Survey questions.

Activities promoting HR:

> *People are speaking out and reporting cases if she or he is abused.* (AI South Africa)
>
> *I overcame my fear (though I really feared) and applied to the Government of Murmansk Region with a letter dedicated to the problems of our settlement. As a result, the authorities established a dental office in the school building and examined all children. Payment terminals were installed in our settlement enabling us to pay for mobile communications…Our apartments became warmer due to improvement in heat supply services. And a range of goods and products were increased in our shops.* (AI Russia)
>
> *I try to show adults that I can defend my rights and do not listen to something that is not right. Everyone's opinion is important, and this must be respected, especially by adults (e.g., teachers).* (AI Moldova)
>
> *I wrote letters in school to government ministers about the release of Gilad Shalit.* (AI Israel)

Changed behavior:

> *I was involved in child abuse and now I never beat my children.* (AI South Africa)
>
> *I used to steal pens at school but now I know that I was taking/violating other children's right to education.* (AI South Africa)
>
> *Registration at school of my daughters in spite of the opposition of my husband. Demanding of my husband to work and contribute to the spending of the poor*

family. Telling my husband that I am aware of women's rights and do not accept violence against me and my daughters. (AI Morocco)

In relations with my husband and my colleagues I pay attention to freedom of expression. I do not use violence against my child and I do not let others do it. (AI Turkey)

In class in relation to my professors. (AI Slovenia)

1. I am not rude to girls anymore. 2. I study better now. 3. I respect my friends. (AI Moldova)

I stopped abusing children in lower levels than me. (AI Israel)

I saw a child that was being beaten by bigger children, so I ran and helped him to escape from the beatings. Once I saw a big boy that hit a smaller boy without any reason, so I told his teachers and she punished the boy. (AI Israel)

Sometimes I ask teachers why they have given me one or another mark. If the teacher is right giving me a certain mark I understand her. However, teachers can be mistaken sometimes, and if I manage to prove that they change my mark. (AI Moldova)

Has your participation in the multiplier's/trainer's work influenced you in any other ways? If so, please describe.

Beneficiaries were given the opportunity to share any other ways in which they had been influenced by their participation in HRE trainings. Seventy-six percent of the 295 multipliers who answered this question indicated that their work had been influenced in ways other than those they had already had previously mention in the survey. There was no clear pattern among sub-categories of beneficiaries in relation to answering this question, although teachers were somewhat more likely to indicate additional outcomes from their participation in multiplier trainings.

OTHER INFLUENCES OF AI HRE PROGRAMMING – BY BENEFICIARY SUB-CATEGORY		
Subcategory	**Yes**	**No**
Female	75%	25%
Male	75%	25%
Teacher/educationalist	89%	11%
Student (high school/univ)	71%	29%
Civil society group	79%	21%
Civil servant/gov't	80%	20%
Other	94%	6%
1-10 hours	72%	28%
11-20 hours	66%	34%
21-50 hours	81%	19%
51-100 hours	89%	11%
101+ hours	80%	20%

A range of outcomes were mentioned in the answers to this question, with the most popular answers relating to changes in attitudes and values such as learning (24%), personal empowerment (17%) and opinions (12%).

OTHER INFLUENCES ON BENEFICIARIES	
Outcomes	**Percentage**
Learning (interest in/actual learning)	24%
Personal empowerment	17%
Personal opinions/empathy	12%
Activities promoting HR	10%
Informal dialogue on HR	6%
Communication skills	6%
Changed behavior	4%

One new category of impacts that emerged was communication skills. Sample quotes from this coding category and 'informal dialogue on human rights' are included below.

Communication skills:

> *I easily persuade my parents that I am right.* (AI Russia)
>
> *When I took part in a seminar and had to comment on a poster I talked and explained things much better as compared to other pupils. My vocabulary has been and is richer.* (AI Moldova)

Informal dialogue on HR:

> *By going to the tavern and speaking to the men about the HRE work. Trying to convince them about how important it is to take care of their own families.* (AI South Africa)
>
> *I would now attempt to explain human rights concern and issues in my country among my friends who have very minimum or absolutely no interest in political or human rights issues.* (AI Malaysia)
>
> *This subject has helped me a lot even at home with parents. When I explain them in my language and tell them about the rights they understand me very well.* (AI Moldova)

In order to provide an **alternative set of data** on the impact of the REAP participation on beneficiaries, multipliers who worked with them were asked to share evidence of impacts on beneficiaries.

What do you see as the key outcomes of your trainings/other HRE activities on beneficiaries? What evidence do you have of these outcomes?

Seventy-one of the 87 multipliers responded to this first question related to outcomes and 61 shared examples in the second question. The results of the first open-ended question were coded, with multiple coded responses possible for each answer. All responses mentioned by 3% or more of the multipliers are included in the table below. This table shows a wide range of impact areas on beneficiaries, as reported by multipliers, with the "learning" outcomes the most popular.

The multiplier descriptions of the impacts on beneficiaries validated many of the categories self-identified by the beneficiaries themselves. The validated outcomes included new activities related to trainings and awareness-raising, behavioral changes, and shifts in attitudes and values. Not surprisingly, given the relationship between multipliers and beneficiaries, particular emphasis was placed on the learning-related outcome.

OUTCOMES OF AI HRE ON BENEFICIARIES – ACCORDING TO MULTIPLIERS	
Outcomes	**Percentage**
Learning (interest in/actual learning)	20%
Methodology of teaching	9%
Participation in (AI) actions	9%
Awareness-raising activities	7%
Personal opinions/empathy	7%
Changes in personal behavior	6%
Activities promoting HR	6%
General involvement with AI	5%
Personal empowerment	4%
Participation in civil society	4%
Social networking	4%

Learning (interest in/actual learning):

> *They seem to be more enthusiastic and more open towards the concept of human rights which they now know is unalienable to them. The students that I have reached out to are more inclined to want to know what's happening in the country and we have started an e-mail group to have discussions on human rights issues.* (AI Malaysia)

> *Their initiation to think about concepts like discrimination, violation of human rights, violence against women – that they did not think about earlier – and connecting them with daily life. I observed clearly and widely, in some meetings, male participants starting to think about women's rights and violence against women as they heard about these concepts for the first time in their life.* (AI Turkey)

> *Regarding evidence, we can point to the regular attendance of female beneficiaries in awareness-raising sessions, the establishment of associations.* (AI Morocco)

Participation in (AI) actions:

> *Encouraging teaching personnel to join the action of establishing HR culture among youngsters.* (AI Morocco)

> *At a private secondary school in Lublin, teachers want to cooperate. They organize letter-writing sessions and meetings with trainers.* (AI Poland)

> *People read the Constitution of South Africa and support the struggle against xenophobia as a result of human rights education* (AI South Africa)

Awareness-raising activities:

> *They started to pay proper attention to human rights and to spread the acquired knowledge among others.* (AI Russia)

Personal opinions/empathy:

> *Greater motivation and ability to empathize. The students put themselves in the shoes of marginalized people.* (AI Slovenia)

Changes in personal behavior (specific example):

> *Applying the training content in personal lives, beneficiaries started using in the parlance of everyday life wording "it is my right – I am entitled to – it is my obligation". They are also defending HR better….discuss and ask teachers about the method of dispensing the lessons, confronting administration personnel regarding student rights.* (AI Morocco)

Activities promoting human rights:

> *Confronting the environment we work in, because we give great importance to HRE: the beneficiaries begin defending their rights and to point them out.* (AI Morocco)

> *In most communities people are now aware of their rights and responsibilities and they are reporting cases and breaking the silence.* (AI South Africa)

> *I've observed that some of the participants have organized their community members for collective action. I've noticed that some of the participants have been able to vocalize their concerns.* (AI Malaysia)

> *Through the Induna (Headman) the community have now accessed various government departments to ensure provision of basic services: ID documents, various grants, legal issues (through the Dept. of Justice).* (AI South Africa)

General involvement with AI:

> *They are more active in their local groups and they ask to receive more feedback.* (AI Poland)

> *A number of HR clubs were set up in the region of Berkane. Most of the students kept on holding HR activities after they went to other schools, and regularly contact the teachers supervising the clubs.* (AI Morocco)

5.0. CASE STUDIES

The original Terms of Reference requested that case study data be collected in order to investigate, among other things, the methodology of using multipliers and their impacts upon target groups; and the contribution of HRE to Amnesty's growth, general activism and broader social changes. The fact that REAP case study countries shared target groups allowed for a comparative perspective in presenting multiplier strategies.

Comparative case studies were developed across these four sites according to target group foci, reflecting methodological strengths of the REAP strategies developed by the individual countries.

- youth, teachers and secondary school groups (Poland and Morocco)
- community service organizations and the vulnerable populations they serve (South Africa and Morocco)
- university students and professors (Malaysia)
- non-education government agencies (Morocco and Malaysia)

These case studies are based upon data gathered during the evaluation site visits to Poland, South Africa, Malaysia and Morocco in the second half of 2008. Data collection was carried out by the Team Leader in collaboration with the following local researchers: Daniel Foong (Malaysia), Tomasz Kasprzak (Poland), Dr. Andre Keet (South Africa) and Dr. Mohamed Melouk (Morocco). These co-researchers developed written reports on the basis of their work, which form a substantive part of the case studies presented in this report.

The site visits resulted in the collection of a breadth of first-hand information through individual and focus group interviews, supplemented by the review of internal reports and other documentation made available on-site.

Whereas the survey data isolated and captured individual REAP impacts in a quantitative manner, the case studies present an integrated, more qualitative picture of the work of individual sections in relation to their HRE strategies. These cases studies do not comprehensively present the work of REAP in these countries or incorporate the survey data but rather focus on their strategies in relation to a key target group, with attention to environmental opportunities, strategic HRE programming, and associated impacts reported during site visits.

This report does not address HRE philosophies. Within Amnesty International as well as the HRE field there has been a long-standing debate about whether human rights education activities should be seen as intrinsically valuable (personally transformative) as opposed to instrumental for meeting the goals of sponsors (e.g., growth and mobilization). Although both goals have co-existed within the REAP programme, the work of two AI sections (AI South Africa and AI Poland) illustrate well one of these approaches.

5.1. POLAND AND MOROCCO: TEACHERS, STUDENTS AND SECONDARY SCHOOL GROUPS

POLAND

AI Poland placed a very high emphasis on working with teachers and school-age students. "School groups" was identified as the primary target group by the HRE Coordinator, incorporating work with both teachers and youth. The majority of multipliers trained in Poland were students, some of whom were associated with school groups or came in to support them. Some of the teachers associated with school groups also were multipliers although technically speaking the only requirement of a supervisor of a school group was that they join Amnesty International. Facilitating the development of multipliers, supporting the work of school groups, and coordinating national annual letter-writing campaigns involving school groups were some of the tasks of the HRE Coordinator.

Development of teacher- and student-multipliers

The AI Poland's REAP programme might be characterized as having a structured but de-centralized model of delivery. As of 2008, there were 15 key trainers carrying out local workshops and trainings on both the national and regional levels, with increasing numbers of multipliers involved each year. Between 2006 and 2008, for example, the number of multipliers increased from 60 in 2005 to 100 in 2007. Multiplier meetings were organized nationally at least once a year. AI key trainers worked directly with multipliers who might be associated with local groups, local education groups and/or school groups. Many key trainers also operated as multipliers in schools.

Focusing on teachers as one category of multipliers appears to have brought certain advantages. One strength was that teachers already came with a skill set related to teaching and training, although this skill set would need to incorporate participatory methods in order to be consistent with Amnesty's HRE approach. Teachers also had natural venues for multiplying within their school environment and could also be drawn upon for HRE in other venues. Teacher-multipliers were asked by the HRE Coordinator to lead campaign workshops and to promote participation in AI's actions among their beneficiary networks. Teachers are also in the business of teaching for a long time. The AI Poland director commented on multipliers: "A volunteer stays with us for a few years, maximum. A trained teacher who works with students has a long-term effect."

Focusing on student-multipliers also had its own advantages, although challenges as well. In the past, the REAP programme in Poland faced a problem of a quite high turnover in multipliers, especially student-multipliers, with perhaps no more than 50% engaged actively in HRE following their participation in a training. Over time AI Poland created more formal commitments from multipliers to carry out awareness and training activities. Trainees were asked to sign "contracts" in which they commit to carrying out HRE trainings/activities for the 18 months following their own training. AI also created inducements for multipliers to remain engaged, including opportunities for sustained training through a 'career path' and support through informal mentoring between more and less experienced multipliers.

The result of the aforementioned efforts has been a steady growth in the pool of available multipliers although making use of these multipliers, particularly in regard to the work of student groups, no doubt remains a coordination challenge.

School groups and their impacts

The section's human rights education programming had evolved to a level of considerable scale during the time of the site visit in fall 2008, with over 100 school groups and 1500 associated members.

According to the HRE Coordinator, these groups organized numerous actions in the school, including debates and panel discussions, guest speakers, letter-writing campaigns, competitions, visual exhibits, films, and petitions. The work of school groups was largely determined by the groups themselves but there was also some coordination of campaign actions with school group actions, in particular through the annual letter-writing campaign and the influence wielded indirectly through the sharing of information about AI campaigns.

Participation in the school groups had an impact on many of the students, according to the supervising teachers interviewed. The impacts mentioned were:

- promoting student activism
- raising student competencies in participating in discussions, presentation skills and leading workshops
- enhancing openness, sensitivity, responsibility and a civic attitude
- the inclusion within school groups of students particularly vulnerable to discrimination within the school

As reported earlier in this report, the impacts on Polish beneficiaries of the REAP programme were very positive for those areas defined in the Beneficiary Survey.[27]

Another outcome of student engagement in these School Groups was the ongoing engagement of some of these youth with Amnesty International and human rights during their school careers. Across the various interviews and documentation provided by AI-Poland, there were stories of members of student groups who, after completing middle school, went on to secondary school where they started a new school group. After leaving secondary school, a subset of these students remain engaged in human rights work and activism. Some become AI members, or affiliate with the Helsinki Foundation for Human Rights or another activist organization. Others, according to the HRE Coordinator, complete a REAP TOT program and become engaged in training for Amnesty International. According to a school group supervisor:

[27] These results are not broken out by target group, however, so the analysis does not distinguish between results on school-age students or their teachers. This analysis could be carried out for the final version of the report.

One can see a pattern like this – high school students belong to SGAI, they start university studies and get involved in AI and REAP activities. Later they come back home after they have graduated and set up their own local groups.

Adult supervisors of school groups who were interviewed mentioned the following kinds of impacts that school groups had had on their school communities:

- dissemination of information about human rights and the activities of Amnesty International
- raising students' awareness about their rights, including those in the school environment
- promoting a more equal relationship between students and teachers
- promoting a culture of communication and discussion on controversial topics, such as homosexuality or the death penalty
- involving other teachers and school board members in Amnesty International activities

At the local level Amnesty International potentially offered three structured ways for individuals to associate formally with the organization, depending upon how local volunteers had self-organized. Three formal ways that one could affiliate with AI were through local groups, local education teams, and school groups. The latter two were largely created through the REAP programme.

In some cases, school groups reached out to involve members of the local community and even addressed quite sensitive topics, such as cultural minorities. Such community-wide actions, in the opinion of the HRE Coordinator, raised the prestige of the school within the community. Successful petitions or letter-writing campaigns, in turn, raised the profile of the town or village nationally when covered through the media.

<u>School groups and AI growth and mobilization</u>
Some interviewees observed that the REAP programme had a particularly strong and visible presence in relatively smaller towns and cities where generally less was happening in the Amnesty network. School groups, according to one multiplier, "are a mainstay of the AI in these regions where there are no local AI Centers, or they are very weak". School groups were the primary mechanisms for Amnesty International reaching out to schools and the work of such groups, in turn, appeared to have fed into local growth. According to the Director of AI Poland, "There are about 3500 members in AI. If we count them well, a lot of them come from REAP and school groups."

AI Poland's ability to reach into such areas seems to be a genuine asset and may have assisted the Section in developing its structure and carrying out other Amnesty activities in rural areas. Local groups and school groups cooperate with city councils and community centers, with these institutions often offering in-kind support for AI activities through the donation of space.

This synergy between REAP programming and AI's actions/campaigns was fully intended and resulted in substantial increases in participation levels in actions and campaigns. Such connections were developed in part through the high visibility and national coordination of the section's letter-writing campaign and the expectation that school groups will become involved in this. However, another element that may have contributed to the link between REAP and campaigning may be related to the explicit awareness raising content of multiplier (and beneficiary) trainings.

The preparation of multipliers was linked explicitly with Amnesty campaigns. Introductory workshops concentrated on Amnesty International and its human rights work, with a typical program involving the introduction of AI; international human rights standards and the methodology of case studies, role play, and other participatory pedagogies; and themes related to AI campaigns: gender, women, children, ECSR, discrimination, xenophobia, multiculturalism and new campaign-related themes.

Although the site visit did not investigate this directly, it seems plausible that the preparation of student-multipliers may have placed a relatively greater emphasis on their ability to carry out short, awareness raising activities. This would have been consistent with their skill level and would also have been realistic given that the average contact hours for student-multipliers in REAP trainings in Poland was 8 hours as compared with 15 hours for teacher-multipliers. A standardized, awareness-raising format for delivery that could be adapted modestly by multipliers, in the hands of a large group of student-multipliers, would enable considerable outreach that could be linked with AI actions and campaigns.

MOROCCO

<u>REAP, multipliers and existing structural avenues for HRE</u>

The REAP programme entered AI Morocco at a time when human rights education activities and teacher and trainer networks were already established. According to the HRE Coordinator, in identifying multipliers, the section worked through existing channels, primarily recruiting from inside its networks, including not only the HRE network but also the women's and the youth networks. Nearly all multipliers interviewed were already Amnesty members who had been, or subsequently joined, the AI HRE network, so no new nationwide AI structural avenues for outreach were established through the REAP programme. However, following training, participants were encouraged to organize a local committee in order to plan and provide support to one another. In some cases, follow-up Study Days were organized through these committees, as well as other education- and awareness-related activities.

Two interesting features of multipliers and their trainings emerged during the site visit. The first was the revelation that many of the multipliers had been trained for extended periods of time. Not only had they undergone multiple trainings organized by REAP but many of them had also attended trainings organized by other NGOs, including some that they were formally affiliated with. These "veteran trainees" presumably had a high level of capacity development, and not only at the hands of AI. However, those with multiple training sources singled out Amnesty's as being particularly valuable because of its

emphasis on the development of active and participatory learning. One multiplier interviews said that she had gained so much from REAP trainings – particularly in reference to use of interactive methodologies – that she recently found herself a resource in a regional training organized by AI in Cairo.

Another aspect of the REAP trainings that came out in the site visits was the importance of such trainings – and membership in the AI network – for maintaining friendships. Social contacts was an impact that was identified by only a small portion of multipliers in the open-ended question section of the survey, but most frequently by Moroccan ones. It is possible that the longevity of the multipliers' affiliation with Amnesty may have contributed to this result.

One of the main goals of the Moroccan REAP trainings was to prepare educators to moderate human rights clubs and portions of these trainings addressed techniques and strategies for club management.

Working in schools

According to the HRE Coordinator, a subset of the REAP trainings were designed specifically for teachers and NGO trainers. There were formal opportunities to address human rights as a theme within the citizenship education curriculum and human rights had been a cross-cutting theme encouraged in the National Program for Human Rights Education. In 2001, as part of the then National Program, the Ministries of Education and Human Rights jointly published a booklet demonstrating to teachers how human rights themes could be integrated into Islamic education in the secondary school curriculum and within French language instruction in the middle school. These government agencies also produced a reference guide for human rights, including a background on international human rights standards, international organizations dealing with human rights, an overview of human rights developments in Morocco and the role of NGOs and the education system in promoting human rights.

None of the Moroccan AI multipliers interviewed mentioned teaching human rights in their regular classes. However some identified that their teaching style had become more interactive and involved use of everyday examples. Some teachers said in interviews that they had become more respectful of students as a consequence of the REAP trainings, an impact that also emerged in survey answers. One educator said that she had learned to be more patient with students who were unruly, and that she now listened more carefully to them, which has reduced verbal conflict in her classroom.

Another subset of REAP trainings was designed for educators interested to start or maintain human rights clubs. REAP's work in schools in Morocco, as in Poland, seems to have concentrated primarily on nonformal education and school clubs. In interviews, multipliers related stories of both success and disappointment in relation to these school groups.

One secondary school principal multiplier in a rural secondary school with 300 pupils hosts a human rights club with 42 members. He encouraged two of his teachers to

participate in REAP trainings and provided a dedicated room with audio-visual equipment and AI materials. The principal felt that peer learning was an especially valuable aspect of the club, enabling children to take on responsibility organizing activities and workshops for other students in the school as well as students in neighboring primary schools. The principal attributed the reduction in violence in his school in 2007 to the activities organized through the human rights club.

Another secondary school principal from Marrakech benefited from numerous REAP trainings and personally organized human rights awareness activities and human rights celebrations (e.g., Human Rights Day, Women's Day, Children's Day) in her school. She mentioned that there were citizenship and human rights clubs, but they do not meet regularly.

A very successful Children's Club was observed in Settat, presented shortly in the case study. However in general, initiating and maintaining school clubs appears to have faced administrative and political barriers. Across all interviews conducted during the site visit, although the number of registered clubs had increased under REAP the portion that was estimated to be active ranged from a low of 30% to a high of 50%.

Problems mentioned in relation to implementing clubs in schools were teacher and/or administrator resistance, lack of time on the part of the teacher, a lack of space for holding meetings, and students less interested in extra-curricular activities and more interested in academic achievement. Even in instances of administrator support, clubs did not necessarily thrive. In the secondary schools mentioned above where the principals strongly support AI activities, they reported resistance among some teachers and administrative staff, particularly from older staff.

School groups and impacts on students

Despite the obstacles to operating clubs in Morocco, there were examples of successful school clubs and such clubs have positively influenced students. A children's rights club was visited in Settat as part of the site visit. The town had a population of around 45,000 and is located approximately half an hour by car from Casablanca. There was a strong Amnesty International presence in the town, and each of the seven secondary schools had either a Human Rights or a Children's Rights Club. The secondary school visited had 20 members in the children's rights club, which has operated since 2001 (before REAP). The club had strong support from the principal and was supported by a teacher-moderator as well as the media lab teacher. The principal maintained contacts with a range of international donors and the school was well resourced and maintained.

The club had been well supported by adults and students had been active for many years in carrying out awareness-raising activities. Such activities have included Information Days on children's rights for the entire school, and drawing and writing competitions. The website for the school had a portal on human rights education and included information about human rights, Amnesty International, the human rights environment at the school and what could be done to improve human rights at the school. Club members maintain the children's rights section, which contained stories written by children, and

the pupils have also produced power points and films that have been used in outreach activities at the school. Two student graduates from the clubs initiated human rights clubs in their universities.

The work of the children's rights club was complemented by activities carried out by local Amnesty members. For example, the local AI group organized a drawing competition in three local schools, which was followed by a workshop for students focusing on themes such as the "freedom" rights, gender equality and acceptance of diversity.

It was the methodology of organizing club activities that students mentioned as being particularly engaging. A contrast between the operation of the citizenship and the human rights clubs in Settat illustrate this point. About one third of the students in the children's rights club were also members of the citizenship club. When asked if the children learned the same thing in both clubs, they indicated that they learned about human rights in both clubs but that the children's rights club gave them the means to put these rights into action. During the 2007-8 school year, for example, students filmed parts of Settat that related to human rights problems and did a pod cast for their peers. In 2008-9 the students intended to focus on vulnerable children in Settat, including street children, beggars, child laborers and children with special needs.

REFLECTIONS

A contrast between the AI Poland and AI Morocco efforts to establish school groups in secondary schools revealed interesting similarities as well as differences. The similarities suggest a mutual assessment of the practicality of emphasizing a nonformal approach to HRE with students in school environments.

Participation in school groups can be a positive, formative experience for students. Involvement in school groups, particularly over many years, has cultivated youth attitudes supportive of taking action and other attitudinal changes, as revealed in the survey data and student interviews. Open-ended responses in surveys contained numerous examples of behavioral changes in relation to youth relationships with peers, their family and their school teachers. In some cases, students initially introduced to Amnesty through school groups have remained engaged in activism or social service activities that continue past their time in school.

We might conclude that engagement with students through school groups and also as multipliers, as was the case with Poland, appears to be a viable, long-term investment in activism in a country. Identifying and encouraging avenues for long-term youth engagement, both through Amnesty International as well as through other human rights groups, might therefore be an element to strengthen in future REAP programming.

An interesting contrast between the coordination of these school groups for these countries is the explicit intersection between human rights education and awareness raising with mobilization in Poland. AI Poland cultivated students as multipliers and also linked the work of school groups with letter-writing and other national campaigning. The

latter also took place in Morocco, but may not have been as systematically promoted from headquarters as in Poland.

The AI Poland model – emphasizing scale and awareness-raising linked with campaigning – is one that evolved over many years of programming. In addition to enjoying a political environment generally hospitable to human rights (although a recent Minister of Education did temporarily prohibit the teaching of certain human rights themes in schools), Polish society also has a well established civil society sector. Both these elements may have contributed to their general ease in establishing clubs in secondary schools.

Yet the picture of HRE in schools overall is a mixed one. Data from the impact assessment revealed a mixture of results in regards to integrating HRE within regular lessons at school. Few secondary school teachers who were interviewed mentioned that their classroom teaching had been thematically influenced. However, some of these teachers, including those completing surveys, indicated that REAP had influenced their methodology of instruction and had helped them to be more respectful of students.

The fact that so few secondary school teachers mentioned changes in their teaching content raises related questions regarding (a) the degree to which national educational policies related to human rights teaching actually increase the teaching of human rights in classrooms, and (b) whether such human rights teaching is reflective of the participatory methodologies promoted by Amnesty International. In countries where teaching is frontal and content oriented, nonformal learning environments may be the only ones that promoting human rights education that is consistent with the methodologies promoted within Amnesty International and the HRE field in general.

5.2. SOUTH AFRICA AND MOROCCO: CAPACITY BUILDING OF NGO PARTNERS

SOUTH AFRICA

The new South African constitutional order created a hospitable environment for human rights work focusing on empowerment and transformation. The AI South Africa REAP programme operated within this national discourse and an approach to human rights education intended to "unlock agency." A primary goal of REAP for NGO/civil society organization (CSO) multipliers was to strengthen their human rights based approach (HRBA), with explicit attention to the human rights framework.

Programmatically speaking, the REAP programme engaged directly with organizations and individuals working with vulnerable populations, especially those living in rural areas. HRE was carried out in line with the core principles of REAP in working with multipliers and using the cascade training model, but the goals seemed less directly related to AI's campaign agendas. Rather campaign themes and the overall human rights framework were intended to be internalized and implemented by CSOs and their beneficiaries in ways that would be most meaningful to them.

Over the course of the REAP program, AI South Africa expanded its number of NGO partners from four to ten, and initiated six partnerships with CSOs. The strongest institutional relationships were between AI-South Africa and Training for Transformation and TVEP. These organizations were collectively engaged in work including trauma services, economic and social services, and empowerment and transformation.

Four multipliers from TVEP underwent two to four REAP training sessions. A site visit was made to Limpopo in order to meet with TVEP management and multipliers as well as beneficiaries, in seeking evidence of both individual and organization-wide impacts.

Programmatic impacts on TVEP

Prior to the section's partnership with NGOs and CSOs, most of the organizations were campaigning but that there had not been a continuity of treatment of human rights themes or practices. Through multiplier trainings and ongoing communications, HRBA ideas were seeded with partners.

For example, the "break the silence" TVEP campaign originally targeted only for women. However, AI had begun to work with men and community leaders as part of the Stop Violence against Women campaign, and they encouraged TVEP to do the same. According to the HRE Coordinator, TVEP began to use rights language within the campaign and to link it more broadly with "freedom of expression", which allowed them to reach out to groups other than women. She said that all of TVEP's public awareness work now incorporated human rights language.

There was evidence of other programmatic changes, as well. TVEP work with men and community leaders around violence against women issues resulted in a commitment to build safe houses within the households of community leaders in each of the 80 Limpopo villages. The organization developed a new program unit called "access to justice", an internal restructuring that the HRE Coordinator felt Amnesty may have indirectly influenced. As a final example of programming changes, TVEP took up the topic of financial abuse that had been introduced to them through Amnesty's campaign Stop Violence against Women, and as a consequence an awareness campaign was initiated for elderly people in Limpopo in order to encourage them to demand access to their pensions. There is anecdotal evidence that such demands were made.

Work with multipliers/other civil society partners

The REAP programme supported smaller CSO and individual staff by offering them opportunities to participate in trainings and receive training resources. The HRE Coordinator observed that these individuals also came to incorporate a human rights-based approach within their activities. One AI member in Durban carried out literacy trainings but was also engaged in a gender and community advocacy project within her community development organization. She and her organization believed that service provision should be combined with education and advocacy.

AI-South Africa's engagement with NGOs also took the form of coalitions. For example in Durban, where a site visit was made, one had the impression that human rights activists associated with various NGOs/CSOs knew each other quite well and regularly collaborated. The KZN Network was one that local AI members were affiliated with in combating violence against women. Local AI members contributed to awareness raising events and workshops organized by the Network. In addition to Amnesty contributing in this way, the leader of the KZN Network felt that the involvement of AI helped link their work with an international platform. AI was a strong partner to have when the Network decided to lobby the government to re-consider the fates of female prisoners who were jailed for killing abusive partners.

Benefits to Amnesty International

The HRE Coordinator feels that their cooperation with NGOs had benefited not only the work of other civil society organizations but also Amnesty itself. Four areas of impact were identified:

- Civil society partnerships improved Amnesty's visibility within South Africa, and particularly among vulnerable groups.
- Work with CSOs helped to make HRE relevant to the South African context, particularly in rural and poor areas.
- Partners were instrumental in the further development of awareness and education materials through: translation of AI materials into local languages, the writing of new materials collaboratively with AI (HIV/AIDs manual), and the development non-text resources such as t-shirts and anti-child abuse posters.
- These relationships have resulted in the development of a foundation for Amnesty International's overall HRE programming.

Impacts on the individual level

The HRE Coordinator felt that the REAP programme had resulted in personal transformations for multipliers working within CSOs, independent of what changes took place programmatically. TVEP trainers themselves mentioned that the benefits of participating in REAP trainings were not simply the "how to train" element and how to approach community development from a human rights perspective. REAP trainings brought about self reflection on personal practices related to human rights, bringing up themes such as HIV/AIDS-related prejudice, gender-based violence and domestic violence.

According to interviews carried out in Limpopo as part of the impact evaluation, some beneficiaries underwent personal journeys similar to those of the multipliers. The most frequently mentioned themes revolved around domestic and child abuse. Beneficiaries in interviews and in surveys cited many examples of the ways in which they were promoting human rights in their personal lives. Women left abusive husbands, and mothers and fathers stopped hitting their children.

There were also reports of human rights promotion activities in the public sphere. Some of the beneficiaries in Limpopo started new activities such as girls' and women's clubs or

became peer educators incorporating a human rights message. A key TVEP trainer confirmed that in addition to the evidence already mentioned in relation to impact on community members, traditional leaders and teachers were now reporting cases of human rights violations, and that people in the villages were supporting each other in providing evidence in related judicial processes.

MOROCCO

AI Morocco was dedicated to the principle of reaching all regions, including remote and border areas with extreme poverty and severe human rights problems, such as female illiteracy, according to the HRE Coordinator. Although the section had wide membership networks that reached into such regions, the REAP programme was seen as a way to underline links between human rights and CSO work in socio-economic development and to foster their internal capacity to carry out human rights education and awareness activities. AI already had relationships with civil society members and, in fact, the total number of such partnerships did not increase over the course of REAP. However, REAP was a way to strengthen these relationships and to improve human rights delivery.

Support to a select number of civil society groups was organized both through the participation of representatives in TOTs organized by key trainers as well as the work of multipliers based in these regions.

<u>Programmatic impacts on civil society organizations</u>

The HRE Coordinator shared six kinds of evidence in relation to REAP impact on NGOs and their personnel:

- Inclusion of human rights education activities within plans and programs of beneficiary organizations;
- Organization of internal training activities as well as workshops for other groups;
- NGO-affiliated multipliers joining Amnesty International;
- NGO-affiliated multipliers requesting teaching and learning resources from AI;
- Participation by multipliers in human rights activities organized by their own organization or others;
- Creation/adaptation of manuals, leaflets and other materials related to human rights.

Some multipliers reported in interviews that their work with NGO staff had been focused on helping to create a human rights culture in these organizations and that trainings had incorporated basic skills in leadership, communication and strategic planning for HRE, in addition to human rights awareness raising activities.

Meetings with representatives from NGOs during the site visit allowed for an exploration of impacts on individual staff members and their organizations.

Assaida Al Hora is a women's development organization based in northern Morocco. The organization promoted literacy among women and girls and also carried out awareness around discrimination, health rights and violence against women. Six staff members were

trained through REAP and the result was an integration of a women's human rights perspective in the organization's work. According to the NGO representative, this perspective has underlined the importance of women resisting discrimination and oppression. She reported that some female clients had become more aware of their rights and were exercising them more.

Association Marocaine des Droits de l'Homme (AMDH) is a leading human rights organization in Morocco, with 8,000 members and 75 branches located throughout the country. The organization carried out many of the same activities as AI Morocco, with a network of trainers and supports to human rights clubs in schools. AMDH gave credit to REAP for helping train members on interactive methods and for providing training materials. However, it was not possible to ascertain how much these inputs had influenced the overall approach of AMDH and thus might have been limited to those members who attended REAP trainings.

Zakoura is a development association based in Casablanca and with branches in other parts of the country. This organization has designated trainers. Over the years, thirty staff total were trained in the REAP programme. Two of them – from Tadla and Agadir – participated in interviews.

The Tadla trainer reported that he worked with youth in a multi-media center, offering vocational training and literacy courses. Prior to participating in a REAP event, he had already been carrying out awareness-raising activities in relation to human rights and had supported youth in carrying out human rights projects through examination of cases in the local community. In addition to attending a 2 ½-day training organized by REAP and participating in follow-up meetings with AI members, the Tadler staff had also benefited from workshops offered by other NGOs.

Comparing these workshops, he identified Amnesty's added value as his introduction to use of interactive methods and use of human rights cases with an international perspective. The site visit revealed that many AI multipliers, including teachers and youth, were also members of other NGOs. The value added of REAP trainings mentioned most frequently by these multipliers were the interactive methods used in trainings.

REFLECTIONS

A contrast between the AI South Africa and AI Morocco efforts to build capacities of NGOs and civil society organizations (CSOs) reveal many similarities. Both sections recognized the opportunity to promote human rights with vulnerable populations through the capacity-development of civil society organizations based with these populations. Both sections met with some success. Site visit interviews produced evidence of programmatic impacts on some of these organizations. There were also reported impacts on individual multipliers and beneficiaries, many of these changes occurring within family relationships. Open-ended responses from multiplier and beneficiary surveys collectively showed similar impacts.[28]

[28] Open-ended survey responses were not analyzed on the basis of country, although this analysis could be carried out for the final version of this report.

An element of REAP trainings that was especially appreciated related to the development of basic skills in planning HRE activities and use of interactive methods. Amnesty's provision of learning and awareness-raising materials was also appreciated. Positive feedback from multipliers on these AI supports emerged both in interviews as well as in surveys.

An area of distinction between the two sections was the emphasis placed on the human rights based approach by AI South Africa. Training programs for CSO multipliers explicitly used a Paulo Freire emancipatory learning model, asking participants to self identify their human rights agendas. AI Morocco TOTs for CSOs addressed traditional AI training themes, while incorporating a discussion of planning elements for HRE.

Yet the anecdotal evidence from both site visits is that the REAP programme with partners in each of these sites had a wide range of impacts on both the individual and institutional levels. If this is the case, then it would suggest that what is essential in the first instance is to successfully identify and reach especially vulnerable populations who would be responsive to the message of human rights empowerment. A second area of consideration would be the themes of and the goals for human rights education and awareness-raising activities carried out with beneficiaries. A final area might be how organizations, multipliers and beneficiaries identify ways for taking human rights action. These three considerations have been part of the REAP concept.

These cases raise questions about the ideal NGO/CSO partner. The REAP programme was able to influence individual actors within CSOs. Yet, the long-term and institution-wide relationship with TVEP, and the fact that the organization was already institutionally strong, most likely furthered the sustainability of Amnesty's impacts. AI South Africa's partnership with TVEP demonstrates the clear success of not only working with a critical mass of staff over an extended period of time, but also selecting an organization that was able to integrate Amnesty's inputs programmatically. TVEP might be considered a "strong" organization in this respect, with paid staff, and established operational procedures that enabled REAP impacts to be generated agency-wide.

AI Morocco also had several well established NGOs as partners. Zakoura, whom they worked closely with, also demonstrated programmatic results but AMDH, another very strong civil society agency, did not. Although the reasons for the latter were not directly investigated in the site visit, one might wonder if the lack of impact might be related to a relatively small portion of staff participating in REAP trainings and/or a lack of opportunity to apply REAP input, given that AMDH was already carrying out work similar to Amnesty. These might be areas for future investigation.

The work of AI Morocco and AI South Africa with NGO/CSO partners implicitly illustrates a model of HRE that is somewhat separate from that of growth and mobilization for Amnesty International. Although work with civil society organizations

in Morocco was associated with increases in membership, this was less the case in South Africa (although the HRE Coordinator explained that this was due primarily to beneficiaries not being unable to afford Amnesty membership dues). Although AI campaign themes such as stop violence against women had considerable significance for work in rural areas in both regions, mobilization does not appear to have been an agenda for the REAP work in this sector. Yet when such work is integrated into the ongoing work and agendas of those working with vulnerable populations, the results can be profound.

5.3. MALAYSIA: FOCUS ON UNIVERSITY STUDENTS AND PROFESSORS

The AI Malaysia section operated in a constrained political environment, in a country progressing only gradually to democratic election processes, open media, and formal commitments to human rights standards. Discrimination against ethnic minorities, a lack of separation between religion and state, and gender inequality were long-standing problems in the country. Two laws were identified as particularly far-reaching in their restrictions of civil and political rights: the Internal Security Act and the Universities and University Colleges Act.

AI Malaysia used the REAP programme to train university professors, university-based youth, primary and secondary school teachers and civil society representatives. As the Ministry of Education in Malaysia did not cooperate with NGOs there were limited opportunities for Amnesty "multiplying" in public schools and public universities. The HRE Coordinator recognized that a special focus on private universities would be an especially promising avenue both for spreading HRE and for encouraging youth activism. As a consequence of this REAP strategy in 2008 the section had a dozen universities with which they cooperate. AI-Malaysia was the only human rights group in the country addressing HRE and university youth at the time of the site visit.

According to the HRE Coordinator, human rights language, demonstrations, and NGOs were viewed, at best, with suspicion and, worse, as "anti-government." A primary goal of the work with universities, according to an AI Malaysia HRE Advisory Committee member, was to help students to know their rights, to know the rights of others (especially those with views different than their own) and to begin to talk about human rights issues. REAP was viewed as a means of motivating students to become engaged with activism and to promote a human rights culture in the environments around them. The taboos identified as needing to be broken in the Malaysian context related to race, religion and women's issues, according to many interviewed during the site visit. A key trainer interviewed during the site visit also felt that an agenda for the human rights education training was to help trainees recognize that demonstrations were not "bad" but that they could be a positive force promoting human rights in the country.

Impacts on university teaching

Five university-based multipliers had been trained in the REAP programme at the time of the 2008 site visit. Interviews conducted during that time revealed that the university

professors were integrating human rights themes into their teaching. It is perhaps worth noting that both of the professors interviewed indicated that their HRE activities were tolerated by their administrators but that they were not fully comfortable.

A female English language instructor at a private university slipped into her syllabus themes such as women's rights and people with disabilities. She said in her interview that she used to bring up issues such as gender and women's human rights before her involvement in the REAP TOT but she now has initiated project work with her students. For example, as part of her course, she took her students on a one-day field trip to visit an indigenous community and to meet women there who sold their own products, and to promote the sale of these products on campus. This project, she believed, helped her students to realize that business can be used to help others, including marginalized groups.

A male professor of media studies and sociology had also previously integrated themes such as gender and women's human rights into his syllabus. He found that REAP provided him with new activities and materials that he could use in his classroom. He has connected AI materials for the Stop Violence against Women campaign with his teaching on gender roles and gender stratification. He especially enjoyed using movies and DVDs, such as "Emmanuel's Gift" and "Migrant Worker's Rights." This professor coordinated the International Women's Day at his university, which he transformed into International Women's Week in 2006. He estimated that approximately four thousand students attended events during this week, and around 1,000 students were exposed to teaching with AI-related materials.

Impacts on a university student-beneficiary

There is some evidence that students of these teachers, in turn, have become directly engaged with human rights. The professors mentioned a few students who asked to intern with AI Malaysia. One student approached AI for assistance with a project on urban poor communities in the country.

A female student of the media studies and sociology professor were interviewed during the site visit. The student had taken three of his classes and had been involved in the organization of International Women's Day/Week over the past few years. She recalled seeing videos in his classes related to human trafficking, Myanmar refugees, gay rights and racial discrimination. She said that her professor encouraged student to "think outside the box".

One assignment in the "Popular Culture' class that she had with him was to dress as a homeless person, go to a large shopping mall in Kuala Lumpur, and see how you were treated. She said that not all students reacted to the professor's teaching positively but a small group had become very interested and volunteered for various events. Her professor had said to his students: "If you are passionate about something, join an NGO" and to speak up if something was wrong.

This young woman volunteered at a house assisting women, children and transsexuals living with HIV/AIDs. She did not see this as related to human rights but she did

recognize that there was media censorship in Malaysia around HIV/AIDs issues, which she attributed to "religion and society" that did not encourage giving help to these people.

University students as multipliers

The site visit also revealed that university students trained through REAP had integrated human rights into their activism on campus. AI Malaysia worked most closely with leadership of a prominent student group for democratic action called DEMA, comprised primarily by minority Chinese students. Three leaders participated in REAP TOTs.

The student leaders who participated in REAP were already actively organizing events on campus and aware of basic human rights. The trainings deepened their knowledge of human rights concepts and the UDHR. They reported that the TOTs gave them new activities to use and provided them with skills about how to develop original activities that would be relevant for their work with students on campus.

Specifically, the REAP trainings helped them to incorporate human rights discourse into the work of the student group in relation to security guard training. The Universities and University Colleges Act restricted student movement and the activities of student groups. As a consequence, DEMA trained its members to handle situations where, in handing out leaflets or promoting their events, security guards might hassle them. In the past, these one-hour trainings merely overviewed techniques for dealing with security guards and informing guards about the limits of their authority (for example, that guards to not automatically have the right to confiscate property). This training now incorporated "rights language", with reference to fundamental liberties contained in the Constitution. DEMA leadership said that they now firmly see their work as that of a student rights' movement.

Other work with youth

The HRE Coordinator cultivates youth involvement with AI not only through the training of student leaders through REAP but through workshops and outreach through the AI Youth Network. Local youth groups on campuses have carried out awareness activities related to Amnesty-highlighted issues such as Darfur and the death penalty. Many of these activities are carried out independently, with only limited support from AI Malaysia. The AI director sees this as a plus and has observed the integration of human rights language within the work of student groups on these campuses. AI-Malaysia now receives applications from Malaysian students for internships in the office.

The work with university-age youth was also taken out of the campus. In December 2007 a human rights camp was co-organized by AI Malaysia and DEMA with 55 attending. Topics and events taken up in the three-day camp included introduction to human rights, human rights in Malaysia, human rights activist sharing and planning.

REAP and growth and mobilization

The HRE initiative resulted in increases in AI youth membership (from 10 members in 2006 to 70 members in 2007) and a doubling of local AI groups in the same period. Student groups also increased (from 1 to 16 over the course of the first REAP grant),

although many do not have human rights names in order to avoid harassment. HELP University, for example, had a “Planet Movers” club.

Yet, public participation in human rights activities was still considered risky for some. As a consequence, formal membership in these groups was not viewed by AI-Malaysia as primary standards for success for REAP. Rather, they saw HRE as helping to lay the foundation: breaking “taboos” about speaking about human rights and reducing a climate of fear. The HRE Coordinator felt that once such fear was broken, the viability and need for HRE would be recognized and demand increase.

REFLECTIONS

The AI Malaysia strategy to focus on university students and professors as multipliers reflected a strategic assessment of the potential to promote activism on campuses as well as opportunities to work with private universities. All REAP sections had to analyze their environments for opportunities as well as risks in similar ways and appraise which target groups would be most likely to be able to multiply. The constraints faced by the Malaysia section led them to target on activist professors at private universities with some academic freedom and to support student activism through existing or potentially new clubs.

The AI Malaysia strategy provided university-based professors with concrete tools and ideas to enhance their human rights-related teaching with students. Interviewed faculty testified to their use of such resources and impacts on their students. Amnesty supported the work of university students both through existing groups and through supporting the establishment of new groups. Interviews with DEMA leadership showed clear impact on the training work of this organization.

The scale for this early REAP work was relatively small and the program appeared to concentrate on individuals predisposed to human rights. Given the Malaysian political environment, this self-selection process resulted in a multiplier group highly committed to the themes of the program. The intensive, three-part TOT program concentrated on HRE techniques and, specifically, the development of facilitation and lesson development skills. REAP appeared to place very little emphasis on AI campaigns, which was understandable given the political environment of the country. Rather, the focus was on establishing AI’s networks and to generate HRE within environments where multipliers could carry out long-term trainings, awareness-raising and activism.

Two of the DEMA students who were interviewed had just graduated from university but they believed that REAP had resulted in a permanent integration of the human rights perspective within their organization. Moreover, one of the DEMA graduates already had a job with an NGO and would be applying methodology learned through REAP in his training activities.

5.4. MOROCCO AND MALAYSIA: WORK WITH (NON-EDUCATIONAL) GOVERNMENT AGENCIES

MOROCCO

In Morocco, improvements in the human rights environment beginning in the late 1990s enabled AI Morocco to gain in acceptance and stature both with the public and with government agencies. AI Morocco actively promoting partnerships with government agencies and could point to numerous achievements in relation to formal partnerships and consultancies. These included the section being:

- a primary NGO consulting on the development of the National Strategy for Human Rights
- a participant in and shaper of the National Committee on Human Rights Education and its related action plan
- a partner with the Ministry of Education
- a partner with the Ministry of Human Rights (closed down in 2004)
- a partner with the Ministry of Justice (law enforcement trainings)
- asked to work with Ministry of Interior (civil servants in community councils)
- asked to work with the Ministry of Health

Morocco had worked with differing target groups within the Ministry of Justice, including the police and prison staff. These opportunities have reflected an "opening up" to the government to human rights and the commitment of some of the HRE Coordinator time specifically to lobbying activities.

AI Morocco was scheduled to carry out a TOT for the training centers of the police academies police in 2004. This workshop did not take place because of ministerial changes in the Moroccan government and the abolishment of the Ministry of HR, the main partner of AI Morocco for organizing the police training workshop. AI Morocco did undertake a needs assessment of human rights within the police training curricula.

The section also worked with prison directors and wardens by offering two TOTs in 2004 in cooperation with Penal Reform International. There was anecdotal evidence from prison administrators that prison staff participating in the program had improved relationships with inmates following the trainings. At the time of the site visit, the work with prison staff had been suspended due to a restructuring that shifted prisons from the Ministry of Justice to a High Commissioner under the responsibility of the Prime Minister.

A challenge that emerged for the section in relation to training law enforcement groups was that trainers within the HRE Network did not have related backgrounds in these highly specialized fields. AI Morocco solved this problem by partnering with Penal Reform International in one of the prison staff trainings. Amnesty's ability to seek out such partnerships would facilitate their ability to carry out trainings with other, specialized government groups as well.

Given the sensitivity of working with these target groups, the achievement of successfully offering trainings to these target groups was remarkable, at least from a political point of view. The impacts on prison staff in Morocco were not directly known, and none were able to complete multiplier surveys. However, the HRE Coordinator related the following evidence of impacts on trainings that were held with prison and reintegration administrators:

- Ongoing contacts with the Ministry of Justice
- The organization of subsequent trainings on human rights for REAP multipliers in international settings
- The organization of trainings by multipliers for other groups in the prison environments
- Continued access by Amnesty International to prisons and rehabilitation centers in order to hold participatory art and recreational activities, as well as awareness-raising events and education days
- Some TV coverage on the conditions of prisons and prisoners
- Greater openness of the largest prison to monitoring visits by NGOs.

In the case of AI Morocco and their relationships with non-education ministries, opportunities for cooperation appeared to be emerging regularly. However these relationships were not sustained and thus the impacts might be considered to be short-term. Shifting policies, changes in leadership and re-structuring impeded the ability of some of the HRE to be implemented.

MALYSIA

In Malaysia, the government has taken some steps to promote civil and political rights, even though the sincerity and effectiveness of such actions had been questioned by critics.

One such effort was the establishment of a national human rights commission, SHUHAKAM, which contained a unit responsible for human rights education. Four of the 16 commissioners were assigned to this Working Group for Human Rights Education in Schools, which in addition had an assigned staff of four. AI Malaysia, which has not been able to directly access public schools, religious schools and public universities, tried to influence these institutions indirectly by supporting the work of SHUHAKAM. SHUHAKAM developed teaching modules on civic education that had a human rights element, which AI Malaysia contributed content towards. These modules were developed, printed and delivered to the Ministry of Education, but the Commission believed that few were in fact sent out to schools.

According to the staff interviewed at SHUHAKAM, they cooperated with three Ministry representatives, three academic institutions and two other NGOs (National Teacher's Union and National Council for Women's Rights) in addition to AI Malaysia. Amnesty International was the only human rights NGO in this group. The Commission representatives said that they have found the NGOs in general to be the most responsive of their collaborators. Specifically, AI Malaysia provided them with ongoing advice and

materials and their particular added value was the provision of cases and the international perspective in relation to human rights education.

AI Malaysia met with the staff of the SHUHAKAM education working group regularly in order to feed them new AI materials and ideas. According to the HRE Coordinator, not all of the ideas were accepted but they are heard. One new strategy that had been proposed was to lobby the ministries to carry out HRE through SHAHAKAM. If the human rights commission could strengthen its relation with the Ministry of Education then the Ministry would cooperate more fully in the distribution of resources related to the Convention on the Rights of the Child and associated workshops for teachers. These resources would unlikely be promoted under the Amnesty International banner, given the political situation, but under the Commission's. The HRE Coordinator did not see this as a problem: "Branding is less important than achievement."

REFLECTION

AI Morocco and AI Malaysia successfully established constructive working relationships with governmental agencies in ways that clearly benefited both organizations. The Malaysian section was positioned to promote HRE "behind the scenes" through their influence on the national human rights commission. AI Morocco was able to carry out training for law enforcements personnel like prison officials who had, in the past, been responsible for violations of human rights in the country. The outcomes of these relationships are not only restricted to trainings but positive relationships that allowed Amnesty, in the case of the Ministry of Justice for example, to promote the human rights agenda more broadly within the ministry.

The evidence of impact on individual multipliers coming from the (non-education) government sector – on the basis of survey data received for all 10 countries - appears mixed. As compared with other target groups across all countries, civil servants reported relatively higher impacts for the development of facilitation skills and valuing standing up for one's own rights. However, this sector had relatively lower impacts on commitment to taking action and concern for others. More research would need to be carried out directly with these multipliers and their beneficiaries in order to better understand the potential and actual impacts for HRE trainings. Such research might most productively be carried out according to department-type, as the political and cultural environments of these different civil servants (police versus social workers, for example) would presumably be quite different.

The case studies begin to illustrate the complexity associated with working with some non-educational government agencies, including a lack of control of partnerships in relation to carrying out long-term trainings. What sections with such active relationships might consider more actively is how access enabled through REAP might be used to promote Amnesty's work in areas other than HRE.

6.0 DISCUSSION OF FINDINGS

REAP and its Trainings

The study showed that many impacts are directly related to increased exposure to REAP trainings. The more contact a multiplier had with the REAP programme, the greater the value of all supports offered by Amnesty International. Skill impacts on multipliers, such as facilitation and materials adaptation, were associated with higher levels of participation.

Participation in REAP trainings had a positive impact on multiplier's knowledge and attitudes in relation to human rights. There is evidence that some of these impacts increased with longer periods of time spent in training. With beneficiaries, there was also evidence, although not tested statistically, that increased exposure to trainings had a direct impact on knowledge and attitudinal impacts.

Participation in REAP trainings appear to be positively associated with the development of skills for facilitation and materials development/adaptation. Investments in training may be less necessary, however, if the AI section does not feel it as necessary to cultivate such skills to a high degree. For example in sections where multipliers are intended to deliver relatively brief and non-technically sophisticated awareness-related activities, short refresher workshops for multipliers may be sufficient and perhaps even more relevant than longer, intensive ones.

These observations are based on the data emerging from the study. Undoubtedly other attitudinal and activity changes reported in open-ended responses by multipliers and beneficiaries will have come about at least in part in relation to their participation in training and awareness-raising activities. The opportunity to reflect and discuss with others about human rights realities, to find support among like-minded individuals is very likely to have contributed to the impacts reported.

REAP and its Multipliers

The REAP programs have been able to demonstrate the validity of the "multiplier" approach through HRE activities carried out with multipliers. A factor contributing to the success of this model is the involvement of multipliers who have ready access to multiplication venues, such as classrooms, schools or activities within community-based organizations.

The varying contexts of the REAP programs receiving a site visit revealed the importance of HRE Coordinators being able to accurately analyze opportunities within their country context in carrying out their program. For example, the Polish context and the situation in middle and secondary schools has allowed for a proliferation of school groups. However resistance from educational authorities and individual teachers in the Moroccan and Malaysian school contexts have limited the degree to which school groups can be successfully established and maintained.

The focus on teachers/educationalists as multiplier target groups seems wise in many regards. Teacher-multipliers consistently reported the highest level of impacts across all competency areas. These teachers often work in a range of nonformal education venues, and not only through clubs in their schools. A striking finding of the evaluation – although one that is not fully explored - is how rarely secondary school teachers report that they are able to actually integrate human rights themes within their formal teaching. (University instructors appear to have more freedom in this regard.)

The reported impacts on students-multipliers are not as strong as for teachers, although there is evidence of especially high influence in relation to the cultivation of empathy and attitudes supporting standing up for the human rights of others and taking action. Qualitative information collected from students during site visits show that the opportunities for students to engage in self-directed activities in clubs can be an especially motivating and capacity-building experience for them. Impacts on a portion of students involved in the program appear to be long-standing and contribute to the cultivation of long-term activism.

Impacts on multipliers associated with NGOs/CSOs are rated just below that for teachers. Civil society multipliers reported especially high gains in relation to the development of facilitation and materials adaptation skills and commitment to taking action. Two additional observations might be made in relation to the use of multipliers from this sector.

The first is that a critical mass of staff people/trainers from these organizations would need to participate in REAP trainings in order to result in systematic programmatic changes in policy, as occurred in TVEP. Amnesty International would need to establish formal institutional relationships with such agencies and not merely invite individuals within their network to participate in trainings. Moreover, agencies that might qualify for this relationship with Amnesty would ideally have either an education or training unit or clearly established internal operational policies – that is be "strong" enough – so that inputs from Amnesty could be disseminated internally.

The second observation is that, given the highly vulnerable beneficiaries that these CSOs tend to work with (e.g., women in rural areas), there is evidence that impacts on the multipliers and beneficiaries have been transformational, resulting in profound changes in personal attitudes and behavior. The especially strong impacts reported for rural areas such as Limpopo in South Africa, as well smaller villages in Russia and Poland suggest that HRE activities that reach out to these lesser-serviced areas can be particularly effective. Such changes are brought about in part because in promoting a human rights-based approach (rather than HRE activities only) REAP allowed for the human rights message to be internalized within the needs framework of the populations in these areas. This resulted in the self-organization of human rights promotion activities within these communities, programming that was highly relevant and influential for these populations. These kinds of impacts, however, will not relate directly to enhancement of AI growth and mobilization.

There is evidence of impacts on multipliers associated with government agencies, although these appear to be lower overall than for other target groups. Across all 10 countries, these civil servants reported relatively high impacts in relation to the development of facilitation skills and the valuing of standing up for one's own human rights. A question emerging from the case study work is the long-term viability of civil servant as multipliers within their own professional environments. Some of the REAP sections, in particular Morocco and Malaysia, were able to make remarkable gains in terms of establishing formal partnerships with government agencies other than the Ministry of Education.

However, maintaining ongoing access to these agencies and their own internal ability to carry out HRE activities seems to be highly influenced by changes in political leadership, re-structuring and the political and bureaucratic environments in which they work. Therefore, AI investments in government partnership might be justified on goals other than "multiplication" per se. These other goals would include the establishment of constructive relationships with the potential to bring about other potential outcomes, such as those emerging in Morocco in relation to having prisons becoming more open to NGO visits. However, AI leadership would want to bear in mind that AI appears to have less control of these government relationships as other institutional ones established in REAP and the possibility of government agencies making only symbolic gestures in inviting AI to contribute its educational expertise.

REAP within Amnesty International Sections

There is ample evidence that the capacities of AI sections to carry out HRE activities have been considerably strengthened through REAP. In addition to the organizational and technical capacities required for organizing trainings, the HRE Coordinators have developed and maintained associated networks.

REAP can successfully serve as a vehicle for enhancing capacities of AI members as well as a vehicle for attracting new individuals to AI circles. HRE activities have been used to motivate and to enhance the capacities of AI members, reinforcing their engagement with the organization and AI's communication and coordination capacities.

REAP can also successfully serve as a vehicle for attracting new individuals to AI networks. HRE programming has provided new avenues of involvement with AI through carrying out local education and awareness activities; generated interest in membership and expansion of existing structures (such as HR Clubs); and expanded platform for actions (such as signature drives). This relationship may be strongest for those countries that have focused on teachers and students as target groups.

REAP may be more successful in attracting new members when it has enabled the creation of new avenues for outreach (such as the establishment of school groups in Poland) rather than focused on the enhancement of capacities of existing members

(Morocco). The creation of such avenues may in part be related to the (early) timing of the REAP programme within the development of HRE programming within a section.

The views of HRE as instrumental to AI growth and mobilization versus HRE as instrumental to personal and professional changes in practice appear able to co-exist within REAP. However, certain sections have made a greater effort to link HRE with mobilization and REAP has therefore been a primary contributor to these AI developments.

The positive impacts on Amnesty International as an organization go beyond those objectives identified for the REAP project, and relate to public image, partnerships, the ability to reach vulnerable groups and the expansion of networks. These outcomes are captured in this evaluation and might be retained as indicators within the monitoring and evaluation framework associated with future REAP programming.

These impacts have also reflected the ability of HRE Coordinators and other AI staff to astutely assess opportunities for promoting HRE within existing within national and sub-national environments, institutions and target groups.

REAP and Broader Societal Impacts

Methodologically it is difficult to isolate the influence of any single factor when considering societal changes. Nevertheless there is evidence that REAP has contributed both directly and indirectly to such impacts.

One area of societal impacts related to Amnesty's work with partner organizations, which can be seen as "delivery agents" for human rights within their own spheres of influence and activity.

Several of the REAP countries increased or enhanced CSO capacities related to human rights promotion. Interviews with beneficiaries in Morocco and South Africa confirmed anecdotally that Amnesty's capacity-building activities with such organizations positively influenced both multipliers and beneficiaries at the community level. This influence was primarily felt through HRE education and awareness activities in conjunction with a human rights-based approach to programming. In relation to this, there is evidence of AI having contributed to the greater realization of human rights among vulnerable populations served by these CSOs.

An enabling environment for Amnesty International's overall work in many countries was enhanced through an improved public image associated with positive publicity surrounding REAP. These impacts were especially pronounced for smaller towns and villages. AI sections may also claim to have promoted an enabling environment for human rights education in a number of countries through their lobbying effort with national and sub-national educational institutions. Such lobbying has contributed to the development of educational policies and practices more amenable to human rights education in schools.

The scope of any societal impacts brought about by these enabling environments could not be determined through this study. Yet the confirmation of these potential impacts, particularly at the local level, are reminders that REAP programming is intended to influence the realization of human rights at multiple levels and that such impacts will come about through the efforts of individual agency.

Annex 1: Evaluation logframe

Annex 2-5: Surveys instruments: HRE coordinator, Key Trainer, Multiplier, Beneficiary

Annex 6: Tables: Comparison of Key Trainer and Multiplier ratings of impacts on multipliers

AMNESTY INTERNATIONAL HUMAN RIGHTS EDUCATION PROGRAMMING- REAL EVALUATION

EVALUATION LOGFRAME

INTERNAL DOCUMENT

July 8, 2008

ANTICIPATED OUTCOMES/SHORT-TERM IMPACTS[29]	AREAS OF INVESTIGATION	DATA SOURCES ALL REAP SITES	DATA SOURCES IN-DEPTH CASE STUDIES
1. Individual level *These outcomes relate to the engagement of individual trainers and multipliers in the REAP programming*			
1.1. Understanding of one's own human rights	Content knowledge in relation to human rights principles and standards (self-reporting plus "check" for knowledge) Awareness of importance of advocating for one's own rights	Questionnaire to expert trainers and multipliers[30]	Interviews with multipliers and beneficiaries Internal training evaluations
1.2. Understanding of the human rights of others	Awareness of potential conflicts between rights Awareness of importance of advocating for the rights of others	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries Internal training evaluations

[29] Anticipated outcomes and impacts based in part upon AI-REAP country applications.

[30] Questionnaire for trainers/multipliers would be administered to all (non-AI) expert trainers and multipliers (including those no longer active with the program) during the most recent phase of the REAP program. If evaluation resources are not sufficient for administering the questionnaire to this entire group, a sub-set will be selected. Multipliers here refer to trainees involved in the first level of trainings (e.g., those carried out by AI staff and other expert trainers). Multipliers could in turn be involved in HR training and awareness activities (e.g., teachers) or in other ways in relation to target groups (e.g., journalists, prison officials).

1.3. Awareness of issues related to human rights	Application of human rights framework to personal, community, national and international conditions and issues (self-reporting of opinion plus evidence of action)	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries Internal training evaluations
1.4. Development of empathy, tolerance and mutual respect for others	Concern for the human rights conditions of others, especially those of vulnerable populations Increased tolerance for the human rights of those different from oneself, especially those suffering from discrimination in one's society or those who have discriminated against you (self-reporting of opinion plus evidence of action)	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries Internal training evaluations
1.5. Sense of personal agency in promoting human rights	Commitment to taking action to promote human rights Feeling that one can make a different in taking action to promote human rights	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries Internal training evaluations
1.6. Internalization of human rights value system	Human rights framework is consistent with/complementary to other religious, political, or ethnical values that one holds	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries Internal training evaluations

1.7. Increased personal realization of human rights	Application of human rights principles to private life and relationships	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries
1.8. Capacity to carry out trainings	Content knowledge necessary for carrying out trainings Methodological and organizational skills necessary for carrying out trainings Experience in carrying out trainings	Questionnaire to expert trainers and multipliers	Interviews with expert trainers and multipliers Internal training evaluations
1.9. Capacity to develop human rights education-related resources	Content knowledge necessary for developing resources Writing, editing and other design and production skills related to development of resources	Questionnaire to expert trainers and multipliers	Interviews with expert trainers and multipliers
1.10 Capacity to apply HR principles in other ways	Content knowledge necessary for applying HR Skills necessary for apply HR principles	Questionnaire to expert trainers and multipliers	Interviews with expert trainers and multipliers
1.11. Trainings participated in as a trainee	Number of trainings, contact hours for each training, main theme of training (e.g., TOT, other)	Questionnaire to expert trainers and multipliers	
1.12 Trainings carried out as a trainer	Number of trainings, contact hours for each training, main theme of training	Questionnaire to expert trainers and multipliers	Annual reports

1.13 Non-training related activities carried out	Actions, mechanisms and policies for promoting HR (type, target group, how many, when)	Questionnaire to expert trainers and multipliers	Interviews with expert trainers and multipliers
1.14 Longevity as a trainer with Amnesty	Number of years/months worked as trainer with AI	Questionnaire to expert trainers and multipliers	
1.15 Resources developed for/with Amnesty International	Title, year published, purpose, target groups, print run, dissemination	Questionnaire to expert trainers and multipliers	Annual reports Internal documentation
1.16 Joined Amnesty International or other organization promoting HR	Joining of group as result of REAP-related programming	Questionnaire to expert trainers and multipliers	Interviews with expert trainers and multipliers
1.17 Amnesty International HR campaigns/actions participated in	Number of campaigns and actions, by year, theme	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries
1.18 Other, non-Amnesty sponsored human rights-related campaigns/actions participated in	Number of campaigns and actions, by year, theme	Questionnaire to expert trainers and multipliers	Interviews with multipliers and beneficiaries
1.19 Factors contributing to/impeding engagement with HRE and Amnesty International	Possible supporting factors: commitment to human rights, sense of personal efficacy, satisfaction working with Amnesty International Possible impediments: lack of time, lack of pay, lack of sense of personal efficacy, hostile political environment, dissatisfaction working with Amnesty International	Questionnaire to expert trainers and multipliers	Interviews with trainers, multipliers and beneficiaries Annual reports Internal documentation

2. Programmatic/Institutional Level *These outcomes relate to Amnesty International programming and the programming of partner organizations/non-partner organizations associated with REAP programming*			
2.1. AI membership	AI membership, per year, directly associated with activities of REAP programming	Questionnaire to HRE Coordinator/Director	Interviews with HRE Coordinator and Director (direct association with REAP programming) Annual reports
2.2. Participation in AI campaigns/actions	Participation in AI campaigns/actions, per year, directly associated with activities of REAP programming	Questionnaire to HRE Coordinator/Director	Interviews with HRE Coordinator and Director (direct association with REAP programming) Annual reports
2.3. REAP-sponsored trainings carried out by multipliers/those originally trained by AI	Number, year, number of trainees, target groups, contact hours, main theme	Questionnaire to HRE Coordinator/Director	Annual reports
2.4. Pool of trainers/multipliers available to carry out REAP-related programming	Number, by year, sector/target group	Questionnaire to HRE Coordinator/Director	Annual reports
2.5. HRE-related resources developed with REAP support	Title, year published, purpose, target groups, print run, dissemination	Questionnaire to HRE Coordinator/Director	Annual reports Samples of resources developed

2.6. NGO partnerships established by AI (both HRE and non-HRE related) as a result of REAP programming	Year partnership began/ended, institution name, mission of organization, purpose of partnership	Questionnaire to HRE Coordinator/Director	Interviews with NGO partners Annual reports
2.7. Results of AI partnership/REAP-related programming on NGOs	HRE/HR capacities, activities carried out, year, results of these activities	Questionnaire to HRE Coordinator/Director	Interviews with NGO partners Interviews with HRE Coordinator and Director Annual reports
2.8. GO partnerships established by AI (both HRE and non-HRE related) as a result of REAP programming	Year partnership began/ended, institution name, mission of organization, purpose of partnership, joint activities carried out	Questionnaire to HRE Coordinator/Director	Interviews with GO partners Annual reports
2.9. Results of AI partnership/ REAP-related programming on GOs	HRE/HR capacities, activities carried out, year, results of these activities	Questionnaire to HRE Coordinator/Director	Interviews with GO partners Interviews with HRE Coordinator and Director Annual reports
2.10 Results of REAP-related programming on non-partner organizations or institutions (e.g., schools)	HRE/HR capacities, activities carried out, year, results of these activities	Questionnaire to HRE Coordinator/Director	Interviews with HRE Coordinator and Director Interviews with non-partner organizations? Annual reports

2.11 Results of AI lobbying activities associated with REAP programming on non-partner organizations	Lobbying aims, year, non-partner organization, results (e.g., new activities, policies, legislation, etc.)	Questionnaire to HRE Coordinator/Director	Interviews with HRE Coordinator and Director Interviews with non-partner organizations? Annual reports
2.12 Media coverage of AI events related to REAP programming	Type (e.g., radio, TV, print), state/independent, overall positive/negative	Questionnaire to HRE Coordinator/Director	Interviews with HRE Coordinator and Director Annual reports Internal documentation
3. Societal Level *These impacts are directly related to programming or activities that can be traced back to REAP programming*			
3.1. Positive public opinion related to AI and human rights			Interviews with HRE Coordinator and Director Interviews with NGO and GO partners Internal documentation

3.2. Increased allocation of government resources for promoting and protecting the realization of human rights			Interviews with HRE Coordinator and Director Interviews with NGO and GO partners Internal documentation
3.3. Implementation of legislation and policy that promotes and protects the realization of human rights			Interviews with HRE Coordinator and Director Interviews with NGO and GO partners Internal documentation Review of national human rights reports
3.4. Direct evidence of increased realization of human rights (especially for vulnerable populations)			Interviews with HRE Coordinator and Director Interviews with NGO and GO partners Review of national human rights reports
3.5. Release of political prisoners in other countries (on basis of actions undertaken by Amnesty members in REAP country) ??			Interviews with HRE Coordinator and Director

Annex to REAP impact assessment 2010

HRE COORDINATOR QUESTIONNAIRE

You have been asked to complete this survey as part of REAP's external impact assessment. We are very interested to know any outcomes and short-term impacts of this programme on you, your section/structure, and those you are working with. Please complete this with the assistance of other AI staff, as necessary.

Your responses will not affect your status with the REAP programme Thank you for helping us to better understand the HRE programming and its impacts!

1. *Please tell us about yourself:*

Name: AI s/S:

Position: Length of time in position:

2. Beginning at the time of your first REAP grant and counting through July 2008, for how many years/months did you receive REAP funding support? Please include all grant periods, skipping any periods where REAP funding does not apply

____years and ____months

Please answer the remaining questions in relation to the most recent/current REAP programming period. For example, if you are in Year 2 of a three-year REAP grant, please answer for this period to date.

3. For what period of time are you answering the remaining questions? (e.g., January 2007 to present): _____

The following questions relate to your HRE programming and its potential effects on other Amnesty-related programming.

4. AI membership at beginning of REAP grant:
5. AI membership level currently:

6. To what degree can any increases in membership be attributed to HRE-related activities that you are carrying out?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

7. Number of AI local groups at beginning of REAP grant:
8. Current number of AI local groups:

9. To what degree can any increases in number of local groups be attributed to HRE-related activities that you are carrying out:

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

10. What campaigns/actions has your s/S carried out during this period?

11.Have participation levels in these campaigns/actions increased over the course of the most recent REAP grant?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

12. To what degree can any increases in participation levels in these campaigns/actions be attributed to HRE-related activities that you are carrying out?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

13. Are there any other impacts on AI non-HRE programming associated with the REAP HRE programming?
___ yes ___no

If so, please describe.

The following questions relate to expert or key trainers that you have used in order to carry out TOTs as well as training resources you may have developed with REAP support.

14. How many key/expert trainers did you have for carrying out TOTs with multipliers at the **beginning** of the REAP grant? _____ trainers

15. How many key/expert trainers do you **presently have** for carrying out TOTs with multipliers? _____ trainers

16. How many training resources had Amnesty developed prior to the REAP grant?
____ resources

17. How many training resources are you currently using that you have either written or adapted for use? ____ resources

The following questions relate to those you have trained and supported as "multipliers" in your programming. Please answer for the most recent/current REAP grant period.

18. Using the matrix below, indicate:
* the constituency groups you are working with as multipliers

* how many multipliers have been trained directly by AI for each constituency group
* the intended number of contact training hours for each group. (For example, participation in one TOT for 18 hours (three days), or participation in a series of TOTs for 72 hours (nine days)).

Constituency groups	**No. of multipliers trained**	**Intended contact hours**
Youth		
Women		
Children		
Parents and families		
Community-Based Organisations (CBO)		
Non-Governmental Organisations (NGO)		
International Non-Governmental Organisations (INGO)		
Lawyers		
Bar Association		
Journalists		
Bloggers		
Human Rights Defenders (HRDs)		
AI Volunteer Educators		
AI Members		
Schools - Primary		
Schools - Secondary		
Teachers		
Teaching institutions		
Universities		
Ministries of Education		
Members of the Judiciary		
Parliamentarians		
Government workers/civil servants		
Religious groups leaders		
Trade unions		
Business sector organisations/companies		
Artists		
Creative Arts Organisations i.e.: Theatre Company		
Prisoners of Conscience (PoCs) and Ex- PoCs		
High Profile Individuals i.e.: celebrities etc.		
Lesbian, Gay, Bisexual and Transgender people (LGBT)		
People with disabilities		
Homeless people		
People in unsecure housing i.e.: people living in slums		
Refugees		
Migrants		
Marginalised groups/communities		

19. What are the primary themes of these trainings? Once again, break out according to target group if necessary.

20. What other kinds of mechanisms do you use in order to maintain contact with and support the work of multipliers? (*Please check all that apply*)

___ Individual telephone or e-mail contact
___ Electronic listserv
___ E-Newsletter or hard copy newsletter
___ HRE-related website
___ Informal meetings and/or gatherings
___ Collaboration by AI on training activities carried out by multipliers
___ Collaboration by multipliers on AI activities carried out
___ Network exchange visit
___ Other: _____

The following questions inquire about your intended results of TOT programming on multipliers as well as your assessment of your success in meeting these. Please answer on the basis of your three primary constituency groups. Feel free to add outcomes not mentioned in this list.

21. How **relevant** are the following outcomes for multipliers within your HRE work?

Constituency group 1: _____

Understanding of HR principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Pedagogical skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Skills for developing or adapting existing learning tools	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Other: _____	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5

Comment:

Constituency group 2: _____

Understanding of HR principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5

Pedagogical skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Skills for developing or adapting existing learning tools	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Other: _____	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5

Comment:

Constituency group 3: _____

Understanding of HR principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Pedagogical skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Skills for developing or adapting existing learning tools	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Other: _____	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5

Comment:

22. How **successful** would you say you have been in reaching your intended outcomes for multipliers?

Constituency group 1: _____

Understanding of HR principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Pedagogical skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Skills for developing or adapting existing	**Not at all**		**Somewhat**		**A great deal**

learning tools	1	2	3	4	5
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Other: _____	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5

Comment:

Constituency group 2: _____

Understanding of HR principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Pedagogical skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Skills for developing or adapting existing learning tools	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Other: _____	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5

Comment:

Constituency group 3: _____

Understanding of HR principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Pedagogical skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Skills for developing or adapting existing learning tools	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5

Other: _____ **Not at all** **Somewhat** **A great deal**
1 2 3 4 5

Comment:

23. What **evidence** do you have for specific outcomes you have mentioned above? For example, what kinds of follow-up activities have been carried out by each of your target groups? In what ways are multipliers continuing to relate to AI work? Please be as specific as possible and feel free to attach relevant documents. Please take your time on this question as it is an important part of this evaluation.

Target group1: _____
Evidence:

Target group 2: _____
Evidence:
Target group 3: _____
Evidence:

The following questions relate to beneficiaries whom your multipliers have worked with.

24. What do you see as they key outcomes of the trainings or other HRE activities carried out by multipliers for beneficiaries?

25. What evidence do you have of these outcomes? Please be as specific as possible and feel free to attach relevant documents.

The following set of questions relate to Amnesty International and collaborations you have had with a range of organizations in relation to your human rights education programming.

26. How many organizations did AI have active collaborations with prior to the REAP programming and what is the present number?

Type of Organization	No. of Collaborations Prior to REAP	Current No. of Collaborations
Non-governmental organisation		
Community-based organisation		
Government agency		
School		
University		
Other: _____		

27. Have these relationships influenced Amnesty International's overall programming?
___ yes ___no

If so, please describe.

28. Have these relationships influenced the programming of these other organizations?
___ yes ___no

If so, please describe.

The following questions address Amnesty's HRE-related lobbying activities and its public image.

29. Has AI been involved in lobbying activities with authorities related to human rights education?

29a. ___ yes ___no

29b. If so, what was the target organization and the purpose of the lobbying effort?

29c. Have there been any positive results that can be directly associated with AI efforts?

30. Has there been positive media coverage of AI related to HRE-related activities since the beginning of the most recent REAP grant?

30a. ___ yes ___no

30b. If so, please use number to indicate the amount of positive coverage - 1 news item, 3 news items – for each of the media categories below.

Type of Media	National Level	Local Level
Print (e.g., newspaper)		
TV		
Radio		
Blog		
University		
Other: _____		

The following questions relate to any societal impacts that may have taken place as a result of REAP programming. It may not be the case that any have happened, but if so, we would like to be sure to document these. Again, these impacts should be directly traceable to REAP programming in some way.

31. Is there any evidence of a changed (e.g., more positive) public opinion related to AI or HR as a result of the REAP programming?
___ yes ___no

If so, please describe.

32. Has there been any increased allocation of government resources for promoting and realizing human rights?
___ yes ___no

If so, please describe.

33. Is there any direct evidence of a greater realization of human rights, especially for vulnerable populations?
___ yes ___no

If so, please describe.

34. If members of AI, brought in through REAP programming have been involved in letter-writing campaigns, has there been any associated release of political prisoners in other countries?
___ yes ___no

If so, please describe.

35. Other comments:

Thank you for completing this survey!
Please e-mail back to ftibbitts@hrea.org by 1 September 2008.

Annex to REAP impact assessment 2010

KEY TRAINER QUESTIONNAIRE
(for co-facilitators of TOTs)

You have been asked to complete this survey because you have been a co-trainer in Amnesty International's human rights education (HRE) programming. We are very interested to know how this programme may have affected you and others.

Your responses will not influence your relationship with Amnesty International (AI). Thank you for helping us to better understand the HRE programming and its impacts!

1. *Please tell us about yourself*:

Year of birth: _____ Gender: ___female ___male

Occupation: _____ Organization: _____

City: _____ Country: _____

2. For what period of time have you worked with Amnesty International as a key trainer with their human rights education programming? (e.g., January 2007 to August 2008): _____mth/_____year to _____mth/_____year.

3. How many AI training-related activities have you co-facilitated or lead? Please use the matrix below to indicate include all TOTs, workshops and presentations, the contact hours for each event, and the main theme of the training or workshop.

HRE Activity	No of Activities	Contact Hours for each Activity	Main themes
Training of Trainers Course			
Workshops			
Presentations			
Other: _____			

4. Have you worked with Amnesty International on the development of any training resources/materials?
___ yes ___no

If so, please describe. Include title, year of production, the intended target groups, numbers produced, and method of distribution.

The following questions ask about your intended results of TOT programming on multipliers/trainees as well as your assessment of your success in meeting these. Please answer on the basis of your three primary target groups. Feel free to add outcomes not mentioned in these lists.

5. How **relevant** are the following outcomes for multipliers/trainees within your HRE work?

Target group 1: _____

Understanding of human rights principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Facilitation skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Skills for developing or adapting existing learning tools	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Other: _____	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	

Comment: _____

Target group 2: _____

Understanding of human rights principles and standards	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Facilitation skills for carrying out training & outreach activities	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Skills for developing or adapting existing learning tools	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Commitment to taking action to promote HR	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	**N/A**
Other: _____	**Not at all** 1	2	**Somewhat** 3	4	**A great deal** 5	

Comment: _____

Target group 3: _____

	Not at all		Somewhat		A great deal	N/A
Understanding of human rights principles and standards	1	2	3	4	5	
Facilitation skills for carrying out training & outreach activities	1	2	3	4	5	
Skills for developing or adapting existing learning tools	1	2	3	4	5	
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	1	2	3	4	5	
Commitment to taking action to promote HR	1	2	3	4	5	
Other: _____	1	2	3	4	5	

Comment: _____

6. How **successful** would you say you have been in reaching your intended outcomes for multipliers?

Target group 1: _____

	Not at all		Somewhat		A great deal	N/A
Understanding of human rights principles and standards	1	2	3	4	5	
Facilitation skills for carrying out training & outreach activities	1	2	3	4	5	
Skills for developing or adapting existing learning tools	1	2	3	4	5	
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	1	2	3	4	5	
Commitment to taking action to promote HR	1	2	3	4	5	
Other: _____	1	2	3	4	5	

Comment: _____

Target group 2: _____

	Not at all		Somewhat		A great deal	N/A
Understanding of human rights principles and standards	1	2	3	4	5	
Facilitation skills for carrying out training & outreach activities	1	2	3	4	5	
Skills for developing or adapting existing learning tools	1	2	3	4	5	
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	1	2	3	4	5	
Commitment to taking action to promote HR	1	2	3	4	5	
Other: _____	1	2	3	4	5	

Comment: _____

Target group 3: _____

	Not at all		Somewhat		A great deal	N/A
Understanding of human rights principles and standards	1	2	3	4	5	
Facilitation skills for carrying out training & outreach activities	1	2	3	4	5	
Skills for developing or adapting existing learning tools	1	2	3	4	5	
Infusing HR within pre-existing activities of multipliers (e.g., teaching)	1	2	3	4	5	
Commitment to taking action to promote HR	1	2	3	4	5	
Other: _____	1	2	3	4	5	

Comment: _____

7. What **evidence** do you have for specific outcomes you have mentioned above? For example, what kinds of follow-up activities have been carried out by each of your target groups? In what ways are multipliers continuing to relate to AI work? Please be as specific as possible and feel free to attach relevant documents. Please take your time on this question as it is an important part of this evaluation.

Target group 1: _____
Evidence:

Target group 2: _____
Evidence:

Target group 3: _____
Evidence:

The following questions relate to beneficiaries whom your multipliers/trainees have worked with.

8. What do you see as they key outcomes of the trainings or other HRE activities carried out by multipliers for beneficiaries?

9. What evidence do you have of these outcomes? Please be as specific as possible and feel free to attach relevant documents.

10. Other comments:

Thank you for completing this survey!

Annex to REAP impact assessment 2010

MULTIPLIERS/TRAINEES QUESTIONNAIRE
(for those attending TOTs)

You have been asked to complete this survey because you have been involved in Amnesty International's human rights education (HRE) programming. We are very interested to know how this programme may have affected you.

Your responses will not affect your relationship with Amnesty International (AI). Thank you for helping us to better understand the HRE programming and its impacts!

1. *Please tell us about yourself*:

Year of birth: _____ Gender: ___female ___male

Occupation: _____ Organization: _____

City: _____ Country: _____

2. Over what period of time did you participate in human rights-related trainings organized by Amnesty International? (e.g., January 2007 to August 2008):
_____mth/_____year to _____mth/_____year.

3. Approximately how many hours did you participate in training activities over this period? ____ hours

4. Aside from these trainings, how often are you typically in contact with someone at Amnesty International, receive information from AI, or make use of an Amnesty-related resource? [*please check one*]

__ once a week or more ___once a month ___ once every few months ___once a year ___never

*Please rate **the impact** of each of the following Amnesty International supports in terms of their effect on you and your work in human rights education and training:*

5. Impacts of the following supports on you and our activities:

	None		**Some**		**A great deal**
5a. Training of trainers program	1	2	3	4	5
N/A					
5b. Access to Amnesty resources/materials	1	2	3	4	5
N/A					
5c. Amnesty campaigns and actions	1	2	3	4	5
N/A					

5d. Ongoing communication with AI staff	1	2	3	4	5	N/A
5e. Network of AI human rights multipliers/trainees	1	2	3	4	5	N/A
5f. Other: _____	1	2	3	4	5	N/A

The following questions ask about the outcomes of AI's TOT programming on you and your activities. Please answer honestly and to the best of your ability. Feel free to add outcomes not mentioned in this list.

6. How well would you say that you understand human rights principles and standards?

Before the TOT programming					After the TOT programming				
Not at all		**Somewhat**		**A great deal**	**Not at all**		**Somewhat**		**A great deal**
1	2	3	4	5	1	2	3	4	5

7. Do you feel that you have the necessary facilitation skills to carry out trainings and other outreach activities?

Before the TOT programming					After the TOT programming				
Not at all		**Somewhat**		**A great deal**	**Not at all**		**Somewhat**		**A great deal**
1	2	3	4	5	1	2	3	4	5

8. Do you feel that you have the necessary skills for developing or adapting existing human rights learning materials/tools for use in your own activities?

Before the TOT programming					After the TOT programming				
Not at all		**Somewhat**		**A great deal**	**Not at all**		**Somewhat**		**A great deal**
1	2	3	4	5	1	2	3	4	5

9. How important do you think it is to stand up for your own human rights?

Before the TOT programming					After the TOT programming				
Not at all		**Somewhat**		**A great deal**	**Not at all**		**Somewhat**		**A great deal**
1	2	3	4	5	1	2	3	4	5

10. How important do you think it is to stand up for the rights of <u>others</u>?

<u>Before</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

<u>After</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

11. How much concern would you say that you have for others, especially vulnerable groups?

<u>Before</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

<u>After</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

12. Would you say that the program has positively influenced your empathy for the human rights of others different from yourself?

<u>Before</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

<u>After</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

13. How committed are you to taking action to promoting human rights?

<u>Before</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

<u>After</u> the TOT programming

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

14. Has your participation in the AI TOT or other AI HRE programming influenced your attitudes in any other ways?
___ yes ___no

If so, please describe.

Think about the activities that you have carried out that have been influenced by the Amnesty HRE programming.

15. Have you carried out **new activities** as a result of your participation in Amnesty International's HRE program?
___ yes ___no

If so, please describe.

16. Will you remain involved in these activities? ___ yes ___no

17. Have you changed the way you carry out **pre-existing activities** as a result of involvement in Amnesty International's HRE programming?
___ yes ___no

If so, please describe.

18. Will you remain engaged in these pre-existing activities? ___ yes ___no

19. What do you see as they key outcomes of your trainings/other HRE activities on beneficiaries?

20. What evidence do you have of these outcomes? Please be as specific as possible and feel free to attach relevant documents.

21. Other comments:

Thank you for completing this survey!

Annex to REAP impact assessment 2010

BENEFICIARY QUESTIONNAIRE

You have been asked to complete this survey because you have been involved in an activity organized by someone trained by Amnesty International. We are very interested to know how this activity may have affected you. Thank you for helping us to better understand our programming and its impacts!

1. *Please tell us about yourself:*

Year of birth: _____ Gender: ___female ___male

Occupation: _____

City: _____ Country: _____

2. Over what period of time did you participate in human rights-related workshops or activities organized by the person/organization who gave you this survey? (e.g., January 2007 to August 2008): _____mth/_____year to _____mth/_____year.

3. Approximately how many hours did you participate in workshops or other activities over this period?
____ hours

The following questions inquire about the outcomes of this programming on you and your activities. Please answer honestly and to the best of your ability. Feel free to add outcomes not mentioned in this list.

4. How well would you say that you understand human rights principles and standards?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

5. How important do you think it is to stand up for your <u>own</u> human rights?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

6. How important do you think it is to stand up for the rights of <u>others</u>?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

7. Would you say that your involvement has positively influenced your concern for the human rights of others different from yourself?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

8. As you think about your everyday life, what are three problems that you now see as human rights concerns?

a. _____
b. _____
c. _____

9. How committed would you say you are to taking action to promote human rights?

Not at all		**Somewhat**		**A great deal**
1	2	3	4	5

10. Have you carried out any **new** activities in your community as a result of your involvement in the multiplier's/trainees' work?

___ yes ___no

If so, please describe.

11. Have you changed any of your **pre-existing activities** as a result of your involvement?

___ yes ___no

If so, please describe.

12. Are you using human rights in your personal life?

___ yes ___no

If so, please describe.

13. Has your participation in the multiplier's/trainee's work influenced you in any other ways?
___ yes ___no

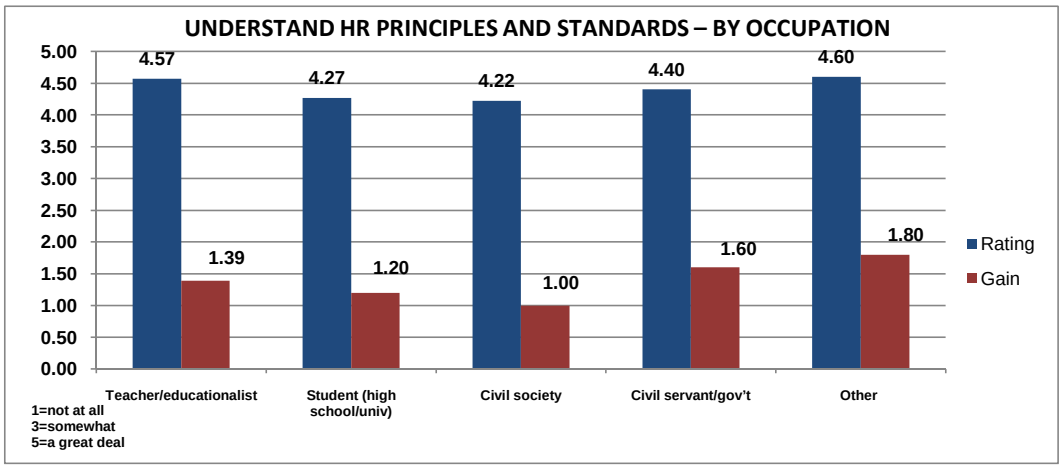
If so, please describe.

14. Other comments:

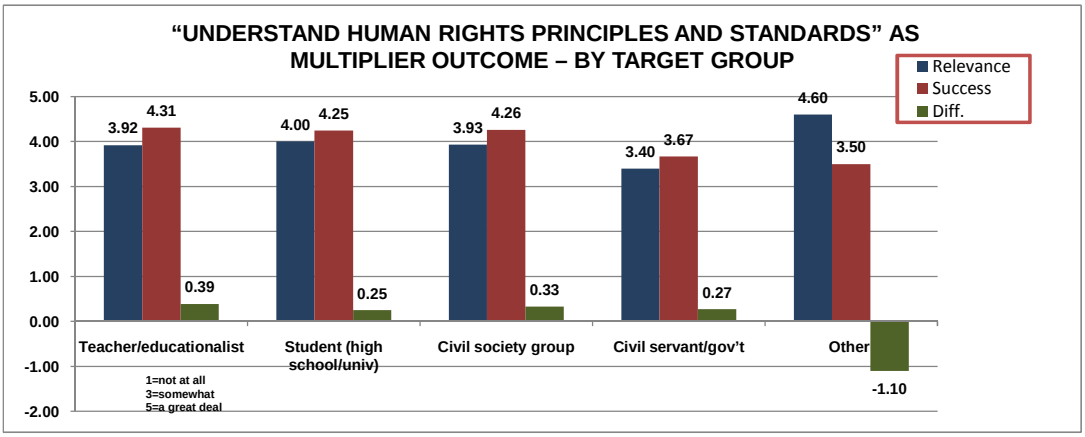
Thank you for completing this survey!

COMPARISON OF KEY TRAINER AND MULTIPLIER RATINGS OF IMPACTS ON MULTIPLIERS

MULTIPLIER SURVEY



KEY TRAINER SURVEY



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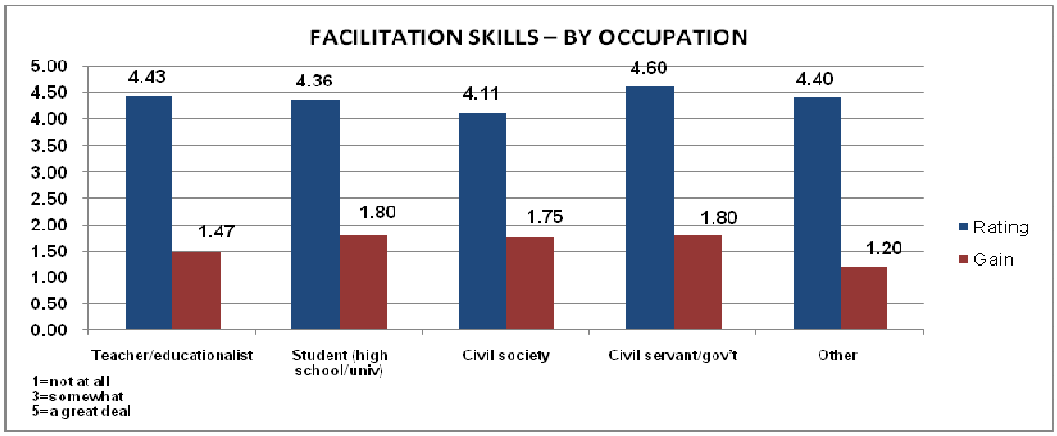

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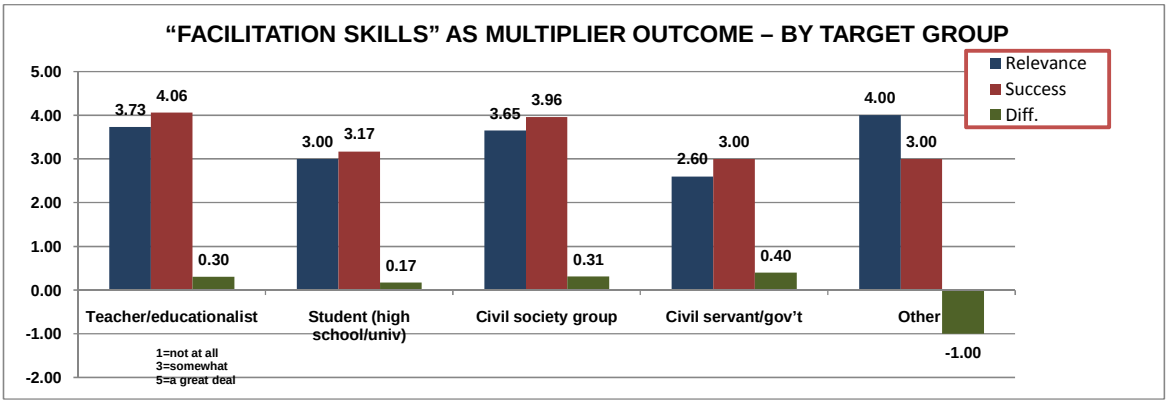

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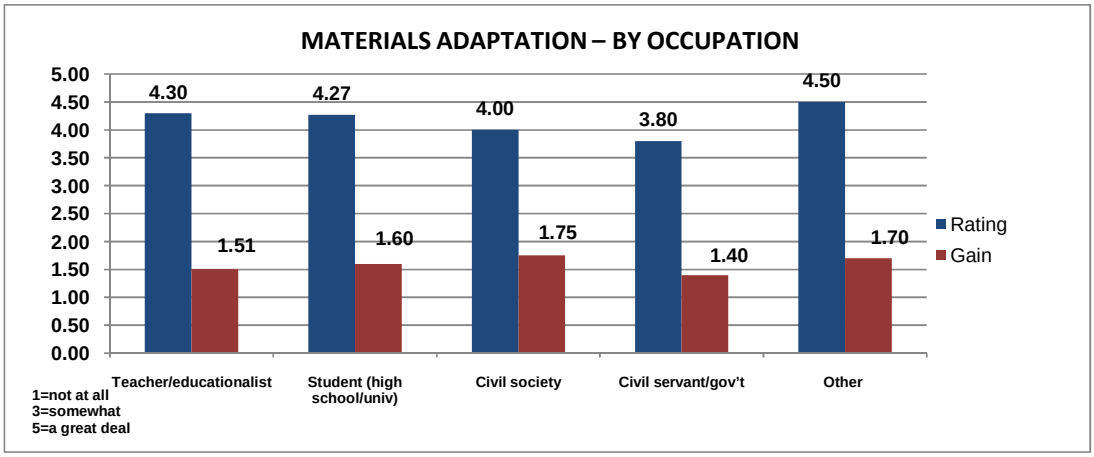

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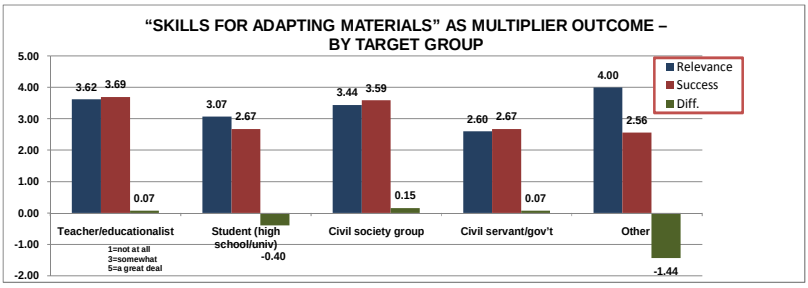

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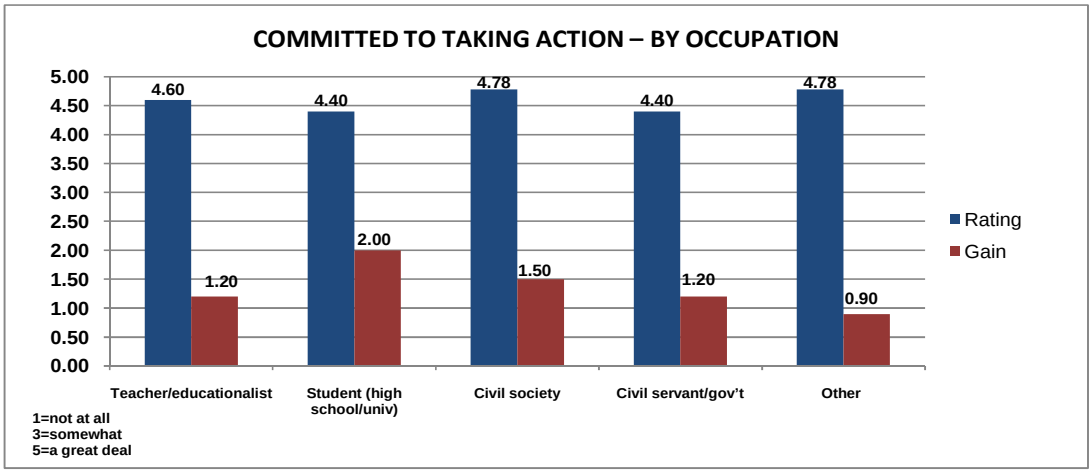
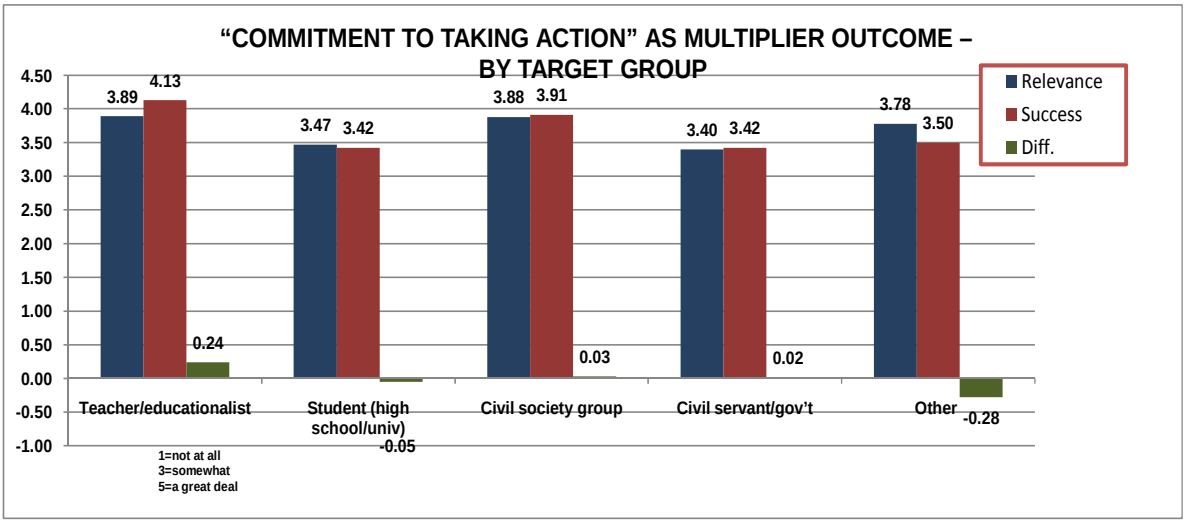
KEY TRAINER SURVEY