

Amnesty International

Mid-term Review of the
Africa Human Rights
Education Project (AHRE)

Final report

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Executive Summary

Background

Amnesty International (AI) is implementing the Africa Human Rights Education (AHRE) project with funding from the DfID Governance and Transparency Fund (GTF). The project is implemented in ten countries; Benin, Burkina Faso, Côte d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo and Uganda. It is a four year programme running from September 2008 until September 2012. The project goal is "to increase awareness and understanding of human rights and how human rights instruments can be used to improve people's lives in 10 countries across East and West Africa". The purpose is for civil society to be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate human rights education locally relevant to the human rights issues they face.

The mid term review of the AHRE project has been undertaken by an external consultant during the month of August 2010. The objective of the review was to get a clear sense of the project achievements and shortcomings and the reasons behind these. The project logical framework with expected outputs, outcomes and indicators was an important point of reference in this respect.

Methodology

The methodology applied was qualitative, using open ended questions in interviews to allow for detail and variation in responses. The AHRE project is about raising awareness and increasing capacities and these issues are better captured in qualitative interviews. Data was collected through document reviews, interviews with key project stakeholders and relevant Amnesty International personnel, as well as focus group discussions with beneficiaries. In addition, a self assessment questionnaire was distributed to project participants in each country to broaden the scope of information collected. Short field visits were undertaken to Ghana, Senegal, Togo and Uganda.

The scope and detail of the evaluation questions in the TOR have directed the study and the findings have been grouped under the five evaluation criteria used by OECD/DAC; relevance, effectiveness, efficiency, sustainability and impact. The emphasis on impact was toned down as many micro projects had only started between January and April 2010. A large share of the activities having taken place in the first two years of the AHRE project are related to setting up the project management structure, finding partners and preparing micro projects.

Project approach

The AHRE project has been conceptualised based on thorough consultations in ten countries where local human rights needs and priorities were identified. Experience gained from the "Amnesty International West Africa Human Rights Education project 2003-2006" has also been taken into account. Overall, the preparation and fact finding has been extensive, providing the project with a well argued rationale for the intervention. A bottom-up approach is emphasised, targeting poor and most remote communities. The micro projects are teaching human rights identified by the communities themselves as being the most relevant. AI promotes further networking and the inclusion of other national partners in the project. The project represents a rather new approach for AI where the emphasis on partnerships and working with or through other organisations is still new territory. The approach is however increasingly seen as the way forward for AI and the experience gained in the AHRE project feeds into other programme development. The AHRE project is considered as part of the overall AI Africa programme and the project is placed in the International

Mobilisation Unit in AI London. The intervention complements other initiatives and international campaigns implemented by AI like the "Stop Violence Against Women campaign" and the "Demand Dignity campaign" which focus on poverty and voicelessness.

GTF

The project is funded by the DfID Governance and Transparency Fund (GTF) and thus has to relate to the objectives and indicators established for the GTF. The following indicator under the accountability heading of GTF is recognised by AI as being the most relevant for the AHRE project: "*Perceived understanding of human rights and ability to claim rights improves for disadvantaged and vulnerable groups*". The AHRE project is well placed to deliver on the first part of the indicator, the improved understanding of human rights. The second part dealing with the ability to claim rights is more challenging as AI to protect its impartiality will not include real advocacy in projects funded by Governments. This poses some challenges regarding the achievement of the overall goal of the project.

The project partners in the ten countries are in most cases the national AI chapter and another human rights organisation. Where no AI section exists the project has two human rights organisations as partners. The partnership is formalised in an MOU outlining the roles, processes and responsibilities of AI and the partner organisations.

Micro projects

As of August 2010, 88 micro projects had been approved. The number of projects in each country ranges between 6 and 14. The annual budget allocation for micro project is fixed at £16,600 per country. Fewer micro projects mean more funds available for each project. The transaction costs of developing and managing micro projects have made many countries opt for fewer projects than the 15 envisaged in the proposal to DfID. The main themes addressed in the micro projects are violence against women, women's rights, children's rights, and economic, social and cultural rights.

The focus is mainly on the community level. Local authorities and traditional leaders are engaged or envisaged to be targeted through the education and awareness activities. The project participants implementing the micro projects have in most cases already worked in the targeted communities and thus have a good knowledge of the context and the extent of the problems to be addressed.

Relevance

The bottom up approach used in identifying and designing the micro projects has assured that the micro projects are very much related to the priorities of the communities. The target groups have been consulted and they have participated in the identification of the most pressing or relevant human rights issues to be addressed ensuring a fairly demand driven process and substantial ownership. In addition, a base line study has been undertaken in each country to complement the preparatory study and to gain further information and facts about the human rights situation in the targeted communities. This is an excellent basis for ensuring project relevance and being able to monitor whether the project has any influence on the situation over time.

Another factor influencing on relevance is the HRE material and resources used in the micro projects. The target groups must be able to understand the messages and relate to the material used in the education sessions. The reality is that illiteracy is high in the target groups and in addition, many speak local languages and do not understand French or English. Though the production of HRE material is delayed in many countries, the material produced so far reflect the challenges of illiteracy

and include posters conveying messages which can be understood without reading the text and slogans or messages on T-shirts and calendars to promote and create awareness about human rights. In several countries some of the material has been translated into local languages.

Effectiveness

The achievement of intended outputs and results in relation to targets and indicators presented in the logical framework is well on its way despite some initial delays of identifying project participants and getting started with the micro projects. The project goal is ambitious as it aims at improving human rights by empowering communities. This is a challenging task when education and not advocacy is the main tool to be used. The project has started educating communities and the disadvantaged groups about their rights so the awareness level has risen among all stakeholders. The target groups are thus informed or better informed than before about human rights. The capacity of the national coordinator, the partnership committee members and project participants has through the process of preparing country plans and micro projects also been strengthened.

The task of empowering the communities to demand accountability and in that way defend their rights has not yet manifested itself very strongly. The acquired knowledge about rights is perceived as very positive among the beneficiaries and they have high hopes for change. Most beneficiaries are however still in an early phase of learning about their rights and there is scope for deepening the understanding and focusing more on tools they can use to promote their rights strategically. This could include presentation and negotiating skills as well as campaigning and lobbying skills. Drawing on the experience from AI's other global campaigns, e.g. "the Demand Dignity Campaign" with its emphasis on tools for advocacy and campaigning seems useful in this respect. As the micro projects mostly started in the beginning of 2010 there are limitations to what these projects can be expected to have achieved beyond raising the level of knowledge and awareness. The education to be delivered in the coming two years will deepen the knowledge and will have to focus more on empowerment.

Efficiency

The DfID funding for the AHRE project is £3,148,725 over four years. Compared to the scope and outreach of the project the budget is a relatively small and there is no room for extravagant project spending. Funding is however no deterrent for achieving results; the delays in the project are caused by other factors than low funding or delayed disbursements. The still weak absorption capacity at country level has resulted in many countries not spending their full budgets. In terms of efficiency the first half of the project period has seen a situation of relatively high expenditures on administration and management compared to training of project participants and actual human rights education in the communities.

The thorough preparation process has had its cost in terms of man hour input and time. And the choice of focusing on larger regional workshops has resulted in the training sessions reaching fewer persons than what is optimal considering the cost. For the remaining part of the project the expenditures on management and project control need to be more balanced with expenditures on micro projects and training of project participants. The fact that the micro projects are now being implemented should help address this situation. More workshops at national level with a higher number of participants will also improve the efficiency.

Sustainability

The AHRE project may be mid way in its implementation but most micro projects have only been implemented for six to eight months. Issues such as sustainability and impact are more easily assessed when a project has been in operation for a longer period of time.

The AHRE project aims at raising the levels of knowledge and understanding of human rights and through this change people's lives. The sustainability of the AHRE project can be ensured through the delivery mechanisms of the project, but more particularly through positive effects of the project on people and ultimately structures. The impact of the AHRE project will persist even if the funding stops if the beneficiaries have the confidence to assert themselves as right holders and demand more accountability from duty bearers.

Impact

The potential for impact of the AHRE project is linked to the potential for achievement of the project goal as the goal relates to result at impact level. This means vulnerable groups should be empowered to an extent where they promote and defend their human rights resulting in the improvement of their human rights situation. The AHRE project design is focused on outreach and on relatively having many micro projects in each country. The time and effort required to develop the ongoing micro projects is an argument in favour of not developing new projects but to continue the realisation of the current ones. More time than one year is needed for the micro projects to have a chance to impact on the lives of the beneficiaries.

Lessons learned

The lessons learned from the first two years of the AHRE project implementation include the following aspects:

- Thorough planning and baseline preparation is important but takes time.
- Partnerships are important but take time to establish.
- Capacity levels vary between individuals, and conformity with requirements takes time to develop and require substantive guidance in the beginning.
- Budgets could have been better adjusted to conform to the national level of costs for salaries and transport etc.
- The access to infrastructure such as internet can not be taken for granted when the areas targeted in the project include the more remote parts.
- Quality rather than quantity is important when dealing with capacity development.

Recommendations

The recommendations from the report are the following:

1. The expenditures related to delivering HRE at the community level needs to be revised so that it does not appear to cost more to manage the project than what is actually being delivered in terms of micro project support and related activities such as training and education material.
2. The training of the project participants is a core element of the AHRE project. The regional training workshops should be considered to be replaced (coupled with) with national workshops where all project participants receive training from resource persons.

3. The division of labour between the AI London office and the PMT in Dakar ought to be clarified further. Now that the PMT is fully operational they should take on full responsibility for the project and use the AI resources for strategic advice and training.
4. Further capacity building to help implement the project at the national level is needed. Budgetary and financial issues as well as how to address the goal of empowerment of beneficiaries are relevant topics.
5. The sharing of ideas and experience from other AI projects is encouraged.
6. The links between the overall logical framework for the AHRE project and the strategic plan for each country should be reviewed to make them more explicit.
7. Micro projects seem relevant and adapted to the local situation. The recommendation to make for the remaining part of the AHRE project is that the micro projects should increasingly focus on or learn how to include advocacy possibilities within their projects.
8. The training provided in the micro projects should include skills to empower the stakeholders and tools to gain confidence when claiming their rights. Such skills include negotiation techniques, conflict resolution, presentation skills, leadership skills as well as advocacy and campaigning techniques.
9. The micro projects ought to have a longer time frame. The projects should be able to continue working in the current communities to allow for a deepening of the learning process with the recipients.
10. If possible, reduce the number of micro projects in each country. If this is not possible the number should not increase further. Dealing with so many projects is a large administrative task which means less time is available for strategic concerns of methodology, content and increasing activism among beneficiaries.

Acknowledgements

The consultant would like to express her gratitude to all stakeholders in the AHRE project who have assisted in preparing and undertaking the mid term review. The regional project office in Dakar and especially the national coordinators at country level made a substantial effort to organise the field visits and helped organise the distribution of questionnaires to project stakeholders. I owe great thanks to the project participants and the recipients in the various communities who took the time to meet with me and discuss the project. Many of them were observing Ramadan and I am grateful that they so willingly participated and shared their opinions. I would also like to thank all stakeholders who took the time to respond to the questionnaire, many of them did not have easy access to computers or internet.

1 Introduction

1.1 Purpose and Scope for the mid term review

Amnesty International (AI) is implementing the Africa Human Rights Education (AHRE) project with funding from the DfID Governance and Transparency Fund (GTF). It is a four year project aiming at increasing awareness and understanding of human rights and how human rights instruments can be used to improve people's lives in ten countries in East and West Africa. The total project budget is £3,351,959, £3,148,725 is funded by DfID, and the rest is funded by AI. The mid term review has been undertaken by an external consultant, Kristin Skov-Spilling, from COWI A/S during the month of August 2010.

The purpose as described in the Terms of reference (TOR) for the assignment is to get a clear sense of the project achievements and shortcomings and the reasons behind these (TOR enclosed in annex 1). The project logical framework with expected outputs, outcomes and indicators is the main point of reference in this respect.

The specific purpose of the mid term review is the following:

- Provide an independent assessment of the progress and performance of the project to date against targets
- Measure and report on achievements and early signs of change and impact
- Indicate adjustments and changes that need to be made to ensure success and if necessary, adjust the project design and log frame in order to improve likelihood of impact and sustainability.
- Analyse the cost effectiveness of the different approaches taken
- Review the project's risk analysis
- Determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability of the project at both regional and national levels
- Provide information that is credible and useful to enable the incorporation of lessons learned into the decision-making process of the Project Management on similar/future projects
- Contribute with inputs to DFID to evaluate the performance of the GTF as a whole, making sure the overall portfolio has increased accountability and responsiveness.

1.2 Methodology

The methodology applied for the mid term has been qualitative in its approach using open ended questions to allow for individual answers reflecting the perceptions and views of the respondents. A qualitative approach increases the depth and detail of the information provided and for this mid term review this seemed a relevant approach. The AHRE project is about raising awareness and increasing capacities and these issues are more easily addressed in qualitative interviews rather than in quantitative surveys.

The data collection consisted of the following elements:

Document review of relevant project documentation forwarded by the project management team in Dakar. There is a large amount of documentation produced both during the preparatory phase and during execution of the project. The documents include the project proposal, the inception report, the log frame as well as guidelines and manuals on baseline assessments, project management and monitoring and evaluation. Other relevant documents are the strategic country plans and the quarterly progress reports as well as the overall annual report to the donor. The document review allowed for a thorough introduction to the project, its goal, objectives, expected outcomes and status of implementation. This would subsequently be supplemented by information collected in interviews and during field visits to selected projects in Uganda, Ghana, Togo and Senegal. (List of documents reviewed attached in annex 2)

Qualitative interviews and consultations with key stakeholders was undertaken to verify information found in the desk study and to seek clarification and more information on specific issues. Persons consulted include the national coordinators, members of the partnership committees at country level, the members of the project management team as well as AI staff in London. Some consultations were done over the phone. (List of persons consulted attached in annex 3)

Field visits to four countries to meet with project stakeholders and visit selected projects to gain a better understanding of the micro projects, how they work on the ground and what has been achieved so far.

Focus group discussions with project participants and beneficiaries were held during the field visits. The group discussions allowed for a larger group of persons to express themselves on their opinion and experiences from the project compared to doing individual interviews. In some instances the planned focus group session turned out to be a large group of 30+ persons. In some instances the discussion would then be held with all persons present, in other cases a smaller group was formed to carry out the discussion. (Interview guide for focus group discussions and interviews attached in annex 4)

Self assessment questionnaires directed at the three levels of project stakeholders were distributed on email to all ten countries via the national coordinators. The survey was meant to complement the information collected during field visits and allow partners and project stakeholders from countries not visited to express their views on the project. The representativeness of the responses received is limited but the questions were open ended so the information received is useful to complement and compare to other information. The response rate varied quite a lot between countries and as expected, it was difficult to distribute and collect questionnaires from the beneficiaries as most of them do not have access to computers and internet and many are in fact illiterate. (Self assessment questionnaires attached in annex 5)

The scope and detail of the evaluation questions in the TOR have naturally guided the direction and content of the interviews. The emphasis on impact has however been toned down as compared to the TOR due to the fact that many micro projects only started between January and April 2010. A large share of the activities having taken place in the first two years of the AHRE project are related to setting up the project management structure, finding partners and preparing micro projects.

The sampling of countries for the field visits was proposed in the TOR, but for budgetary reasons four rather than five countries were visited; Uganda, Ghana, Togo and Senegal. There are between eight and fourteen micro projects in each country and considerable distances between them. The time available for the consultant would not permit visits to all projects. The selection was thus based on accessibility in terms of travelling time and the type of human rights addressed.

The triangulation of information increases the validity of the findings as there is the possibility to cross-check and verify findings. The mid term review does however have some limitations in terms of validity as the limited time on task and the sampling of projects and informants inherently excludes some views and certain information. The consultant is however of the opinion that the material reviewed and the stakeholders met and interviewed are representative for how the AHRE project is performing mid way, and thus constitute a sufficient basis for the findings and recommendations.

1.3 Overview of the report

The mid term review is guided by an extensive list of evaluation questions linked to impact, equity, relevance, efficiency, effectiveness, sustainability, replicability, project management and staffing, communication and networking as well as human rights education material and resources. The topics to be covered have in this report been grouped under the five evaluation criteria used by OECD/DAC; relevance, effectiveness, efficiency, sustainability and impact.

Chapter 2 gives a short overview of the AHRE project, the organisational set-up, the goals and objectives and the issues addressed through micro projects.

Chapter 3 assesses the relevance of the project and whether the micro projects are consistent with the target group's priorities. The issue of equity is also addressed in this chapter.

Chapter 4 considers the effectiveness of the project, i.e. the achievement of objectives and outputs mid way. The specific questions in the TOR on micro project management, staffing, communication, networking and education resources are also addressed here as these relate to the project effectiveness.

Chapter 5 assesses the efficiency and value for money of the project and particularly how the funds have been spent so far.

Chapter 6 discusses the sustainability aspects and potential impact of the project. As most micro projects have been in operation for six to eight months it is the potential for impact rather than real impact and change in people's lives that is assessed.

Chapter 7 presents the conclusions based on the findings from the mid term review and recommendations for the remaining period of the project.

2 The Africa Human Rights Project

2.1 Background

The Africa Human Rights Education (AHRE) project is implemented in ten countries¹. It is a four year programme running from September 2008 until September 2012. The project goal is "to increase awareness and understanding of human rights and how human rights instruments can be used to improve people's lives in 10 countries across East and West Africa". The purpose is for civil society to be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate human rights education locally relevant to the human rights issues they face².

The project has been conceptualised based on thorough consultations in ten countries where local human rights needs and priorities were identified. Experience gained from the AI West Africa Human Rights Education project 2003-2006 has also been taken into account. Overall, the preparation and fact finding has been extensive, providing the project with a well argued rationale for the intervention. A bottom-up rather than top-down approach is emphasised, targeting poor and more remote communities, teaching the human rights identified as being the most relevant by the communities themselves and promoting networking and the inclusion of other national partners in the project.

The project is funded by the DfID Governance and Transparency Fund (GTF) and thus has to relate to the objectives and indicators established for the GTF. The following indicator under the accountability heading of GTF is recognised by AI as being the most relevant for the AHRE project: *Perceived understanding of human rights and ability to claim rights improves for disadvantaged and vulnerable groups*. The AHRE project is well placed to deliver on the first part of the indicator, the improved understanding of human rights. The second part dealing with the ability to claim rights is more challenging as AI will not include real advocacy in this project. The focus is on human rights education and sensitisation due to the source of the funding. As a principle in order to protect AI's impartiality, AI does not accept government funding to carry out advocacy work. This issue and the challenges pertaining to achieving the overall goal of the project will be discussed later in the report.

¹ Benin, Burkina Faso, Côte d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo and Uganda

² The Amnesty International DfID funding proposal

2.2 Management arrangements

The management arrangements for the project are quite extensive with many layers, as illustrated below.

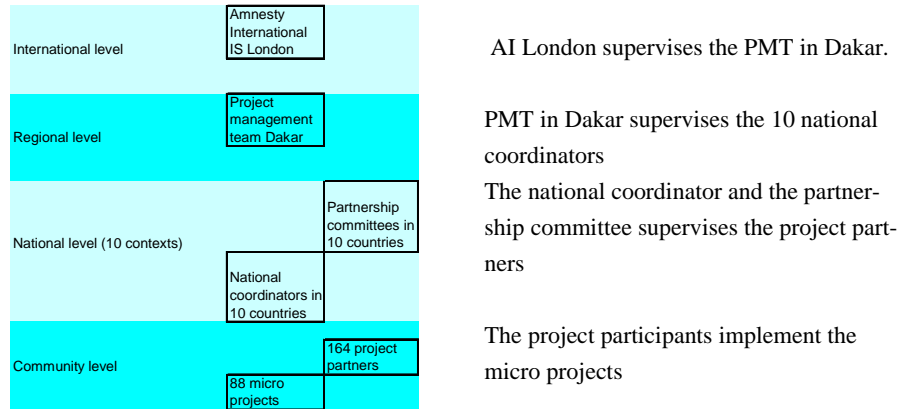


Figure 1: Overview of project structure

The project management team (PMT) placed in Dakar is responsible for the management and performance of the project. AI in London is working closely with the PMT in terms of reporting to the donor and is also responsible for the communication with the donor. There is also technical collaboration between the PMT and various offices within the International Secretariat in London. It is an objective of AI to make sure the AHRE project is not considered apart from the rest of the AI activities and campaigns. The PMT now counts five people, the programme manager, two regional programme coordinators, an administrative staff and recently an accountant. The administrative staff and the accountant are funded directly by AI and not by DFID funding. At country level there are project partners - human rights organisations having been invited to joint the project. According to the MOU signed by AI IS and the two human rights organisations in each country, "the Project Partners agree to be jointly responsible for the overall design, management, budgeting, monitoring and implementation of the Project in the MOU Project Country." The two partner organisations together with an external human rights resource person make up the "partnership committee". The committee acts in an advisory capacity in the implementation of the country programme. The members on the partnership committee are not remunerated but there are allowances for transport and administrative costs. In each country there is a national coordinator (NC) contracted by one of the partner organisations and remunerated under the AHRE project. The NC is responsible for managing the project at country level and liaising with the project participants and providing them with relevant human rights training, tools and materials.

The next level of the project set-up is the project participants who are responsible for implementing the actual human rights education projects in the communities, referred to as micro projects as they are limited in scope and budget. The project participants are either NGOs, CBOs or individuals with an interest in teaching human rights or assisting vulnerable groups in improving their human rights situation by gaining more knowledge and understanding of their rights.

The approach is to train the project participants to better deliver the HRE in the communities, to be able to train others to become trainers, to have access to relevant HRE material or produce new material. The human rights issues addressed are identified in cooperation with the communities. Awareness and education is delivered through public gatherings, talks, theatre, rights clubs in schools, film and radio as well as written and visual materials. Training workshops have been held nationally for all project participants and regionally for NCs, partner organisations and some of the project participants to increase the knowledge and build the capacity of selected persons in human rights organisations, community based organisations and individuals to deliver human rights education in selected communities.

2.3 Brief overview of partners and micro projects

The project partners in the ten countries are in most cases the national AI chapter and another human rights organisation. Where no AI section exists the project has two human rights organisations as partners. The partnership is formalised in a MOU outlining the roles, processes and responsibilities of AI and the partner organisations. The partner organisations together with the NC and an external resource person constitute the mentioned partnership committee responsible for the strategic direction of the project at national level and the selection of micro projects.

As of August 2010, 88 micro projects approved, the number of projects in each country ranging between 6 and 14. The annual budget allocation for micro project is fixed at £15,000 per country. Fewer micro projects mean more funds available for each project. The transaction costs of developing and managing micro projects have made many countries opt for fewer projects than the 15 envisaged in the proposal to Dfid.

The main human rights themes addressed in the micro projects are summarised in the figure below prepared by the project management team in Dakar

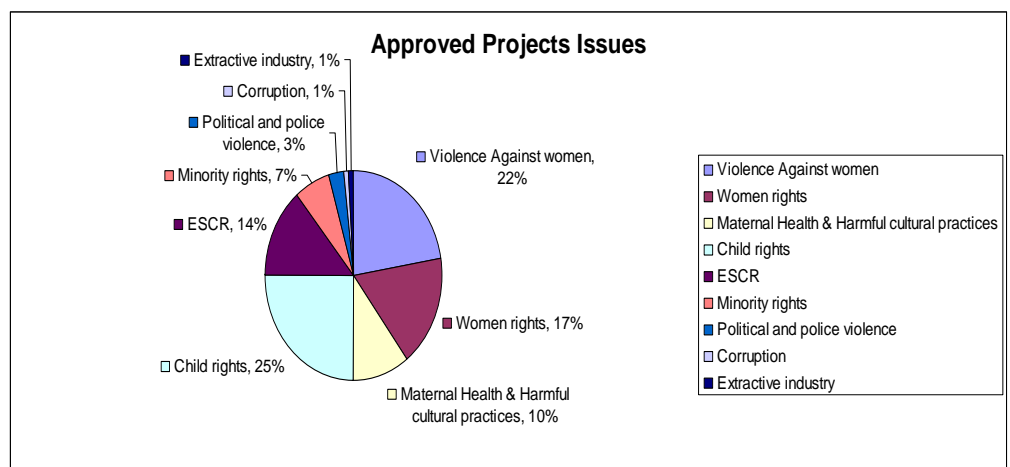


Figure 2: Human rights issues covered in the 88 micro projects

The focus is mainly on the community level and not at the national policy level. Local authorities and traditional leaders are however either engaged or envis-

aged to be targeted through the education and awareness activities. The project participants have in most cases already worked in the targeted communities and thus have a good knowledge of the subject and the extent of the problems to be addressed. The cooperation with the AHRE project is seen as complementing and enhancing the work as the project participants are strengthening their own competencies on human rights at the same time as they deliver HRE to communities through the micro projects.

3 Relevance

The relevance of a project is by OECD/DAC referred to as the extent to which objectives of the project are consistent with the target group's priorities and the recipient and donor policies.

3.1 Target group priorities

The bottom up approach used in identifying and designing the micro projects has assured that the micro projects are very much related to the priorities of the communities. The project participants who implement the projects seem to have a high level of knowledge about the conditions in the communities and they have developed close working relationships. The target groups have been consulted and they have participated in the identification of the most pressing or relevant human rights issues to be addressed ensuring a fairly demand driven process. In addition, a base line study has been undertaken in each country to complement the preparatory study and to gain further information and facts about the human rights situation in the targeted communities. This is a really good basis for ensuring project relevance and being able to monitor whether the project has any influence on the situation over time.

During the field visits the beneficiaries and project stakeholders showed a great deal of ownership and commitment to the micro projects. Comments in questionnaires returned by beneficiaries indicate that the projects deal with topics perceived to be of high importance for their communities. The immediate group of beneficiaries often trained to train and educate others use their spare time to address the issue in the communities, in the schools and with parents. This sometimes involves going from door to door, other times gathering the target groups for special meetings or presenting a small theatre performance at larger gatherings like project launches or market days. There is no remuneration for the project participant and no economic benefits for the beneficiaries other than the reimbursement of transportation costs and the occasional refreshment during the training or sensitisation sessions. It can however not be excluded that the prospect of receiving a small snack is an important incentive for the beneficiaries who seem to be eager to participate in project meetings.

AI defines human rights education in the following way: *A deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles.* This understanding of the term seems

prevalent for the AHRE project as well. There is no indication that the various AHRE projects at national level have used different interpretations and thus address the issue differently. Most of the rights taught relate to the economic, social and cultural rights if considering that women rights and child rights fall into this category. The profile of the Kenya AHRE project is however more political addressing issues like police brutality and political violence – the more "traditional" concerns for AI. There is little opportunity for countries to use a very different interpretation of the HRE term as the national strategic plans have been developed based on the overall AHRE project document and log frame and each micro project has undergone careful scrutiny from the national coordinator, the partnership committee, the PMT in Dakar and lastly the AI International Secretariat in London.

Another factor influencing on relevance is the HRE material and resources used in the micro projects. The target groups must be able to understand the messages and relate to the material used in the education sessions. The reality is that illiteracy is high in the target groups and in addition, many speak local languages and do not understand French or English. This is however very much on the agenda in the AHRE project, though much material still remains to be produced. The micro projects communicate in the local languages, they have started translating written material into the local languages and some use audio visual aids to convey messages. Some of the project participants have been exposed to training on education methodology which has resulted in many projects using theatre to get messages across to larger groups. Though the progress of actually producing and translating material is delayed in many micro projects, the plans are there and considerations have been made to ensure relevance for beneficiaries. The material produced so far also seem to reflect the realities on the ground; posters conveying messages which can be understood without reading the text and slogans on T-shirts and calendars to promote and create awareness about human rights.

3.2 AI's priorities at the national level

The project seems consistent with AI priorities both internationally and at country level. The AHRE project complements some of the international campaigns currently implemented by AI like the "Stop Violence Against Women campaign" and the "Demand Dignity campaign" which focus on poverty and voicelessness. The national AI sections are part of the partnership committee in most countries and have been involved in the development of the national strategic plans for the project. AI has thus had a good opportunity to ensure complementarities with the AI section priorities. The AHRE project focuses mostly on raising the level of awareness about the social and economic and cultural rights in more remote communities with little access to information and low capacity to demand for accountability. Some AI sections tend to focus more on the civil and political human rights and doing advocacy and campaign work directed at the central authorities, even though the ESC rights are increasingly the focus of AI interventions. The potential for the two directions complementing each other is clear as AI sections could work strategically on the human rights issues ad-

dressed by the micro projects through advocacy and campaigns funded by AI's own resources.

To ensure project relevance the preparatory phase of the project is vital. Knowledge about the issues which are to be addressed is a key factor. AI has done the homework in terms of carrying out initial research and mapping of the human rights situation in East and West Africa. The AHRE project has been developed based on extensive consultations and base line studies in the ten project countries. The relevance of the project to the regional human rights situation is as such assured through this extensive and impressive preparatory work.

3.3 The GTF priorities

The projects funded by the DfID GTF should increase good governance and transparency by working through a variety of local partnerships and networks – strengthening the ability of civil society and media to hold governments to account. Further it is expected that the project will improve its knowledge of underlying political systems, power relationships, the role of institutions and the dynamics of pro-poor change.³

The AHRE project is providing the communities with knowledge and information which can be used to change their situation through empowerment and demand for more accountability. The human rights education does however need to move beyond mere information sharing and sensitisation to provide tools and train the target groups on how to become activists so that they acquire the confidence and capacity to advocate and hold governments to account. The latter is at present not really addressed. This is partly linked to AI's impartiality policy of not accepting government funds to do advocacy work and partly linked to the fact that the micro projects are still in the early stages of implementation and much of the anticipated training has not taken place yet. The mid term review is however a good occasion to review the type of education provided, the focus of the sessions and whether there are certain tools that can be taught, though not practiced, in the project period.

There is no mention of the DfID country assistance plans in the micro projects or in the national strategic plans. The community focus is strong and the size of the micro projects does not really warrant a discussion of the DfID country plans. This could perhaps be considered in the national strategic plan, but here as well it seems a bit far fetched as long as the micro project interventions are considered in relation to the overall human rights situation in each country. The goal of the AHRE project could however be more emphasised in the national strategic plans.

3.4 Equity

The equity aspect is an important parameter of the AHRE project. One may even say equity is the rationale for the project. The target groups, e.g. girls and

³ Page 2 of the TOR

women, widows, refugees, disabled persons, people living with HIV/AIDS and ethnic minorities, are vulnerable groups whose rights are violated. The micro projects attempt to reduce the human rights violations experienced by these groups by educating them on their rights and empowering them to claim their rights in order to improve their lives. The positive impacts are so far mainly evident in increased incidents of reported violations, e.g. rape cases where the families will no longer accept amicable and out of court settlements but take the case to court. The example given in the box below is one of several such stories.

The AI Women's Group in Sierra Leone is implementing a micro project in the Kenema district. The project aims to improve the capacity of women and girls to defend their basic rights. The project targets women and girls in the communities as well as chiefs, traditional leaders, the police, the local court as well as teachers. One of the project participants reports that due to her training and increased knowledge about the rights of women and the existing laws in the country on abuse of women she was able to take action against a man who was abusing his young niece. Together with the girl's teacher she went to his home and confronted him, and despite his threatening behaviour they reported the matter to the police. The case was investigated and the man sentenced. Earlier, the project participant would probably not have taken action thinking it was a family affair and not a crime punishable by law.

The social structures in which the violation of rights takes place are however not likely to change in the course of a micro project, though most micro projects plan to involve a wider and more strategic audience to enable more far reaching changes in attitudes and behaviour.

The AHRE project is actively promoting gender equality through the focus on rights for women and girls in many of the micro projects. Issues like girls' right to education, girls and women's rights to not accept abuse and domestic violence and women's right to inheritance relate to gender equality. If these rights were better appreciated and accepted at community level the gender equality would improve and the status and role of women would be strengthened.

For women living in communities with little knowledge of any type of human rights the information and awareness provided through the micro projects is the first step in the direction of empowering the women to change their situation and seek redress when violations occur. The intervention cannot be done in isolation, involvement of the entire community is vital to ensure a broader understanding and support for ideas of gender equality. It involves changes in power relations within the family as well as in the village and wider community. In most cases the violation of rights of women are culturally embedded in old traditional practices that are difficult to change. It will take time and involve not just the women but also the men, the elders, the village chiefs as well as teachers in the community. Community leaders are good agents for change as they have the authority to influence the rest of the community.

4 Effectiveness

The effectiveness of the AHRE project is here assessed by considering the achievement of intended outputs and results in relation to the targets and indicators presented in the logical framework of the AHRE project.⁴ Further, the project management issues highlighted in the TOR are discussed as the management and organisational set up of the project is linked to the effectiveness of the project.

4.1 Project achievements

The logical framework for the AHRE project gives a good overview of the project goal, purpose, outcomes and indicators. This log frame should be the guiding instrument for the planning and reporting on the national and the regional level. Micro projects too should be seen in relation to the log frame outcomes and indicators as the micro projects are the actual manifestation of the project in the field. Below follows an assessment of achievements of goals and outputs in relation to the indicators listed in the log frame.

Project Goal: Improve human rights for the most disadvantaged by empowering communities in ten African countries to promote and defend their human rights.

Indicators:

- 1) 22,500 people across 10 countries in Africa report that as a result of accessing the Human Rights Education projects their awareness of rights, ability to claim and defend their rights, and hold governments accountable has increased
- 2) 70% of constituents involved in the programme (15,750) report understanding of how human rights can be utilised to improve their lives
- 3) 30% of constituents involved in the programme (6750) report behavioural change that has affected their own lives: (applying their new skills and knowledge and participating in civil society)
- 4) 20 local partners and 150 HRE workers/CBOs report and demonstrate that they are enabled and resourced to deliver (better quality) and locally relevant human rights education projects

The project goal is ambitious as it aims at *improving* human rights by empowering communities. This is a challenging task when education and not advocacy is the main tool to be used. The project has started educating communities and the disadvantaged groups about their rights so the awareness level has risen among all stakeholders. The target groups are informed or better informed than before about human rights. The capacity of the national coordinator, the partnership committee members and project participants has through the process of

⁴ The log frame presented in the AI Annual Report to DfID for the period 2009/2010

preparing country plans and micro projects been strengthened. The task of empowering the communities to demand accountability and in that way defend their rights has not yet manifested itself very strongly. The acquired knowledge about rights is perceived as very positive among the beneficiaries and they have high hopes for change. Most beneficiaries are however still in an early phase of learning about their rights and there is scope for deepening the understanding and focusing more on tools they can use to promote their rights strategically. This could include presentation and negotiating skills as well as campaigning and lobbying skills. There is scope for cooperating and drawing on the experience from AI's other global campaigns, e.g. the Demand Dignity Campaign with its emphasis on tools for advocacy and campaigning. As the micro projects mostly started in the beginning of 2010 there are limitations to what these projects can be expected to have achieved beyond raising the level of knowledge and awareness. The education to be delivered in the coming two years will deepen the knowledge and will have to focus more on empowerment.

Project Purpose: Civil society will be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate HRE locally relevant to the human rights issues they face- leading to marginalised constituency groups' greater critical understanding of, and capacity to claim, their human rights

Indicators:

- 1) Evidence of enhanced collaboration and partnership that enables civil society actors to tackle a range of human rights issues affecting marginalised groups (enabled to better plan and implement sustainable and integrated human rights education programs)
- 2) Human rights issues identified by stakeholders and beneficiaries are tackled and improved through the delivery of well planned, collaborative, locally relevant projects and strategies.
- 3) Increased access to community level HRE for a wide range of constituency groups - critical understanding of human rights increases and people in specific target groups are mobilised into claiming their rights
- 4) Positive changes in relation to human rights behaviour and relationships amongst the specific groups, institutions and organisations with whom the project works.

Progress towards the purpose of the project was in the Annual Project Report to DfID for 2009/2010 rated in the achievement rating scale as being "only partially achieved". This still seems to be a reasonable assessment even though more micro projects have been approved since then. The following may be noted for each of the indicators:

- 1) The coordination and partnership taking place in the project is enhanced by the project management structure. But there is not yet a lot of interaction and cooperation with actors outside of the partnership committee and micro project implementers.
- 2) The micro project identification and formulation process ensured well planned and relevant projects which started later than planned. As the micro projects continue, the access to HRE at community level should increase further.

Indicators 3 and 4 still remain to be achieved as this is a longer process and linked to the challenge of empowerment discussed above.

Output 1: Strengthened capacity of at least 20 local partners (2 x 10 countries) to plan, co-ordinate and deliver locally relevant HRE.

Indicators:

- 1) Coherent, coordinated, informed and quality country level plans enable the delivery of human rights education projects targeting locally relevant human rights issues (through selected of agents of change and key target constituencies).
- 2) Amalgamation of HRE experience and expertise of representatives on a national level (human rights organisations, experts and networks guide HRE complementary planning in each country)
- 3) 20 partners report an increased ability to coordinate, support and measure HRE interventions that meet the needs of a range of specific constituency groups in each country
- 4) Increased visibility and profile of partners and human rights themes addressed through the project at national and international level

This output has also been rated as largely achieved in the achievement rating scale, which seems like a reasonable assessment. In term of the indicators the following situation applies:

1) The partnership committee have worked together with the national coordinator to prepare the national strategic plans. The preparation took longer than anticipated and the project management team in Dakar has assisted in the process. There are now ten strategic plans available, though not all seem finalised.⁵ They are quite different from each other, and it is a bit unclear to the consultant what purpose they are meant to serve. As they appear now they are not suitable as a management tool because the quarterly reports from each country do not refer to their strategic plans and the strategic plans make little or no clear reference to the overall goals and outputs in the log frame of the AHRE project. As such, they end up being a stand alone document analysing the HR situation and listing activities to be implemented. The exercise has probably been more useful as a capacity building activity.

The partnership committees have considered the human rights situation in the country, proposing activities and develop M&E plans to monitor progress. It is however mainly the responsibility of the national coordinator to manage and monitor on the progress of micro projects and measure HRE interventions. There are limits to the involvement of the partnership committee members as they are directors of other organisations and can't be expected to go into too many details of the micro projects.

2) The identification of potential local partners in each of the ten countries was a time consuming and extensive process involving many consultations and assessments of potential partner organisations. A lot of work has gone into finding suitable organisations interested in teaming up with AI on the AHRE project. Status mid term is that AI has signed MOUs with two partner organisations in each country and partnership committees have been formed at national level. It is impressive that AI has been able to involve other organisations and individuals into the project because the partnership status involves quite a bit of work and time, but is not remunerated in any way. Recognition of the value of HRE seems to be the motivating factor.

3) The project does emphasise M&E and much effort has been spent on developing monitoring and evaluation (M&E) plans to help monitor progress. The M&E plans specifying indicators for progress together with the base line assessments provide an excellent basis on which to assess progress once the micro projects have been implemented for a longer period of time. This preparatory work is in fact quite exemplary and not often seen in development projects.

⁵ Assessment based on versions provided to the consultant

4) The visibility of the AHRE project is linked to the implementation of the micro projects. As these have been launched and started working the visibility has definitely increased in the communities in question and has in a few cases attracted the attention of the local newspapers. On a wider scale ministers, local authorities and the national media have been present at some of the project launchings and there are examples of newspaper, radio and television coverage from these events.

Output 2: A pool of 150 HRE workers (15 x 10 countries) and CBOs is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects.

Indicators:

- 1) 150 HRE workers have increased project management, evaluation and specialised HRE delivery skills
- 2) Community HRE projects are developed and delivered by HRE workers that directly respond to the needs of specific constituency groups / that mobilise greater critical understanding of and remedial action against specific human rights violations. (150 projects (5x10x3 years, with 30% of HRE workers reporting that they have utilised the tools and skills gained in the project).
- 3) Tools and training received by HRE workers augments their ability to mobilise people into action for human rights.

This output is rated as being "largely achieved despite a few shortcomings" in the "achievement rating scale" included in the Annual Report 2009-2010, which is a fair assessment given the deliverables achieved so far. Of course, the progress on beneficiaries applying the learning is a longer process, which will go on for the duration of the project. In terms of the indicators the situation looks promising:

1) A pool of 146 project participants (the term HRE workers has been changed to better reflect the role of these participants who are not paid for the work on the micro projects) has been created in relation with the designing and approval of the micro projects. Each micro project has between one and three project participants who have been involved in the preparation of micro projects and are now responsible for the implementation. Some of the project participants work in NGOs or represent community based organisations, others are individuals engaged in human rights work. Their background and level of capacity vary, though all report that the long and detailed process of preparing the micro projects has increased their capacities for project planning and management. As such the output seems largely achieved, although the need for capacity building is a continuous process and most partners indicate an interest and a need for more training and knowledge about management as well as human rights.

2) The level of ambition in AI for how each micro project should be formulated was high and it took a long time before micro projects were approved. This caused a bit of frustration among project participants, but the outcome in terms of what they have learned through the process is appreciated. The current 88 micro projects have been developed in a participatory manner based on the needs and priorities of the target groups and this process deserves to be commended. It has ensured relevance and ownership of the projects.

3) There is no doubt that there is need for further capacity building of the project participants to enable them to go beyond teaching and learning about human rights to empower the target groups to become activists themselves. This is

important for the projects to deliver on the aspects linked to target groups mobilising e.g. remedial actions against specific violations of human rights. The transition in an individual going from having increased levels of knowledge about human rights to actually mobilising against violations of human rights can be a challenging threshold to cross, and equally challenging to teach. But the awareness raising and training done in the communities also need to aim towards this either by providing tools for increased activism or linking the project to other AI campaigns

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

Indicators:

- 1) Increased participation in civil society: 22,500 people in marginalised groups report an increased understanding of human rights issues and the ability to apply the knowledge and tools for social [and political] change [promoting and protecting human rights].
- 2) A broad range of communities and groups access the programme (and demonstrate enhanced critical understanding /capacity to assert their rights) including at least 11,250 women, 1,000 young people, 10,000 people living in remote communities & 500 people with disabilities. Communities in at least 4 regions of each country access the programme

In the Annual Report 2009-2010 this output is rated as being "only partially achieved, benefits and shortcomings finely balanced". This rating is a bit strict, though still valid as the aspect of empowerment is a continuous process which takes time and can not be expected to be "largely achieved" so quickly after the micro projects have started. The processes are on their way though, progress for each indicator gives the following picture:

1) Despite implementing fewer micro projects than anticipated the outreach of many of the projects is quite substantial. AI thus expects to mobilise a larger number than what is reflected in the output. Especially the sensitisation has potential to reach far beyond the project constituencies. The consultant was during the field visit able to witness how human rights messages were spread by target group members to the wider community by using theatre, radio messages and visual material such as posters, key rings and T-shirts.

2) Many micro projects train selected members of the target groups to be trainers and resource persons in the communities. In terms of spreading information and basic knowledge about human rights this works very well. The challenge regarding this output and the indicators is not whether enough persons are aware of their rights, or that vulnerable groups and remote communities are not reached. This is well on its way to being achieved. The challenge lies in reaching a stage where a range of communities not just have knowledge but as stated in the indicator "*apply the knowledge and tools for social [and political] change [promoting and protecting human rights]*".

Output 4: People living in at least 50 communities are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities

Indicators:

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

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

AI rated the achievement of this output to be in between largely and partially achieved. In the view of the consultant the overall output seems on its way to be achieved so that a rating of "largely achieved" is appropriate. The situation pertaining to each indicator argues the case:

1) The communities where micro projects are implemented have been part of identifying the most important human rights violations. The communities have received information and training on human rights and the relevance to their communities. The bottom up approach used to identify human rights to be addressed in the micro projects has ensured that consultations have been held in all the targeted communities.

2) The change in human rights behaviour with individuals is a difficult indicator to measure. Recorded testimonies of change from individuals are used extensively in the micro projects as evidence of change and impact. The focus on trying to capture change is very good as it helps keep a strategic focus in the micro projects. As was stated by one of the project participants in Bushenyi, Uganda; "we are not just educating people, we want things to change". The changes reported on so far in the micro projects are on the individual level. Parents have started sending their child to school, families are increasingly reporting rape or incest cases, pupils realise they can report abuse by teachers and women try to change some cultural practices. The following story reported by a project participant exemplifies change at the individual level due to the knowledge gained in the AHRE.

Three teachers from the Ghana Education Service run a micro project in the Northern and Upper East Regions of Ghana. The project aims to enhance the education of the girl child through Child Rights Education in selected schools. Girl-child education in the northern regions of Ghana is hampered by economic, social and cultural factors. The human rights education is delivered to the pupils through human rights clubs where rights are taught and discussed and e.g. theatre used to illustrate the issues and improve the understanding. Both girls and boys are members of these clubs and it seems the knowledge taking place also provides the pupils with more confidence. One of the members of the human rights club in the upper primary school in Walewale expressed that the human rights education had provided him with knowledge about his rights which had empowered him to talk to his father about school fees. Before he joined the rights club he would only dare to talk to his mother about those issues. The boy saw his change in confidence and the ability to "assert his rights" with his father as a product of the HRE. It is certainly a small but for him important change and a first step towards claiming his rights.

Output 5: Strong, embedded and sustainable human rights culture for change enabled through a human rights education network that facilitates mutual learning, best practice, and a joint voice.

Indicators:

- 1) All project partners are firmly embedded into human rights education movements in their own countries, linked to a range of NGOs, CBOs and networks. Indicator of functioning network for change: Africa HRE Network is active learning forum with at least 160 members participating and sharing ideas and skills (10 exchange visits, 36 monthly Africa wide email circulars and 360 in country, web page and blog created and utilised and three thematic groups created with web pages, 3 network meetings for project co-ordinators and 1 network meeting with project co-ordinators and HRE worker representatives). Learning is replicated and increased, complimen-

- tary activities are developed, duplication is decreased and a culture of HRE becomes embedded on a national basis)
- 2) Increased learning is facilitated by at least 3 thematic sub groups formed bringing together HRE Workers across the ten countries

This output was rated as "partially achieved, benefits and shortcomings finely balanced" in the achievement rating scale and this still seems like a reasonable assessment.

1) The networking envisaged within the AHRE project is still in its infancy. Networks have been established (on paper and on the web in certain instances) by most countries and national coordinators have received training in establishing the HRE Network. The situation on the ground is however that quite few of the project participants use the network actively. The idea of an electronic network is good but not always suited to the realities on the ground. This can also be justified with the implementation of micro projects. The network is based on the principle of exchange. It is easier for participants to exchange ideas and resources once they are in business, thus sharing of experiences. Some of the project participants do not have easy access to computers and internet and they are doing the work on the micro projects next to other assignments or full time jobs. The time available for the micro project is thus limited. Considering the AHRE as a whole, the language barrier is also an issue. Networking and exchanging of ideas between the French and the English speaking countries is difficult to achieve, though a story to prove the opposite is the fact that Togo and Ghana have talked of exchange visits.

2) Very few project participants respond that they are active in thematic sub groups. The national coordinators and the partnership committee members are in fact more likely to use the internet for networking, participating in thematic sub-groups and blogging as they have better access to the technical facilities, though few actually report being very active. As the micro projects move ahead the scope for networking increases because there will be more issues to "talk about". Until recently most of the focus was spent on getting the micro projects approved, which has entailed a more vertical line of communication from project participants to the NC and the PMT rather than a horizontal line of communication between the different project participants.

Output 6: Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and resources as a key tool for change

Indicators:

- 1) Increased availability of locally relevant HRE materials and training in local languages that meet the needs of specific constituency groups and enhance the impact, dissemination and sustainability of locally delivered HRE projects (range includes radio scripts, drama scripts, posters, leaflets, curriculum guides etc) - Increased relevance of materials for target communities, including in materials translated into at least 2 languages in each country and a range of formats including non-word based for illiterate audiences (posters, radio, drama etc).
- 2) HRE (physical and virtual) resource centres increase access to critical understanding of human rights. Accessed by at least 22,800 users per year (780 visits x 10 countries x 3 years)
- 3) Online resource centre- increased sharing of HRE information between ten project countries and beyond On-line resource database of at least 200 resources established and accessed at least 1,200 times during the project.)

This output as well was rated as "only partially achieved" in the achievement rating scale and though time has passed since this rating the statement is still valid. However, movement on these indicators is likely to take place now that the micro projects are "up and running".

1) In terms of producing HRE material to assist in the education and sensitisation, the process has just started. A main indication of this is the budget where there so far has been very little spending on HRE material. All countries have however started the process and the slow spending on printing, translation and development of material is linked to the late start of the micro projects. The material available at present is mostly produced at the level of the national coordinators and distributed to the project participants. Some of the material has direct messages linked to the specific topics addressed by the microprojects; other material is addressing more general rights. Examples include the UN convention, national legislation, a human rights education handbook and visual material such as posters, T-shirts and calendars with human rights messages. What needs to be in focus in the coming period is to translate more material into local languages and to consider the use of even more visual material as many target groups are illiterate.

2) The AHRE resource centres are located where the national coordinators have their offices (in the capitals or the regional capital in the case of Ghana). Some resource centres are more developed in terms of material collected. The centres visited by the consultant were still meant to be complemented by more material, and some did not have the shelves properly in place yet. The issue regarding the resource centres is however more about the intended users and the location than about the amount of material collected. As most micro projects are in remote and poor communities, it is not the micro project stakeholders and community members that use these resource centres. They may be intended for use by a wider public in the capitals and as such improve the access to information on human rights. At the moment the centres do not seem very "busy". It would be worth considering the option of having several smaller regional resource centres rather than one central one. This would allow for more of the project participants and beneficiaries to access the material available.

3) The AI online resource centre is appreciated by the national coordinators and some of the partnership committee members. The concept is excellent as long as there is internet connection.

4.2 Project management issues

The TOR raise specific questions pertaining to the management and staffing of the project. Many of the questions are answered in the assessment of relevance, effectiveness and efficiency. Those questions linked to the level of support to the various management levels, the staffing and the project administration are discussed below.

As presented in chapter 2 the institutional arrangement of the AHRE project is extensive. This means there are many levels of decision making and monitoring

and many persons involved at the various levels. The transaction costs associated with this are discussed in chapter 5.

AI in London has been very involved in the project formulation and first phase of the project management; the latter because the regional project management team (PMT) was not fully in place at the start of the project. The support provided from London is extensive and range from detailed commenting on micro project development to regular budget and expenditure management as well as preparation of reports. In addition resource persons have participated in the regional workshops and made occasional visits to specific countries to assist in capacity building of the national stakeholders. It seems the involvement of AI London is somewhat more extensive and detailed than what the project management structure would suggest. Both the micro project screening and the report preparation have seen involvement from the AI Secretariat (IS) to help improve documents. This more practical assistance may have been necessary in the first half of the project's life time, but for the remaining part a strategic and advisory role would be more in line with the project design. Linking the AHRE project to other AI initiatives and campaigns has been emphasised during interviews. The IS in London well is placed to ensure this and to help draw on the AI experiences in terms of assisting or empowering people to do their own advocacy. Realities on the ground in terms of lacking capacities, unfilled positions and inexperience with larger externally funded programmes have however "forced" AI Secretariat to get involved in the management details. The support is highly appreciated by the PMT and the national coordinators who have benefitted from specific training. Until the PMT manager was recruited the AHRE project was co-managed by one of the regional coordinators and one member of the Amnesty Fundraising team. With the manager in place the involvement from London has been reduced.

The PMT has so far dealt mostly with administrative issues linked to the project management; assisting in finalising the micro projects, reviewing quarterly reports and financial statements, planning workshops and following up with the NCs. assisting them with the management issues or special challenges in the programme. The processes so far seem to have focused on form, e.g. formulating the right objective and activities and the "SMART" indicators and providing assistance in the preparation of financial reports. The PMT communicates regularly with the national coordinators and the coordinators are very content with the support and comments they are getting, though they admit it has so far been more on procedures and administrative issues than on strategic direction. Getting the project on its feet in all ten countries is probably an important reason for this.

Similarly, the partnership committees have also been quite involved in the preparation and approval at country level of strategic plans and micro projects. The committees now seem to have found their place and role in most countries after a somewhat more unclear start with questions on the actual role of the two partner organisations and the extent of involvement in e.g. field trips and monitoring for progress reports. Some partnership committee members have expressed that the work to conclude on the micro projects was a bit overwhelming given the voluntary nature of the committee. The partnership committee func-

tions a bit like a national project board and is as such a good mechanism for feed back and discussion of the project. The two partner organisations and the external resource person have the opportunity to feed their experience and knowledge into the project and provide advice to the NC when needed. This role is increasingly assumed now that the micro projects are running and the committees meet to discuss issues with the NC. The NCs use the committees for sparring of ideas and to discuss challenges and the way ahead, which seems like a valuable and relevant role for the committee.

The national coordinators have a large task in overseeing the many micro projects and keeping track with training needs and the strategic direction of the project. There are several training workshops organised for the national coordinators annually, and the PMT has visited several countries to get acquainted with the projects, help solve occasional problems and provide training on administrative and financial issues, as well as M&E, networking, project management and communication.

Overall the staffing on the project is generous, and the project enjoys a high level of voluntary contributions. A challenge seems to have been the capacities at community level all the way through to the PMT to deliver the quality that AI expects in terms of project proposals and reports. There is no shortage of guidelines and manuals for project management, baseline assessments, and reports. The PMT team as a whole should by now have the capacity to deliver what is needed in terms of management and reporting, and the managerial input from London may as such be reduced to focus more on strengthening the link with other AI efforts and providing input on the training agenda and the work towards the overall purpose and goal of the project. This would help the PMT to sharpen its strategic role as well, as this has been somewhat overshadowed by project administration so far.

The rational way of organising the project is to make a more clear distinction between who has more administrative and managerial functions and who should provide more strategic advice and oversight; the latter becoming increasingly important now that the micro projects have started.

5 Efficiency

Efficiency relates to how economically inputs such as funds, time and expertise have been turned into outputs and results. Value for money is a key term – are the results achieved so far matching the money, time and human resources spent to reach them?

5.1 Funding and achievement of results

The DfID funding for the AHRE project is £3,148,725 over four years. Compared to the scope and outreach of the project the budget is relatively small. The question is if it is too small for the project to be able to achieve its results. The implementation of the AHRE project is delayed compared to the original work plan. The main delay concerns the approval of micro projects. There does however not seem to be any basis for claiming that the funding or staffing has had any influence on the delay and thus on achievement of results. Some project participants have reported on delayed disbursements of funds to the micro projects which has affected their implementation, but this delay is usually a consequence of late expenditure reporting and not linked to the budget size.

A recurrent comment from many of the project stakeholders to the consultant has been that the budget available at country level is too tight. It does not sufficiently take into account the distances between micro projects and the cost of transport. Similarly, project participants feel the micro projects would benefit from having more funding available for activities as this would allow them to intensify the interventions, reach more persons or provide education and sensitisation more often and thus ensure a higher level of learning. No doubt that the micro project allocations are very small and that each project could do more if there was more funding. The means available for monitoring and evaluation are also quite limited and are affected by inflation in fuel costs etc. The size of the budget does however not seem to be a factor hindering implementation because all funds available for the period 2009-2010 were not spent. Only one country spent its entire budget, the rest carried over an average of 27% to the next budget year.

The project delay seems much more related to regulatory and administrative practices than to the available funding. The various administrative layers of the project which have had to be involved in the approval of micro project and the level of ambition for how each micro project was to be formulated have resulted in delays. Mid way in the project the funding per se is not the challenge,

it is rather how the funding is spent with relatively high expenditures on administration and management compared to actual HRE in the communities and training of project participants.

5.2 Spending patterns

When looking into the details of how the budget has been spent for the first 1.5 years it seems there is room for simplifying some procedures to reduce transaction costs and revise the training work shops to train more people at a lower cost. Apparently the original proposal from AI had more emphasis on national workshops than on the regional ones, and it may be worth revisiting that plan. A considerable amount of money has been spent so far on management and relatively little has been spent on actual micro project implementation and HRE. For the remaining part of the project the expenditures on management and project control need to be more balanced with expenditures on micro projects and training of project participants. The fact that the micro projects are now being implemented should help address this situation.

From the signing of the contract with DfID in September 2008 until the end of March 2009 the project spent £155,203 which is around 5% of the total budget. The funds were spent solely on preparatory activities linked to finding partners and national coordinators, establishing project infrastructure, conducting an introduction workshop for coordinators and partners and paying salaries for the project management team as well as the national coordinators once recruited. The preparatory process was perhaps underestimated by AI in terms of both time and cost and is as such a lesson learned for future interventions. However, this preparatory process, though taking longer than anticipated, has proven useful for AI and the project in terms of creating close partnerships with other organisations working on human rights. This is a new way of working for AI, but in the context of ensuring sustainability of the project it is very useful. The capacity building of the partners, their deepened knowledge of AI and of HRE will remain after the project itself ends. As one of the national coordinators put it; "knowledge does not disappear even if the money does".

Between April 2009 and March 2010 the overall project expenditure was £693,221 against a budget of £950,465. Looking at the details of the expenditures the project seems top heavy in terms of management in relation to funds spent on training project participants and implementing micro projects. Only 8.4% of the expenditures went towards the micro projects. The late approval and start of the micro projects is partly to blame for this. But even in the annual budget the amount allocated for micro projects only constituted 17.4% of the total. In comparison, the expenditures for salaries for the PMT and the national coordinators, 13 persons in all, constitute almost 34% of the total annual expenditure. The share of expenditures spent on training national coordinators and project participants was just under 29% of the total expenditures, but over 60% of the training costs were incurred for the regional workshops held in Dakar and Côte d'Ivoire. Only five to six persons from each country participated in the workshops due to the costs per head. This means a few project participants will have participated and received training. They are then expected to transfer

knowledge to other national project partners when returning home. This is not always the most effective solution as the secondary handover of information from the workshops may be of varying quality and level of detail. There are many benefits for the individual participating in a regional workshop. It boosts motivation and is an opportunity to meet other international colleagues and network. The down side is that the workshops are expensive and only benefit a limited group of stakeholders. Workshops at the national level, which may be a valid alternative, are also costly, but they will benefit more project workers which again would be a more efficient use of the funds.

There are 13 persons paid under the project, the three-person PMT and the 10 national coordinators. An accountant has just been recruited to join the PMT but he is remunerated from AI's own budget. Salaries make up for around one third of the expenditures, the PMT costing more than the ten national coordinators combined. None of the salaries seem excessive or extravagant though. The PMT salaries are based on AI's salaries for international staff and the national coordinator salaries are in general on par with or lower than salaries for similar positions in other NGOs. The project has not adjusted national coordinator salaries based on the cost of living in each country but rather divided the budgeted allocation between ten positions. This has resulted in some coordinators being slightly "overpaid" compared to similar positions and other coordinators being "underpaid". In Kenya this has had a direct negative effect on the implementation of the project as the turnover of national coordinators has been high.

5.3 Transaction costs

The bureaucracy of the project in terms of the preparation process, the design and approving of micro projects and the monitoring of progress and expenditures is extensive and in fact involves a lot more input in terms of man hours than what the project positions and expenditures for salaries suggest. The project participants implementing the project do this on a voluntary basis, the members of the partnership committee meet and revise project proposals and country plans on a voluntary basis and a few persons from the AI Secretariat in London has spent several hours assisting with the management of the project and revising micro project proposals. The transaction costs linked to the annual allocation per country of £16,600 to spend on six to fourteen micro projects have thus been substantial so far. The argument in defence of this situation is that capacities at community level and even at national coordinator level were quite low to start with; lower than anticipated when planning the project. The thorough and lengthy preparation process has ensured better micro projects that can more easily be implemented and monitored. It has further increased capacities with national coordinators as well as with project participants and within the partnership committee.

AI is very concerned about the quality and success of the AHRE project, thus the willingness to invest extra time and resources from AI's own budget to develop and finalise the micro projects. This may have been a necessary investment in the beginning of the project period to secure an easier implementation. It is however time to review the management procedures now that micro pro-

jects are running. AI should assess where the processes can be made less bureaucratic and where authority may be delegated to lower levels to reduce transaction costs without AI feeling that there is no control or oversight.

The financial reporting requirements are quite extensive and represent another large transaction cost on the project participants as well as the national coordinators. The AHRE project demands monthly and quarterly reports on actual expenditures. New funds can only be released when the previous allocation has been reported on. In the overall risk assessment for the AHRE project mismanagement of project funds is listed as number one, and the likelihood of this risk materialising is rated as medium. It is wise of AI to be prudent, but monthly expenditure reports still seem exaggerated considering the amounts in question and the administrative work it entails at all levels. Most NGOs operate with quarterly expenditure reports in order not to overwhelm their project participants with administrative demands but still have the possibility to detect mismanagement at a relatively early stage. The PMT in Dakar has problems retrieving the financial reports on a timely basis. The national coordinators may not get the reports from the micro projects either on time. And at the micro project level there are sometimes not even expenditures incurred from one month to the next, making the reporting seem a bit bureaucratic. With an accountant on board there is scope to review the processes and train the national coordinators further in budgeting and financial management to address issues of under spending, reallocations to other budget lines and timely reporting.

5.4 The project risk assessment

The risk assessment analysis for the AHRE project is thorough and good. Risks are identified, rated, causes and consequences mentioned and mitigation or risk management presented. The risk assessment is a rolling plan as risks may change over the project period going from low risks to high risks, or being taken off the list all together while new risks are added.

The latest overall project risk assessment seems to be the one presented in the annual project report 2009-2010. There are two categories of risks in the assessment; project implementation and external environment. The risks linked to the project implementation relate to financial mismanagement, failure to achieve results or provide evidence of results, capacity and retention of project participants and currency depreciation. As the situation is mid term there are no striking new risks to add to this list, but it seems the risk identified regarding the capacity and retention of micro project participants is worth keeping an eye on. The capacity of the project participants is key in terms of the AHRE delivering on the project goal. The fact that many project participants do the micro project work on a voluntary basis next to other employment makes the projects a bit vulnerable in terms of timelines. There needs to be a mutual understanding between the project participant and the national coordinator and PMT regarding the expectations for progress from one month or quarter to the next so that some micro projects do not end up being only partially delivered. Whether this continues to pose a risk or not remains to be seen as the implementation of micro projects moves forward. With regards to retention, the risk it poses is ex-

emplified by the experience in Kenya where there has been a change in the national coordinator several times and this seems to have impacted on implementation.

The risks relating to external factors concern elections, change of leadership at various levels, changing attitudes towards project and risks to individuals claiming their rights. The risks listed are relevant and e.g. elections will very probably lead to delays in implementation. The last risk mentioned is important; the risk to individual beneficiaries claiming their rights. The goal of the project can in fact put certain vulnerable groups at risk should they become too vocal or assertive. When the changes in human rights awareness is still at the individual level this kind of risk is not unlikely. The HRE must include information on where to refer for assistance if needed; public institutions, other organisations or legal counselling services. The micro project participants must have knowledge of this. Further mitigation would entail addressing the human rights more strategically aiming for changes not only at the individual level but at policy level. This is outside the scope of this project, but could be addressed through other AI activities.

6 Sustainability and impact

In the following chapter the sustainability aspects and potential for impact of the AHRE project are discussed. Both issues are more easily assessed when a project has been in operation over a period of time. The AHRE project may be mid way in its implementation but most micro projects have only been implemented for six to eight months. It would not be fair to the project to already expect real impact understood as changes in the human rights situation for vulnerable groups. There are testimonies of increased awareness and understanding at the individual level which in many cases have led to actions like reporting cases of human rights abuse. This may be considered as an indication that changes are under way, but it takes long to change attitudes, cultural practices and behaviour.

As reported by a project participant: One of the micro projects in Benin addresses sexual harassment of girls in schools in the Djougou region of Northern Bénin. The project aims to sensitise teachers as well as student girls about the existing laws on sexual harassment and violence against women. Activities include sensitisation sessions with teachers and debates with students and using theatre to illustrate the messages. The police commissioner has assisted in the sensitisation sessions for teachers. The sensitisation has meant that the school leadership is openly disapproving of the conduct by teachers and there are now fewer cases of girls being sexually harassed by their teachers.

6.1 Sustainability

Sustainability refers to the likelihood that the positive effects of a project (e.g. skills, behaviour, improved services etc.) will persist for an extended period after the external assistance has ended. The AHRE project aims at raising the levels of knowledge and understanding of human rights and through this change people's lives. The sustainability of the AHRE project can be ensured through the delivery mechanisms of the project, but more particularly through positive effects of the project on people and ultimately structures. The impact of the AHRE project will persist even if the funding stops if the beneficiaries have the confidence to assert themselves as right holders and demand more accountability from duty bearers.

The design of the AHRE project should in principle enhance sustainability. The use of partnership committees and project participants to implement the micro projects has increased the knowledge and competency level on HRE in other organisations. The participants at national level representing NGOs or CBOs

can in principle apply the knowledge acquired in the AHRE project and use it in other projects. In this way the process will continue. Not the same project, but other interventions informed and inspired by the AHRE. The emphasis on project planning and formulation as well as M&E further contributes to the sustainability of the project impact. Involved partners should through this training be able to develop new HRE projects and seek funding themselves.

Networking is another important tool of the AHRE project which when fully utilised has a lot of potential for ensuring sustainability through the sharing of ideas, experience and lessons learned. The networking within the project is just starting, and there are logistical constraints for some project participants to be active on email etc. But the concept of networking, even just between the micro project participants in the same country is important. Such networks and contacts can continue even if the project stops. The involved project participants are volunteers and have an interest and engagement in human rights which most likely will sustain beyond 2012. Salary has not been the motivating factor. They may get involved in new projects of a similar nature where the knowledge gained in the AHRE project can be used. This "intellectual sustainability" seems the most relevant at the moment. The micro projects per se are not likely to continue when the AHRE project and the funding ends. Similar interventions could appear though, implemented by the same people and with new funding.

The project focus on participatory approaches, identifying human rights issues relevant for the communities and targeting communities with little knowledge and access to information about human rights are all very replicable methods. Other organisations may choose to organise and manage a project differently, but the approach to HRE as demonstrated in the AHRE project seems replicable. Not being restricted by the sources of funding in relation to advocacy, such as the case of AI in the AHRE project, will also allow other organisations and projects to pair the education more explicitly with real advocacy and campaigning for accountability and impact.

6.2 Impact

Impact is by OECD/DAC understood as the positive and negative changes produced by a programme or project, directly or indirectly, intended or unintended. AI defines project impact as "the extent to which a project or programme contributes to significant changes - positive or negative, expected or unexpected - in the lives of people and communities."⁶ Impact usually takes some time to manifest itself, and at the early stages of a project it makes more sense to assess the "potential" for impact. Does it seem likely that the education and training will not only inform but over time empower the target groups so that they are able to claim their rights? There are signs that change at the individual level is starting to take place. A small example from Burkina Faso is provided in the box below.

In Burkina Faso one of the project participants has pointed to small changes in behaviour due to increased levels of awareness: The "Association Nationale d'Appui aux Initiatives de

⁶ AI Position Paper POL 50/010/2008

développement Communautaire" (ANAIC) is implementing a micro project to promote widows and orphans' inheritance rights in the Loroum and Bam provinces. Activities include training of trainers, training of local authorities and members of the communities. They are sensitized on the existing laws and the rights of women and children. Due to the training in the communities it is reported by the project partners that women and children have now understood that it is important to have official documents like national identity cards, birth registration cards, marriage certificates etc. The women have now started to keep such documents themselves, realizing they are their personal documents. Earlier it was their husbands who would keep them.

The potential for impact of the AHRE project is linked to the potential for achievement of the project goal as it relates to result at impact level: *Improve human rights for the most disadvantaged by empowering communities in ten African countries to promote and defend their human rights*. This means vulnerable groups should be empowered to an extent where they promote and defend their human rights and this results in their human rights situation improving. Using the vocabulary of the GTF, the project is meant to increase the voice of the poor and marginalised groups and enable them to demand accountability from duty bearers and claim their rights.

The AHRE project uses education and training to inform target groups about human rights and empower them to claim these rights. The process towards impact of an education project can be said to include the following phases:

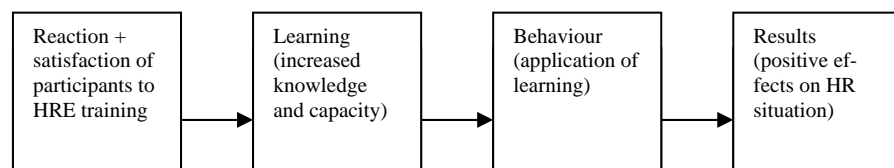


Figure 3: Learning and impact process (adapted from The Kirkpatrick Four Levels Evaluation model)⁷

The micro projects are designed in cooperation with the stakeholders, the topics taught are thus of interest and relevance to the target groups. This contributes to a positive attitude towards the project interventions and in turn improves the likelihood of learning. Learning depends on the individual's capacity to understand and learn and the appropriateness of the teaching and the pedagogical tools used. The AHRE project is as already mentioned focusing on this to improve the likelihood of beneficiaries learning and understanding. Some micro projects are e.g. relating the human rights education to passages from the Bible or the Koran to increase the acceptance of human rights and relate it to something which is familiar and respected.

The next phase involves the individual changing her or his behaviour as a result of the knowledge. There are already many testimonies from project beneficiaries talking about what the new knowledge on human rights has meant for them and providing examples of activities occurring which signify change, e.g. the reporting of violations to the police or to the project participants and women performing female genital mutilation deciding to stop the practice. The mid

⁷ <http://www.kirkpatrickpartners.com/OurPhilosophy/tabid/66/Default.aspx>

term review also sought to collect stories that describe changes that have taken place so far due to the project. The changes are mainly still at the individual level, though the success of the micro project mentioned in the box below indicate that there is also scope for wider ranging change.

The Africa International Christian Ministry (AICM) runs a micro project in Western Uganda promoting human rights education and focusing on ending sexual and gender based violence against women from the Batwa minority group. The Batwa people face serious discrimination and human rights abuses in the community where they have been forced to settle after being evicted from the mountain forests. Integration and acceptance of the Batwa people in the surrounding community is an important aspect of improving their human rights situation. One of the project objectives is to ensure more meaningful involvement of all community members, local leaders, relevant government institutions (especially police and judiciary) and civil society organizations in protecting Batwa women and girls from sexual and gender based violence and other rights violations. The project has worked to sensitise not only the Batwa people about their rights, but has also addressed the wider community and the local leaders. From this year the local council has accepted to include two persons from the Batwa people as members of the council. This is a positive and strategically important change, and though the influence of the current representatives is limited, it is a first step towards more voice and influence for the Batwa people.

These are first steps towards improved human rights situations in the communities, but changes also need to involve more strategic activism and focus on how to claim rights and how to demand accountability. This is yet to happen for the obvious reasons that such empowerment takes time to develop. The AHRE project has to find an acceptable balance of education and providing advocacy tools. The project needs to empower the beneficiaries to become more activists and provide them with tools and strategies for how to demand more accountability. The training in the coming period should focus on this.

AI's Dimension of Change framework is also useful in considering impact and how to achieve impact. It is developed by AI as a model for how human rights change is achieved⁸. The dimensions of change framework depicts a broader "theory of change" of AI. It shows that all dimensions are highly interlinked and depending on a particular project, the entry point could be from any dimensions. In case of AHRE project, the entry point is the first dimension (change in people's lives – awareness and empowerment). This is expected to contribute in dimension 2 (change in activism and mobilisation – rights holders become change agents actively advocating for HRs) and eventually to remaining dimensions (accountability and policy).

The model can be seen in conjunction with figure3 and relate to the training and capacity building of individuals. It has a stronger focus on advocacy though compared to the AHRE project. There are four dimensions of change representing areas where AI is expected to make a difference as a result of its work. The first dimension relates to making a difference in the lives of primary stakeholders by changing their lives in a positive way. The second dimension relates to increased activism and mobilisation. This can be at the individual level and in the larger community. The third dimension relates to increased accountability and this also involves institutions and structures. The fourth dimension is the

⁸ AI Position Paper POL 50/010/2008

policy level where legislation is changed to improve human rights. The AHRE project relates to the first dimension in particular but the second dimension is also relevant as the likelihood of project impact increases at this level.

The organisation "Centre Afrika Obota (CAO) and the Parent Teacher Association of Kalaban Coura in Mali are implementing a micro project to reduce the prevalence of early marriages through information and awareness raising in schools. A girl in one of the schools was married against her will at the age of 13. This has had severe physical and mental consequences for her and she was losing interest in school. The micro project activities and the awareness raising proved very beneficial for her allowing her to open up and talk about her trauma. She participates in the project sensitisation activities and is now accompanied by her father. The sensitisation has made her parents understand the negative effects the early marriage has had on their daughter. The father thus has ensured the girl continues with her education despite the husband wanting the girl to leave school, and there is talk of the father wanting to dissolve the marriage.

The AHRE project design is focused on outreach and on having many micro projects in each country. The time and effort it has taken to develop the ongoing micro projects is an argument in favour of not developing new projects next year but to continue the realisation of the current ones. More time than one year is needed for the micro projects to have a chance to impact on the lives of the beneficiaries. It is rarely enough to have education sessions quarterly or once a month over a one year period if the expected outcome is behavioural change and empowerment to claim rights towards duty bearers.

More time for implementation also means that the project constituency can be expanded to groups with a strategic relevance to the project, e.g. more focus on awareness raising of village chiefs, the elders or other change agents that may serve as role models. In addition to extending the time for each micro project to allow for a longer learning periods and larger target groups it is also recommended that the number of micro projects in each country does not increase further. A more restricted number of micro projects is easier to monitor and support strategically. The fixed budget allocation for micro projects means there will be more funding available per project. The funds can be used to include new activities or increase the frequency of ongoing training activities. More depth and continuity for each micro project improves the chances of impact.

7 Conclusions and Recommendations

The purpose of this mid term review was in very general terms to get a clear sense of the project achievements and shortcomings and the reasons behind these. The preceding pages have assessed the AHRE project in relation to relevance, effectiveness, efficiency, sustainability and impact. Based on the discussion in the previous chapters the following conclusions and recommendations are proposed.

7.1 Conclusions

The AHRE project is a relevant and important project. In a human rights perspective it is a large project as it covers ten countries and involves multiple micro projects. This outreach may have its logistical challenges but it is also a strength in terms of getting the information out where it is needed. The focus is on providing education on human rights to the grassroots levels and in communities with little initial knowledge about human rights. This is the important first step towards a situation of more respect for human rights. Knowledge is needed to inform the actions that can improve the HR situation for a specific group or for society in general. The AHRE is mid way but the micro project constituting an important part of the overall project have only started working this year, which means the project is still finding its feet and has not initiated all activities foreseen in the project plan, but it is on its way.

The project is very relevant to the needs of the target groups and as well as to the local and national human rights situation in the countries. A solid preparatory phase mapping the human rights issues in the ten African countries was undertaken before the project started. Findings have informed the project direction and approach. Furthermore, baseline assessments were conducted in the communities where micro projects were intended to start in each country. The level of knowledge about the issues faced by the target groups is high. In addition, the participatory process used to develop the micro project has ensured ownership and engagement at the grass roots level. To further enhance relevance the project has focus on teaching methodologies, using other approaches than "talk and chalk", e.g. radio, theatre and visual aids to reach wider in the communities. Translation of material into local languages is also underway.

In terms of effectiveness the project has achieved the objectives related to creating the project infrastructure; finding and training local partners and national coordinators. Preparing and approving micro projects took longer than planned,

but has now been completed. The issue of building capacity at community level among vulnerable groups is now underway. The challenge for the project in terms of being effective is reaching the overall goal and ensuring that the education and training not only raises the level of knowledge, but also empowers the stakeholders to be activists able to claim their rights.

The AHRE project is efficient in terms of being a large project with a relatively small overall budget and relying on many voluntary contributions. The challenge linked to the efficiency is related to the high transaction costs of delivering support to the community level. The level of ambition for the AHRE project is high and the requirements for project planning, formulation and monitoring are quite strict, even for micro projects with an annual budget of less than £2,000. This means the process of preparing and monitoring the micro project seem to cost a lot more than the micro project itself. There are certain costs that are supporting the micro project, such as training and production of HRE material, which are not included in the micro project budget. But even with those allocations included the project is top heavy, relying on the time and input of many persons. The justification for the high transaction costs is that the project focuses on capacity building of all partners and that the absorption capacity of the micro projects is low. This is true, there is underspending in the micro projects so far, but this does not justify the current imbalance. The fact that the micro projects now are progressing may also change the situation as more activities related directly to the HRE in the communities will take place.

The AHRE project has good possibilities of achieving sustainability. If the project succeeds in empowering the target groups, the knowledge and confidence gained will stay with the individuals and their ability to work for and claim their rights will thus carry the idea of the project further. The project design is also conducive to ensuring sustainability by its involvement and engagement of many partners. Awareness and knowledge about human rights issues is spread to other organisations who in their turn may want to continue similar work. The precondition for the sustainability is however that the level of awareness is fairly high and that the beneficiaries are not just sensitised but also empowered and provided with tools and confidence to argue their cases and not be "scared or intimidated to silence".

It is still early to talk of impact of the project, though there are many testimonies of change of behaviour at the individual level. These changes have come about after the AHRE project has sensitised communities and target groups in particular about human rights. The changes relate to increased reporting on human rights violations, on women changing their views regarding FGM and abandoning the practice, on husbands changing their views on violence against their wives and parents sending their children to school instead of having them work in the fields. The testimonies may signify change in behaviour at the very personal level and are perhaps a first step towards more activism. What seems to be needed still is more focus on the possibility to further empower the target groups through the training. The training curriculum for both project participants and beneficiaries will have to take account of this need so that the skills and tools necessary for more activism are included. The design of the micro projects is also important as the interventions should not focus on reaching new

communities next year but rather work longer and more thoroughly with the current communities to enhance the benefits of the HRE.

The lessons learned from the first two years of the AHRE project implementation include the following aspects:

- Thorough planning and baseline preparation is important but takes time.
- Partnerships are important but take time to establish.
- Capacity levels vary between individuals, and conformity with requirements takes time to develop and require substantive guidance in the beginning.
- Budgets could have been better adjusted to conform to the national level of costs for salaries and transport etc.
- The access to infrastructure such as internet can not be taken for granted when the areas targeted in the project include the more remote parts.
- Quality rather than quantity is important when dealing with capacity development.

7.2 Recommendations

Based on the above the following recommendations can be made to further improve the implementation of the AHRE project and improve the chances of achieving the goals and objectives.

Recommendations related to the overall management and efficiency:

1. The expenditures related to delivering HRE at the community level needs to be revised so that it does not appear to cost more to manage the project than what is actually being delivered in terms of micro project support and related activities such as training and education material. It is possible that the situation will change now that the micro projects are active, but the processes should be reviewed so that there is awareness about the time and resources spent at the PMT and the AI levels to monitor and follow up on the project.
2. The training of the project participants is a core element of the AHRE project because they are implementing the micro projects and they do a lot of training themselves. The regional training workshops should be considered to be replaced with national workshops where all project participants receive training from resource persons. It may not necessarily be much cheaper to organise many national workshops in stead of one regional one, but the costs would cover the training of more project people than in the regional workshops.
3. The division of labour between the AI London office and the PMT in Dakar ought to be clarified. Now that the PMT is fully operational they should take on full responsibility for the project and use the AI resources for strategic advice and training.

4. The national coordinators need to receive further capacity building to help them implement the project at the national level. The requirements concerning the preparation of budgets and financial statements and the possibilities for reallocations between budget lines seem to pose some challenges which can now be addressed with the accountant on board. The capacity building could also include topics linked to the identification of relevant training activities for the micro project participants and consideration of potential for more activism in the micro projects. The sharing of ideas and experience from other AI projects is relevant here.
5. Overall, the sharing of experiences between the AHRE project and other AI projects is encouraged. It is an aim of the AI that the AHRE is not seen in isolation from other initiatives and the project is linked to the rest of the AI Africa programme. The references to the other AI initiatives are however not very "visible" in e.g. AHRE project proposal and reports, and there seems to be scope for more networking and sharing of experience both within the AHRE project and in relation to other AI projects.
6. The links between the overall logical framework for the AHRE project and the strategic plan for each country should be reviewed to make them more explicit. This could also start the process of strategic thinking about how to make the shift from focusing on providing information to focusing more on empowerment of beneficiaries.

Micro project delivery at community level is still in its early phase but the approaches taken by the various project participants to get the messages across seem relevant and adapted to the local situation. Projects are being inventive in terms of using examples from daily life, focusing not only on rights of the individual but on duties as well to achieve more accept of human rights and thus impact. In some cases human rights are related to the Koran or the Bible to link the principles to something familiar. Overall, the project participants involved in the micro projects seem very aware of how to best address the problems with the communities. Recommendations related to the micro projects and the potential for achieving the overall goal are the following:

7. The micro projects should increasingly be exposed to or learn how to front the advocacy possibilities within their projects. Increased focus on experience from and tools used in other AI projects could be used to address this. In addition, increased networking between the ten project countries should be further encouraged to share experiences.
8. The training provided in the micro projects should include skills to empower the stakeholders and tools to gain confidence when claiming their rights. Such skills include negotiation techniques, conflict resolution, presentation skills, leadership skills as well as advocacy and campaigning techniques.
9. The micro projects ought to have a longer time frame. The projects should be able to continue working in the current communities to allow for a deepening of the learning process with the recipients.

10. If possible, reduce the number of micro projects in each country. If this is not possible the number should not increase further. Dealing with so many projects is a large administrative for the NC as well as the PMT and results in much of the management input being focused on the administrative issues with less time for strategic concerns of methodologies, content and increasing activism among the beneficiaries.

**AMNESTY
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TERMS OF REFERENCE

MID TERM REVIEW

GTF376 AFRICA HUMAN RIGHTS EDUCATION (AHRE) PROJECT

Introduction

Brief description of AHRE Project

Amnesty International's Africa Human Rights Education Project is a four year project to enhance civil society capacity to deliver locally relevant human rights education and to improve human rights for the most disadvantaged by empowering marginalised communities to promote and defend their human rights.

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

The term "Human Rights Education" is carefully defined by AI and is confined to *deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles*

2. Scope and Scale of the project

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

Project Goal:

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

Project Purpose:

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

Project Outputs

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

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

Coordination and participation:

The project is coordinated by Amnesty International's International Secretariat offices in London (Headquarters) and Dakar (West Africa Field Outpost). Regional level activities take place in 10 countries involved in the project. National level activities are conducted in: Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo, Uganda

The Mid Term Review need not evaluate all project countries but should outline criteria for the selection of the countries being assessed.

One report is required covering the overall programme even if not all implementing countries have been visited by the evaluation team.

The MTR must have one team leader responsible for the compilation of the final report where there are multiple country assessments.

The project is funded by DFID's Governance and transparency fund. Funded projects must *increase good governance and transparency by working through a variety of local partnerships and networks - strengthening the ability of civil society and media to hold governments to account.* DFID also expects the 38 funded projects to improve its knowledge of underlying political systems, power relationships, the role of institutions and the dynamics of pro-poor change.

3. Purpose of evaluation:

It is expected that the mid term review will be able to give Amnesty International and the project management team a clear sense of the project's achievements, and shortcomings, as a whole and the reasons behind these. The evaluation will focus particularly on the impact the project has made on the lives of target groups in the different countries. The mid-term review will be done against the logframe and its indicators and will provide evidence of what has worked well and why and what hasn't worked well and why. In this way, the evaluation will inform Amnesty's and its partners' project work and contribute to the overall learning of the DFID's Governance and Transparency Fund (GTF) portfolio. The review should consider progress towards each of the project's outputs with focus on 'learning' dimension along with 'accountability' dimension,

The specific purpose of the mid-term review is to:

- Provide an independent assessment of the progress and performance of the project to date against targets
- Measure and report on achievements and early signs of change and impact
- Indicate adjustments and changes that need to be made to ensure success and if necessary, adjust our programme design and log frame in order to improve likelihood of impact and sustainability.
- Analyse the cost effectiveness of the different approaches taken
- Review the project's risk analysis
- Determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability of the project at both regional and national levels
- Provide information that is credible and useful to enable the incorporation of lessons learned into the decision-making process of the Project Management on similar/future projects
- Contribute with inputs to DFID to evaluate the performance of the GTF as a whole, making sure the overall portfolio has increased accountability and responsiveness.

Evaluation Questions

The evaluation will be in line with Amnesty's evaluation policy as well as several DFID guidelines. The evaluation questions will be refined in conjunction with the successful consultant(s).

Principal areas to be considered in the evaluation process

The Mid-Term Review should involve a statement of what has been achieved and what can be learnt. The standard review criteria to carry out the evaluation may include:

a) Impact:

Details of the broader economic, social, and political consequences of the project and how it is contributing to increased:

- **State Capability** – the extent to which leaders, governments and public institutions are able to get things done; to formulate and implement policies effectively.
- **Accountability** – the ability of all citizens, civil society and the private sector to scrutinise leaders, governments and public institutions and hold them to account. This includes, ultimately, the opportunity to change leaders by democratic means.
- **Responsiveness** – whether public policies and institutions respond to the needs of all citizens and uphold their rights

Details of how the project has increased the voice of poor and marginalized groups and their ability to hold others to account, claim their rights, seek redress and hold powerholders to account

The AHRE project relates most directly to GTF indicators around accountability:

- Increased respect for human rights, the rule of law, a free media and freedom of faith and association by governments at different levels.
- Perceived understanding of human rights and ability to claim rights improves for disadvantaged and vulnerable groups
- Strengthened civil society to help citizens effectively represent their views and interests and hold governments to account for their actions – at different levels in the governmental system
- Evidence of a sustainable improvement in civil society capacity and collective voice to demand improved governance and transparency from governments at different levels
- Evidence of progress in vulnerable people (disaggregated by gender, age, disability and other vulnerable groups as applicable) having a stronger organised voice in the passage and implementation of laws.

Progress in relation to indicators in the logframes

- What was the project's overall impact and how does this compare with what was expected (planned)?
- To what extent has the project addressed the intended target groups' human rights problems and what was the actual coverage?
- Who were the direct and indirect/wider beneficiaries of the project?
- What difference has been made to the lives of those involved in the project?

- What are the changes in policies, practices, attitudes, beliefs of different stakeholders and how these changes have translated into changes in people's lives? (refer to Amnesty '**Dimensions of Change**' Framework)

The Mid-Term Review should provide a judgment on the Achievement Rating Scale scores⁹ included in annual reports.

b) Equity: Discussion of social differentiation and the extent to which the project had a positive impact on all victims and the more disadvantaged groups in the focused communities.

- How does the project actively promote gender equality?
- What is the impact of the project on women, children, youth and the elderly?
- If the project involved work with children, how are/were child protection issues addressed?
- How are the needs of excluded groups, including people with disabilities and people living with HIV/AIDS addressed within the project?

c) Relevance: Details of the project's significance with respect to increasing voice, accountability and responsiveness within the different contexts in which implementation happened.

- How does the project relate to supply and/or demand-side Human Rights Education priorities at local, national or regional levels?
- What conclusions, positive and negative, can be highlighted in relation to Human Rights Education?
- What is (are) the definition(s) of Human Rights Education that the different country teams and key stakeholders related to the project have? Were any similarities and differences detected? How have they contributed or not to achievement of the changes proposed?
- How did the project relate to DFID's country assistance plans? Were there any relations? What is the evaluation of them? Were they complementary?

d) Efficiency and value for money: How far have funding, staffing, regulatory, administrative, time, other resources and procedures contributed to or hindered the achievement of results?

- Has value for money been achieved in the implementation of project activities? Could the same results have been achieved for less money?
- Were salaries and other expenditures appropriate to the context?
- Are there obvious links between significant expenditures and key project outputs?
- How well did the partnership and management arrangements work and how did they develop over time?

⁹ See Attachment for a description of the achievement rating scale.

- How well did the financial systems work?
 - How were local partners involved in project management and how effective was this and what have been the benefits of or difficulties with this involvement?
 - Were the risks properly identified and well managed?
- e) Effectiveness:** Assessment of how far the intended outputs and results were achieved in relation to targets set in the original logical framework.
- Have interventions achieved or are likely to achieve objectives?
 - How effective and appropriate was the project approach?
 - With hindsight, how could it have been improved?
- f) Sustainability:** Potential for the continuation of the impact achieved and of the delivery mechanisms following the withdrawal of DFID support.
- What are the prospects for the benefits of the project being sustained after the funding stops? Did this match the intentions?
 - How has/could collaboration, networking and influencing of opinion support sustainability?
- g) Replicability:** How replicable is the process that introduced the changes/impact?
- Refer especially to innovative aspects, which are replicable.
- What aspects of the project are replicable elsewhere?
 - Under what circumstances and/or in what contexts would the project be replicable?
 - What are the implications/lessons for Amnesty and its partners' work on governance and gender?

The Amnesty Africa Human Rights Education project management team would also like to have recommendations on how to improve our project in areas of content of the work, the use of HRE to address human rights issues, processes and project support.

Review criteria to carry out the evaluation may also include:

- h) Management of micro project** to find out
- How relevant micro projects have been?
 - How inclusive and participatory has the micro project design been?
 - How efficient and relevant the micro project approval process has been?
 - The support provided to project participants and National Coordinators during process by the regional management team
 - The support provided to Project Management Team during process by the International Secretariat: IMP, LIU, HRE, IPU, Africa Programme, Demand Dignity Campaign, etc.
 - The challenges in implementing micro projects at national level

i) Staffing and support to find out

- How effective has the partnership committee worked? Any alternative model?
- What are the outputs of the National Coordinators, the support they get from Project Management Team, the support they provide to project participants
- Suggestion on how can the Dakar regional Management team improve its performance as a team (not individual evaluation – which is not in the scope of this evaluation)
- How well have been the communications and coordination among these groups: Project Regional Management team, National coordinators, Partners, Partnership committees, International Secretariat?
- How has the project built capacity at the organisational level? What improved competencies have arisen as a result of the project?

j) Effectiveness of communication largely in enhancing shared learning to find out:

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

k) Networks

- How were the National HRE, regional HRE and International networks formed and operating?
- What is the learning in the area of networking (Strengths and weaknesses)
- How can we improve the quality of International, regional, national and community HRE networks through better coordination, networking, and skill sharing?

l) HRE Materials and resources

- How have the HRE materials, resources and tools been developed?
- What was the constituencies, participants and partners role in the HRE materials development?
- Where the HRE materials relevant locally?
- How can we improve the quality of national and community HRE through access to more relevant training and awareness-raising materials and tools?

4. Methodology

The assessment of the project will use both qualitative and quantitative methods of data collection and analysis including desktop review of existing reports and video/written testimonies, written questionnaires, interviews

and focus group discussions. It should be as participatory as possible with active participation of the concerned National Coordinators and project participants in various stages of the evaluation. It will use the log frame requirements of DfID as an overall evaluation framework, adapted to the Amnesty 'Dimensions of Change' Framework.

All data collection and analysis will be conducted in one phase unless any follow up is agreed between the two parties, and presented in a report to the Project Director, International Mobilization Project. Interested parties will be asked to tender a short outline methodology of how they would tackle this evaluation, both on a theoretical and practical basis. This should include:

- Significant amounts of desk research (plans, monitoring data, internal evaluations, ...)
- Interviews with key internal stakeholders
- Interviews with key external stakeholders including allies and targets
- Visits to 5 countries (Proposed countries are Uganda, Ghana, Senegal, Burkina and Togo, but any other suggestion from consultant can be considered)
- find out from project design to date, impact evidence, case studies of individual micro projects and success stories useful for both evaluation and communication work

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

5. Evaluation Process and Timeline

The Mid-Term Review is expected to begin in June 2010 and will complete by 30 October 2010.

The following table indicates approximate timings for the selection process and the Mid Term Review. Timings for the Final Evaluation will be negotiated between the Consultant(s), Amnesty International and its partners towards the end of the Project. Timings will need to be agreed before June 2010.

7.2.1 ACTIVITIES	MONTH	DATES
1. Design and approval of TOR	May	31
2. Advertisement for Consultant	May-June	24/05-14/06
3. Selection of Consultant and contracting	June	15-25
4. Starting of consultant work (Desktop review, data collection, documents review) + Material production : Interview guides (individuals and focus groups)	June-July	28/06-15/07
5. Data collection in selected countries of project intervention	July	15-30
6. Data analysis	August	1-31
7. First Draft Report submission (Returned with	September	1

comments 22/09)		
8. Mid-term review workshop: First Draft Report validation meeting with Consultant, PMT, PD, LIU, 10 NC	October	-05-06
9. Final report in French and English	October	29

6. Outputs

Outputs expected include:

- An evaluation plan
- A presentation of initial evaluation findings/first draft for face-to-face discussion with Amnesty International team
- Full Mid Term Review report, approx 40 pages, of publishable quality
- Executive Summary, stand alone, 'communicable', 4 pages.
- At least 10 'case studies – stories of change' (one per country) of innovative and good practices.
- The Mid Term Review should include a review of the risk analysis of the project

7. Amnesty and Donor's requirements

- Amnesty International may wish to communicate the evaluation findings in different forms for different audiences. This will be discussed at the interview stage.
- KPMG, the fund manager for DFID may require the evaluator to respond to queries or concerns they have relating to various findings in the report

8. What documents should be consulted as part of the Mid term Review?

It is important that the review team has ready access to key programme documentation. As a minimum, this should include:

- Project proposal, logframe and budget.
- Inception Report including annexes.
- Annual reports.
- Other key documents identified by programme management (e.g. baseline documents, materials produced, case studies, recent research, written and video testimonies from constituencies, participants, partners and national coordinators, etc).

9. Skills and Competencies

Amnesty International is looking for consultants with a strong record in conducting evaluations, including of in Human Rights Education. The organisation/team leader will need respect and credibility within the field, excellent knowledge of monitoring and evaluation in theory and practice, and a good un-

derstanding of policy work. The consultants should have the following skills and competencies:

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

10. Tenders/bids

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

1. A cover letter introducing the evaluators/organisation and how the skills and competencies described above are met, with concrete examples.
2. A 2-page outline of the proposed evaluation process including:
 - a. Proposed outline methodology
 - b. Management arrangements
3. A 1-page budget covering all major costs
Amnesty International prefers to pay an agreed price for the totality of the work including the field trips and it is likely that this would be paid in phased instalments.
4. A 1-page CV for each evaluator
5. One example of a previous evaluation (one each for joint bids)

Tenders should be emailed to Aminatou Sar (aminatou.sar@amnesty.org) by close of business on Friday 14th June 2010.

Criteria for selection will be:

- Clear, credible, structured proposed methodology
- Excellent track record and reputation in the evaluation/research/gender change field
- Demonstrable experience of conducting complex evaluations
- Experience of Human Rights Education/ policy influencing work

- Ability to manage the totality of the evaluation, including logistics and recruiting and managing other team members where necessary
- Excellent interpersonal skills and adaptability
- Time available during the critical periods
- Value for money

Short-listed candidates will be contacted by 20th June, 2010.

11. Further information

Aminatou Sar, AHRE Project Manager, is leading this process for Amnesty International. If you have further questions on this opportunity please get in touch by email in the first instance.

For further information, please contact aminatou.sar@amnesty.org

Annex 2: Documents consulted

Planning documents and guidelines

AI proposal to DFID/GTF
 Inception report to DfID/GTF Year 1
 Country Level Logical Framework
 Reports on Assessment of Partners prepared by the PMT
 Approved micro project proposals for the ten countries
 Assessment reports for approved micro projects in the ten countries prepared by the PMT and AI IS.
 The National Strategic Plans for the AHRE project (not received the Ghana plan)
 AI Annual report guidelines for the AHRE of 7 April 2009
 Addendum to GTF Annual Report Guidelines 29 April 2010
 Memorandum of Understanding (MoU)/Partnership agreements
 AI Guide for the selection of project participants for the AHRE
 "Dimensions of Change". Amnesty International – International Secretariat Position Paper – POL 50/010/2008
 AI Narrative baseline report of 13 November 2009
 AI Short Guide for testimonies gathering
 AI Guide for developing micro projects under the AHRE project
 AHRE Project Handbook. AFR 01/002/2009
 Financial and budget monitoring report template
 Grant management handbook for PMT
 Grant letters signed by project participants
 AI Risk Register and Management Template
 AHRE project risk assessment
 Status of micro projects & HR issues: PMT document of 10 June 2010
 Country update document provided by the PMT

Reports

Annual AHRE project reports to DfID/GTF 376 (year1 and year 2)
 AHRE Quarterly Narrative reports per country for the following quarters: October - December 2009 (when existing), January - March 2010 and April - June 2010.
 Country level Annual Financial Expenditure Report for 2009/2010
 Grand Bassam HRE participants workshop Report July 2009
 National Coordinators Review and Planning Meeting report: Jan 2010
 Report on first induction workshop March 2009
 Mapping of micro projects per country (PMT document)
 PMT Trip report Benin - May 2010
 PMT Trip report Cote d'Ivoire - June 2010
 PMT Trip report Cote d'Ivoire - Nov 2009
 PMT Trip report Ghana - March 2010
 PMT Trip report Sierra Leone - Feb 2010
 PMT Trip reports Kenya and Uganda - Feb 2010
 PMT Trip reports: Benin and Togo - Nov 2009
 Action Plan AHRE Year2: April-Sept 2010: prepared by the PMT

Reflection notes from a Kenya visit in 2009 prepared by Maneesh Pradhan,
Senior Advisor in Learning and Impact Unit in AI London.
Jacqueline Ndione Cabral (2006): Evaluation Report: West Africa HRE project.
AHRE project Press Book June 2010
Video testimonies of beneficiaries

Annex 3: Persons met

Uganda

Rose Kusingura, National Coordinator
 Michelle Kagari, Deputy Director, AI Africa Regional Office Kampala
 Nerida Nthamburi, Programme Coordinator, East and Horn of Africa Human Rights Defenders project, the coordinating partner organisation in Uganda
 Alice Nassaka, programme officer in the Foundation for Human Rights Initiative, and external member of the Partnership Committee

Centre for Human Dignity and Development (CHDD):

Father Louis Atwine, Director of CHDD and HRE worker
 Celestin Twinomugisha, member of CHDD
 Prosper Tinkamanyire, HR educator at Bitsya Primary School
 Jackie Tumwongyeinne, HR educator
 Edith Tumwebaze, HR educator
 Vincent Nbyabayunga, teacher
 William Tumummibse, teacher
 Johan Patrick Mubangizi, teacher
 Andrew Nyakarasi, Deputy Head Teacher
 Leocarddia Busingye, teacher and patron of HR club
 Savino Atwine, teacher and patron of HR club
 Bonny Ahimisibilie, trainer and patron at Kazirwa
 Colleb Ahtwebembeire, Assistant Head Trainer and trainee in CHDD
 Evarist Muhabuzi, patron at Kuigga

Around 15 pupils and members of the HR club at the St Kagwa primary school

Bushenyi Local Government Office:

Muhanguzi Basil, Officer at the District Community Based Services Office
 Danson Yiga Makasa, Chief Administrative officer in the Bushenyi District Local Government
 Steve Bine, District Education Officer in Bushenyi
 Enid Ainamani, District Community Officer in Bushenyi

Africa International Christian Ministry (AICM):

Timothy Twikirize, Director AICM
 Four HR trainers from the Batwa community

Human Rights Concern (HURICO):

Steven Mukasa, Director of HURICO
 Kentaro Harriet, programme officer HURICO
 Fredrick Ssemwanga, programme officer HURICO

Ahmed Manana, Teacher at the Mackay Memorial College and teacher colleagues
 Dickson Kasunne, student at the Mackay Memorial College
 John Ssekitto, student
 Claire Birwright, student

Michael Naluaoda, student
Gladys Nabunnya, student
Mathias Kajjansi, Teacher at the Progressive Secondary School

Health Rights Action Group (HAG):

Allen Kuteesa, Team Leader and a HRE worker
Penina Mukunda, programme officer and finance and administration
Brenda Jjuuko, account assistant

Human Rights Defenders Solidarity Network:

Gabriel Magaruka and his team

Around 50 refugee women having received sensitisation

Ghana

Gladys Atiah, National Coordinator
Konlan J. Lambongang, Executive Secretary, Maata-n-Tudu, the coordinating partner organisation
Lawrence Amesu, Director AI Ghana, second partner organisation

Ghana Education Service (GES):

Kanshegu Primary and Junior High School

Adam Abdallah, Head teacher,
Kauthar Husein, teacher
Khadijah Iddrisu, teacher and HRE worker
Shani D. Iddrisu, teacher
Around 25 parents and 25 pupils

St Joseph Primary School

Stella Kaluti, teacher and HRE worker
Ben Y. Maabil, PTA chairman
Abuba Imoro, teacher
Abdul-Rahamani Issahaku, teacher
Rachia Mahama, teacher
Shaibu Sylemana, Commission for Human Rights
Ahmed Tijani Mohamed, Commission for Human Rights
Robert Kwame Boateng, Guidance and Counselling Coordinator, GES
Mary B. Yidanu, GES

Around 30 parents and 20 students

Bolga Girls Secondary High School

Beatrice Abire, teacher and HRE worker
Barry Samuel, teacher
Wilfred Bormeh, teacher
Vida Anoya Assibi, teacher
Lester M. Bonuson, teacher

Widows and Orphans Movement:

Awal Ahmed, programme manager and HRE worker
 Peter Zambil, member of the HR advocacy group at community level
 Georgina Azuma, the widows chairperson and HR advocacy group member
 Richard Tobil, HR advocacy group
 Dompoka Zong, Monitoring group member at community level
 Peligmoya Kolog, Monitoring group member
 Charity Tenga, Monitoring group member
 Rose Lamisi, HR advocacy group member
 Margareth Baabon, HR advocacy group member
 Kandy Mba, HR advocacy group member
 Comfort Tanga, HR advocacy group member

Around 50 women - widows- from the community, some elders and the chief

Togo

Louis Komlan Odah Djamgbo, National Coordinator
 Aime Tcham Adi, Director AI - Togo, member of the partnership committee
 Paul Yovo, President AI - Togo, member of the partnership committee
 Epiphanie Houmey, Groupe de Reflexion et d'Action Femme Démocratie et Développement (GF2D), member of the partnership committee
 Richard Bassalbia, SOS Village d'Enfants, external member of the partnership committee

Association Togolaise pour la Défence et la Promotion des Droits Humains (ATDPDH):

In the Tabligbo village:

Ayeire Edoh Sessi, member of ATDPDH and HRE worker
 Yaovi Azankpo, member of ATDPDH
 Yowo Malachie Abbe, member of ATDPDH
 Kakunda Ametowogan, union representative and responsible for training at the prefecture level
 Sotowo Kamako, patron for apprentices
 Abraham Miglanhoun, patron
 Kadiatou Traoré, patron
 Cécile Anani, apprentice/trainee
 Adjori Delali Wossowogbona, apprentice/trainee
 Keffi Attikdoglo, apprentice/trainee

Visit to two workplaces with apprentices, one hairdresser and one tailor

Club des Mères:

In the Zalivé village:

Ayokovi Agbegbe, Club des Mères member and part of the group trained to teach others on inheritance rights for women
 Ayika Attiso, _____ " _____
 Améyo Koulete, _____ " _____
 Rosie Gnonhoe, _____ " _____

Akouvi Gbessaya, _____ " _____
 Ro Agbeagbe, _____ " _____
 Celine Touvor Dissi, _____ " _____
 Djatougbé Messanhadji, _____ " _____
 Louse Attisso, _____ " _____
 Adjo Kaiser, _____ " _____

Members of the community having received information on inheritance rights:

Mme Afiavi Yoyo
 Mme Klokou Zekpa
 Mr Gakpangnan Eдорh

Senegal

Aminata Dièye, National Coordinator
 Seydi Gassama, Director AI Senegal and member of the partnership committee
 Gaspard Onoko, President of GRA-REDEP and member of the partnership committee

Ndef Leng:

Babacar Diouf, Director of the NGO and the Radio Station run by the NGO
 Aissa Diouf, assistant administrator of the radio
 Anna Faye, journalist at the host for the micro project radio programmes
 Ndeye Marème Ndiaye, a female domestic worker and keen listener to the radio
 Salimata Ndiaye, _____ " _____
 Ndeye Sokhna Ndiaye, _____ " _____
 Rose Marone, _____ " _____
 Daba Faye, _____ " _____
 Cheikh Sau, _____ " _____
 Ndiouckor Faye, _____ " _____

Micro project on the protection and promotion of human rights for "talibé children":

Yahya Sidibe, film director and president of the NGO SOS Talibè
 Mamadou Sy, SOS Talibé
 Babacar Fall, SOS Talibé
 Fatou Bintou Coly, SOS Talibé
 Boubacar Diedhiou, SOS Talibé
 Mbaye Diouf, SOS Talibé
 Mamadou Diop, SOS Talibé
 Moussa Fayé, member of the network of Koran teachers
 Talla Diop, member of the network of Koran teachers
 Ismaïla Sall, member of the network of Koran teachers
 Ouman Diallo, member of the network of Koran teachers
 Maty Touré, caretaker in a "dara", the lodging for talibé children

AI IS London - telephone interviews:

Nicola Barrett, Head of the International Projects Unit (IPU)

Berhe Gebru, Finance and Accounting programme
Sandra McClure, IPU project advisor
Maneesh Pradhan, Learning and Impact Unit, Senior advisor
Colm O Cuanachain, Senior Director Campaigns, Dignity Campaign
Sneh Aurora, the Human Rights Education team

Amnesty IS Dakar regional office

Assouan Gbesso, AHRE project coordinator
Cheikh Oumar Sy, AI regional office accountant
Kwasi Gaglo, AHRE project Coordinator (Skype)
Aminatou Sar, AHRE project manager (Skype)

Annex 4: Interview guide

Review questions from TOR	Comments	Data sources/informants
<p>a) Impact: Details of how the project has increased the voice of poor and marginalized groups and their ability to hold others to account, claim their rights, seek redress and hold powerholders to account. Accountability aspect: What was the project's overall impact and how does this compare with what was expected (planned)? To what extent has the project addressed the intended target groups' human rights problems and what was the actual coverage? Who were the direct and indirect/wider beneficiaries of the project? What difference has been made to the lives of those involved in the project? What are the changes in policies, practices, attitudes, beliefs of different stakeholders and how these changes have translated into changes in people's lives? (refer to Amnesty 'Dimensions of Change' Framework) Assess the Achievement Rating Scale scores in annual reports</p>	<p>Given the fact that the project has been implemented for a relatively short time the mid term review will look for impact understood as immediate changes for the stakeholders and beneficiaries of the programme. In terms of the Dimension of Change Framework it is particularly dimensions 1 and 2 that are relevant for the individuals and groups targeted in the micro projects. Changes in national policies and practices should as such be kept outside the scope of this mid term review as the attribution of the micro projects to overall national policy change is hard to establish.</p>	<p>Focus group discussions with beneficiaries - those who have received education and training - to assess how they perceive changes and which changes. Interviews with the HR education providers and with the partner organisations as well as national coordinators. In some cases, depending on the micro project it can be useful to consult with other stakeholders, e.g. parents, teachers, local government officials with administrative responsibilities touching on the rights taught etc. This to get an impression of whether the beneficiaries have changed their behaviour and demanded increased accountability, claiming their rights in a different or more visible manner etc. The beneficiaries may however also inform about this in focus group discussions</p>
<p>b) Equity - the extent to which the project had a positive impact on all victims and the more disadvantaged groups How does the project actively promote gender equality? What is the impact of the project on women, children, youth and the</p>	<p>The equity aspect is here sort of covering the cross cutting issues of the project.</p>	<p>Interviews with partner organisations, NCs, project management team and AI UK. Project documentation, proposal and reports</p>

<p>elderly? If the project involved work with children, how are/were child protection issues addressed? How are the needs of excluded groups, including people with disabilities and people living with HIV/AIDS addressed within the project?</p>		
<p>c) Relevance - project's significance with respect to increasing voice, accountability and responsiveness within the different contexts How does the project relate to supply and/or demand-side Human Rights Education priorities at local, national or regional levels? What conclusions, positive and negative, can be highlighted in relation to Human Rights Education? What is (are) the definition(s) of Human Rights Education that the different country teams and key stakeholders related to the project have? Were any similarities and differences detected? How have they contributed or not to achievement of the changes proposed? How did the project relate to DFID's country assistance plans? Were there any relations? What is the evaluation of them? Were they complementary?</p>	<p>Relevance is often referred to as the extent to which objectives of a project are consistent with the target group's priorities and the recipient's and donor policies. The questions proposed in the TOR on relevance are more oriented towards the definitions and understanding of HRE in the different countries and which conclusions one can draw. This is more related to the success and thus effectiveness of the projects. A question on whether the HRE provided is relevant to the needs of the beneficiaries will be added.</p>	<p>Focus group discussions with beneficiaries. Interviews with partners, HRE teachers/providers, NCs and the management team as well as AI London Micro project proposals and reports</p>
<p>d) Efficiency and value for money. How far have funding, staffing, regulatory, administrative, time, other resources and procedures contributed to or hindered the achievement of results? Has value for money been achieved in the implementation of project activities? Could the same results have been achieved for less</p>		<p>Interviews with management team, financial manager, AI London, NCs and partners, their financial manager as well as HRE providers. Project documentation. Especially programme</p>

<p>money? Were salaries and other expenditures appropriate to the context? Are there obvious links between significant expenditures and key project outputs? How well did the partnership and management arrangements work and how did they develop over time? How well did the financial systems work? How were local partners involved in project management and how effective was this and what have been the benefits of or difficulties with this involvement? Were the risks properly identified and well managed?</p>		<p>document and budget and annual progress and financial reports, MOU between AI and partners. Expenditure statements,</p>
<p>e) Effectiveness: Assessment of achievement of intended outputs and results in relation to targets set in the original logical framework. Have interventions achieved or are likely to achieve objectives? How effective and appropriate was the project approach? With hindsight, how could it have been improved?</p>	<p>This aspect should be the core focus of the mid term review as it is especially the achievement of annual objectives and outputs that can be assessed at such a relatively early stage of a project.</p>	<p>Programme documentation in terms of stated objectives, planned activities and expected outputs seen in relation to the reports on progress. Written documentation to be complemented by interviews with the main implementers, the partners and NCs as well as management team in Dakar. Beneficiaries in focus group discussions will also shed light on the effectiveness of the project.</p>
<p>f) Sustainability: Potential for the continuation of the impact achieved and of the delivery mechanisms following the withdrawal of DFID support What are the prospects for the benefits of the project being sustained after the funding stops? Did this match the intentions? How has/could collaboration, networking and influencing of opinion</p>	<p>Sustainability is an important aspect of a project aiming at changing people's lives through education on HR. The focus should thus not just be on the project and its delivery mechanisms but also on the positive effects of the project on individuals or systems. There is a chance that the impact</p>	<p>Interviews with partners and HRE workers who deliver training and group discussions with beneficiaries of the training to get an idea of how the project is knowledge</p>

<p>support sustainability?</p>	<p>of the AHRE project will persist even if the project does not continue. That could happen because the beneficiaries have the knowledge and confidence to continue the process of asserting themselves as right holders and increase their activism and mobilisation to demand more accountability from the duty bearers. It may however be a bit early to make a very substantial assessment of this, though this depends on how long the various projects have been running. The design and emphasis on partnership and networking may be assessed however.</p>	
<p>g) Replicability: How replicable is the process that introduced the changes/impact? What aspects of the project are replicable elsewhere? Under what circumstances and/or in what contexts would the project be replicable? What are the implications/lessons for Amnesty and its partners' work on governance and gender?</p>	<p>Replicability is better assessed if the changes are already quite tangible and preferably go beyond changes for the individual. Perceived individual changes may be due to the project but are also affected by the individual's abilities and resources etc.</p>	<p>Information collected from all interviews and documents will feed into this assessment</p>
<p>h) Management of micro projects How relevant micro projects have been? How inclusive and participatory has the micro project design been? How efficient and relevant the micro project approval process has been? The support provided to project participants and National Coordinators during process by the regional management team</p>	<p>The relevance of the micro projects is part of the assessment of the relevance and effectiveness of the overall AHRE project as this project is implemented through all the micro projects. If they fail it seems the AHRE project as a whole will have a problem.</p>	<p>Interviews and group discussions with the partners, the HRE workers, the NC and beneficiaries as well as with the regional management team and AI London</p>

<p>The support provided to Project Management Team during process by the International Secretariat: IMP, LIU, HRE, IPU, Africa Programme, Demand Dignity Campaign, etc. The challenges in implementing micro projects at national level</p>		
<p>i) Staffing and support How effective has the partnership committee worked? Any alternative model? What are the outputs of the National Coordinators, the support they get from Project Management Team, the support they provide to project participants Suggestion on how can the Dakar regional Management team improve its performance as a team (not individual evaluation – which is not in the scope of this evaluation) How well have been the communications and coordination among these groups: Project Regional Management team, National coordinators, Partners, Partnership committees, International Secretariat? How has the project built capacity at the organisational level? What improved competencies have arisen as a result of the project?</p>		<p>Interview with NC, partners and regional management team as well as member of partnership committee (if not covered by meeting partners)</p>
<p>j) Effectiveness of communication How this project has enabled cross learning between different projects within a country, across countries, between the project and other relevant entities of AI movement, as well as with the external world? How we've been capturing learning in this project? How we've been sharing our findings and learning from each other?</p>	<p>These questions on communication and networks (k) are basically touching on sustainability issues as learning and networking across projects is important for sustainability as it spreads knowledge and experience beyond the main project target group</p>	<p>Interview with NC, HRE workers, partners and regional management team as well as with AI London</p>

<p>k) Networks How were the National HRE, regional HRE and International networks formed and operating? What is the learning in the area of networking (Strengths and weaknesses) How can we improve the quality of International, regional, national and community HRE networks through better coordination, networking, and skill sharing?</p>		
<p>l) HRE Material and resources How have the HRE materials, resources and tools been developed? What was the constituencies, participants and partners role in the HRE materials development? Where the HRE materials relevant locally? How can we improve the quality of national and community HRE through access to more relevant training and awareness-raising materials and tools?</p>	<p>The questions on teaching material and tools relate to relevance. The point being that the material should be adapted to the needs of the stakeholders so it is relevant and relevance can be better secured when involving the stakeholders.</p>	<p>Review of training material Interviews with partners, HRE workers and beneficiaries on quality and relevance and user friendliness etc</p>

Annex 5: Self assessment surveys

Self assessment survey of the Africa Human Rights Education programme

1st Questionnaire: Representatives from the Coordinating or Implementing Partner or the National Coordinator.

Country:

Organisation:

Role in the AHRE:

Relevance

1. How does your organisation interpret and implement human rights education?
2. How relevant do you think the programme is in relation to the HR situation in your country?
3. How involved have you or your organisation been in the identification and formulation of micro projects?
4. To what extent are micro projects demand driven in your country?
5. Would you change the process of selecting and supporting micro projects in any way?
6. How do you address equity issues in the programme (anything special to address gender, persons with disabilities, children, youth, the elderly or HIV/AIDS)?

Effectiveness

7. How would you describe the level of ambition in the AHRE programme?
8. How far have you come in achieving the objectives for year 1 and year 2?
9. If behind schedule in achieving objectives, what are the main reasons for this?
10. Are there any changes needed to be put in place to help the programme reach its goal and objectives?

Efficiency

11. How much funding has been received so far by your country?
12. How much have you spent in your country according to the latest results?
13. Does the budget cover the real costs of the programme and activities or are there costs covered by your organisation or by yourself in terms of time, money or other inputs?

Impact

14. Has the programme has an impact on your organisation or yourself in terms changes in behaviour or attitudes? Please give details:
15. Do you find that the micro projects are successful in reaching beyond the information and teaching of Human Rights to actually change the lives of the target groups/beneficiaries? Please give details:
16. A story of change: Do you have a particular story to share which illustrates the relevance/effectiveness/usefulness of the programme or a particular micro project?

Sustainability

17. If the programme has meant that changes have occurred in the work, behaviour or attitude of yourself, your organisation or the beneficiaries, do you think these changes will be maintained after the programme ends?
18. What aspects of the programme do you think may continue even after the programme with funding from DfID ends?
19. Could your organisation be involved in something similar even without external financial assistance?
20. In your view, what is the most important aspect of the AHRE programme?

Programme Management Issues

21. What level of support are you getting from the PMT in Dakar to move ahead with the programme locally?
22. Is there additional support or input from the PMT which should be provided to enhance the programme and make your work easier?
23. How would you assess the programme set-up of with an international secretariat in London, a regional head office in Dakar, national partners, a national partnership committee, a national coordinator, HRE workers and many micro projects?
24. How is the communication between micro projects and stakeholders within the country and regionally with other countries or with the PMT in Dakar?

25. Do you have any recommendations for improvement in terms of communication?

26. Are you or the organisation active in any networks linked to the project? If yes, in what way? If no, why not?

Lastly, a few bold statements to react to (statements may not be true, but are meant to trigger a reaction and some comments). Please put an X in the box best corresponding to your answer to each of the statements, and provide details to your answer in the comment box below the statement.

Statements about the programme	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
The capacity of the partner organisations in the country to plan, coordinate and deliver relevant HRE has been strengthened					
Comments:					
Cooperation between organisations nationally and internationally has been improved					
Comments:					
I would have liked to have more background information and knowledge about Human Rights Education					
Comments:					
The PMT in Dakar is too far away to provide substantive support and backup					
Comments:					
The procedures and requirements for identifying and					

approving the micro projects are too cumbersome					
Comments:					
The resources available are spread too thinly on many micro projects					
Comments:					
The cost of monitoring micro projects is high compared to the budget of the micro projects					
Comment:					
Implementation of micro projects can not easily be controlled or managed by the partners or NC					
Comments:					

Self assessment survey of the Africa Human Rights Education programme

2nd Questionnaire: Representatives from the Human Rights Education workers

Country:

Organisation:

Role in the AHRE:

Relevance

27. How do you interpret and implement human rights education?
28. How relevant do you think the AHRE programme is in relation to the HR situation in your country?
29. How relevant is the training you have received from the programme on human rights?
30. Do you feel "equipped" to meet the needs of the target groups and the micro projects?
31. How involved have you been in the identification and formulation of micro projects?
32. How has the material, resources and tools been developed?
33. Are the materials and tools etc adequate and relevant, if not, what is lacking?
34. How do you address equity issues in the programme (anything special to address gender, persons with disabilities, children, youth, the elderly or HIV/AIDS)?

Effectiveness

35. How would you describe the level of ambition in the AHRE programme?
36. How far have you come in achieving the objectives for year 1 and year 2?
37. If behind schedule in achieving objectives, what are the main reasons for this?
38. Are there any changes needed to be put in place to help the programme reach its goal and objectives?
- 39.

Efficiency

40. Are you remunerated by the project for your work?
41. Does the budget for your activities cover the real costs of the programme and activities or are there costs covered by your organisation or by yourself in terms of time, money or other inputs/material?
42. How are travelling/transport costs in relation to the budget for project activities?

Impact

43. Has the programme had an impact on your organisation or yourself in terms changes in behaviour or attitudes? Please give details:
44. Do you find that the micro projects are successful in reaching beyond the information and teaching of Human Rights to actually change the lives of the target groups/beneficiaries? Please give details:
45. A story of change: Do you have a particular story to share which illustrates the relevance/effectiveness/usefulness of the programme or a particular micro project?

Sustainability

46. If the programme has meant that changes have occurred in the work, behaviour or attitude of yourself, your organisation or the beneficiaries, do you think these changes will be maintained after the programme ends?
47. What aspects of the programme do you think may continue even after the programme with funding from DfID ends?
48. Could your organisation or yourself be involved in something similar even without external financial assistance?
49. In your view, what is the most important aspect of the AHRE programme?

Programme Management Issues

50. What level of support are you getting from the PMT in Dakar to move ahead with the micro projects?
51. What level of support are you getting from the National Coordinator or the partner organisations to move ahead with the micro projects?
52. Is there additional support or input which should be provided to enhance the programme and make your work easier? if yes, by whom?
53. How would you assess the programme set-up of with an international secretariat in London, a regional head office in Dakar, national partners, a national partnership committee, a national coordinator, HRE workers and many micro projects?
54. How is the communication between micro projects and stakeholders within the country and regionally with other countries or with the PMT in Dakar?

55. Do you have any recommendations for improvement in terms of communication?

56. Are you active in any networks linked to the project? If yes, in what way? If no, why not?

Lastly, a few bold statements to react to (statements are not necessarily true, but meant to trigger a reaction and some comments). Please put an X in the box best corresponding to your answer to each of the statements, and provide details to your answer in the comment box below the statement.

Statements about the programme	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
My capacity to plan, coordinate and deliver relevant HRE has been strengthened					
Comments:					
Cooperation between HRE Workers nationally is very good					
Comments:					
I would have liked to have more background information and knowledge about Human Rights Education					
Comments:					
The PMT in Dakar is too far away to provide substantive support and backup for the micro projects					
Comments:					
The National Coordinator is too far away to provide sub-					

stantive support and backup for the micro projects					
Comments:					
The procedures and requirements for identifying and approving the micro projects are too cumbersome					
Comments:					
The resources available are spread too thinly on many micro projects					
Comments:					

Self assessment survey of the Africa Human Rights Education programme

3rd Questionnaire: Representatives from the Human Rights Education beneficiaries

Country:

Type of micro project and human rights education received:

Relevance

57. How relevant do you think the micro project is in relation to your situation and needs in terms of human rights?
58. How would you describe the training or information you have received so far?
59. Has your understanding of human rights changed after you received training or information? If yes, in what way?
60. How involved have you been in the identification and formulation of the micro project?
61. How do you find the teaching material and resources used for the teaching?
62. Are the materials and tools easy to understand and relevant? if not, what is lacking?

Effectiveness

63. How would you describe the level of ambition in the AHRE programme?
64. Are there any changes needed to be put in place to help the programme reach its goal and objectives?

Efficiency

65. Are you expected to contribute financially to the project, e.g. pay for the training or transport to where the training takes place?

Sustainability

66. If the programme has meant that changes have occurred in the work, behaviour or attitude of yourself, do you think these changes will be maintained after the programme ends? If yes, how will you do that?
67. Could you be involved in a similar programme in the future?
68. In your view, what is the most important aspect of the AHRE programme?

Programme Management Issues

- 69. What level of support are you getting from the micro project and the human rights education workers?
- 70. Is there additional support or input which should be provided to increase the benefits of the project?
- 71. Do you have contact with other micro projects in the country or even abroad?
- 72. Do you have any recommendations for improvement of project management?
- 73. Are you aware of any networks linked to the project? If yes, are you active?

Impact

- 74. Has the programme had an impact on you in terms changes in behaviour or attitudes? Please give details:
- 75. Has any aspects of your life or your behaviour changed after the micro project started?
- 76. A story of change: Do you have a story to share which illustrates the usefulness and relevance for you of the micro project?

Lastly, a few bold statements to react to (the statements are not necessarily true, but are meant to trigger a reaction and some comments). Please put an X in the box best corresponding to your answer to each of the statements, and provide details to your answer in the comment box below the statement.

Statements about the programme	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
My understanding of human rights is strengthened through the micro project					
Comment:					
The training and information provided in the micro project on human rights is easy to understand					
Comments:					
The training and information provided in the micro pro-					

ject on human rights relates well to my situation					
Comments:					
I feel empowered to by the information and the understanding of how human rights relate to my life					
Comments:					
The training and information about human rights has enabled me to identify other human rights issues in my community					
Comments:					
The training and information has not made me want to be more active in promoting human rights issues locally or nationally					
Comments:					
The procedures and requirements for identifying and approving the micro projects are too cumbersome					
Comments:					
The resources available are spread too thinly on many micro projects					
Comments:					

