# undp

**END OF PROJECT EVALUATION**

**“TOWARDS A GREATER CITIZENRY PARTICIPATION IN SWAZILAND”**

**FINAL REPORT**

**March 2012**

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**List of Acronyms and Abbreviations**

ACC Anti-Corruption Commission

CEDAW Convention for the Elimination of all forms of Discrimination against Women

CIEAS Coalition of Informal Economic Association of Swaziland

CPAP Country Programme Action Plan

CRC Convention on the Rights of the Child

CSC Council of Swaziland Churches

CSO Civil Society Organizations

DGTTF Democratic Governance Thematic Trust Funds

FAO Food and Agriculture Organization

FGD Focus Groups Discussion

FLAS Family Life Association of Swaziland

GoS Government of Swaziland

GBV Gender Based Violence

HR Human Rights

HRPAC Human Rights and Public Administration Commission

ICCPR International Covenant on Civil and Political Rights

ICESCR International Covenant on Economic, Social and Cultural Rights

IP Implementing Partner

JPR Justice Peace and Reconciliation

MTN Mobile Telephone Network

NGO Non-governmental Organization

OVC Orphans and Vulnerable Children

SBIS Swaziland Broadcasting and Information Services

SNAT Swaziland National Association of Teachers

UN United Nations

UNCAC United Nations Convention Against Corruption

UNDAF UN Development Assistance Framework

UNDP United Nations Development Programme

UNESCO United Nations Education, Scientific and Cultural Organization

UNPFA United Nations Population Fund

UNICEF United Nations Children’s Fund

UNISWA University of Swaziland

WHO World Health Organization

WUS World University Services

**Definitions**

For purposes of this report the following definitions are adopted

* ***Awareness on Human Rights*** – having initial information of the existence of Human Rights clauses in the Constitution.
* ***Knowledge of Human Rights*** – having detailed information about Human Rights which can be explained to other people in an informed and satisfactory manner.
* ***Understanding of Human Rights*** – having detailed information and data about Human Rights which can be applied to situations where the dignity of human beings is at stake.

**EXECUTIVE SUMMARY**

1. **Introduction**

A two-year project entitled “Towards Greater Citizenry participation in Swaziland” was implemented by UNDP in partnership with the Council of Swaziland Churches (CSC). The aim was to promote greater understanding of Human Rights and knowledge of the Bill of Rights as enshrined in the Constitution; and promote the rule of law, respect, dignity of human beings and place Human Rights at the centre in maintaining national peace. It is expected that eventually democratic governance practices grounded in international principles will be promoted. A baseline study to gauge knowledge of Human Rights in the country was conducted and was meant to set up benchmarks for the project. In the quest for building a Human Rights culture in Swaziland the project was to conduct a national sensitization campaign on Human Rights; train communities and the youth in schools to understand the basic principles of Human Rights; and empower the media and security organisations to understand, so that they are able to promote, protect, report on, and advocate for Human Rights in an informed manner. The design of the project aimed at strengthening and empowering the Media Institute for Southern Africa/ Swaziland (MISA) as an umbrella media organisation to mainstream and advocate for Human Rights issues and in future train other institutions to ensure sustainability.

1. **Purpose of Evaluation**

The purpose of the End of Project Evaluation was to assess the efficiency and effectiveness of the project in achieving its intended results. An analysis of the project activities was undertaken to examine in detail the implementation process and the relevant delivery mechanisms over the project duration to determine their efficacy relative to set objectives and beneficiary response. Furthermore, the evaluation was to assess the relevance and appropriateness of the project and its design in addressing the identified problems and needs. In this case analysis was made of initial beneficiary circumstances before the project and the set strategy to enhance change among targeted beneficiaries, which would indicate project outcomes. It is expected that the findings and recommendations of this End of Project Evaluation will inform future programme/projects development and assist UNDP increase its effectiveness and impact.

1. **Methods and Approach**

The evaluation applied a combination of methods including a desk review of key documents for gathering secondary data. Primary data was obtained through consultative meetings, focus group discussions and one-on-one interviews. The methodological approach for the evaluation was based on an analysis of both primary and secondary data to seek comparative, descriptive and cause-effects relationships. In order to assess the effectiveness of project strategies and activities, it was essential to establish accountability for outputs and outcomes.

1. **Analysis and Findings** 
   1. ***Relevance of chosen outcome***

The project was inaugurated when the country was facing socio-economic challenges, some of which could not be acknowledged by government. The constitutional awareness campaign was relevant as it opened dialogue among communities on issues that were never discussed under the 1973 decree rule. By introducing some open debates and discussions among communities, the project made the population aware of some of their constitutional rights leading to participation in democratic governance.

* 1. ***Progress with regard to the outcome***

The constitutional awareness campaign was a positive starting point towards knowledge of the Bill of Rights as enshrined in the Constitution. CSOs, including CSC, will build on this foundation through sustained civic education to enhance citizens’ knowledge and understanding of HR.

* 1. ***Contribution of the chosen outputs and strategies***

Although some outputs were not implemented, the HR awareness campaign allowed people to discuss some of the constitutional issues affecting their lives, which is a contribution towards citizens’ participation in democratic governance. The multi-media approach by the IP towards sensitization made a positive impact on communities in HR awareness and knowledge.

In addition, the baseline research on knowledge on HR identified some areas where emphasis will be placed in sustaining project benefits. Facilitators from marginalized groups motivated community participation and will sustain project benefits among those groups.

* 1. ***Sustainability of the outputs and outcomes***

The project invigorated the CSC’s JPR department’s efforts in HR advocacy and provision of legal aid. With further support, CSC and other CSOs will sustain project benefits through enhanced civic education.

Sustained DGTTF support will increase project benefits and enhance participation in democratic governance by various institutions and groups.

The project has made a positive impact on communities and fostered HR awareness and buy-in for HR advocacy.

* 1. **Analysis of the Factors Affecting the Outcomes**

***4.5.1 Strengths and weaknesses in project design and implementation***

The project design logical framework is the project roadmap outlining project objectives, inputs, outputs and activities leading to intended outcomes based on a critical need to be addressed and a viable implementing strategy. It also identifies project risks to be mitigated during implementation. The project design accomplished all these. However, the framework contributed to the poor planning of activities and their implementation because it did not determine accurately the link between goals, objectives, outputs and activities. The time frames set were unrealistic. Besides, the problem analysis did not appreciate the influence exerted on the project by conflicting stances between the traditional and the modern sector in the existing dual mode of governance. There was no evidence of identified risk mitigation during implementation, a factor that contributed to limited success of results. An implementation plan is normally outlined at project onset to guide activity monitoring but was not evident here and resulted in failed project activities, which could have otherwise been salvaged.

***4.5.2 Achievement of project objectives and results***

Project objectives were not fully achieved as only 60% of the outputs were attempted. However, in citizen empowerment, the project trained community facilitators to work with communities, including those from marginalized groups, a factor that will enhance the sustainability of project benefits.

Also, the constitutional awareness campaign availed an opportunity for people to discuss socio-economic development issues such as land rights and voting in elections as a way of participating in the democratic process, something that was unthinkable under the 1973 decree.

Similarly, the project provided for constructive dialogue on governance issues without intimidation, and neutralized the erstwhile tension between communities and government over issues of democracy.

The national sensitization campaign on Human Rights was conducted in 22 communities selected from urban, peri-urban and rural areas; and 15 schools, 25% of which were from urban areas. Citizen empowerment was supported by developed training materials in Siswati on the Constitution. Some were appropriately adapted for edutainment into short radio stories, jingles and stage drama and were effective as they captivated large audiences. The adoption of training materials for the visually impaired into Braille was inhibited by the exorbitant costs implied.

The baseline research conducted by Southern X consultants to assess the current level of Human Rights understanding in Swaziland revealed high levels of awareness among the population but could not determine with certainty their knowledge of Human Rights. The main challenge was that the instrument used for investigation did not focus on knowledge acquisition. The evaluation found gaps in the public understanding of the right to education; equal recognition before the law; the clash of Human Rights with Swazi culture; and government prerogative on Swazi citizenship and accompanying documents. The issuesofgender equality and freedom of association were partially analyzed.

The outputs that were not implemented included capacity strengthening at MISA, the empowerment of security institutions, the training of professional bodies and the training of CSOs. There was lack of transparency between CSC and MISA over costs of activity implementation by MISA.

**4.5.3 *Relevance of project in addressing needs and problems***

The project was relevant in addressing the need for citizen empowerment to participate in democratic governance first by gaining knowledge on HR and understanding of the limitations caused by the non-implementation of the Constitution. There were challenges emanating from the initial problem analysis including the conflicting issues between the traditional and the modern system of governance, which need to be addressed for the effective implementation of the Constitution. The success of raising awareness among citizens has paved the way for further empowerment to gain knowledge and understanding of HR so as to effectively participate in democratic governance. The objective of the project was to enhance participation in democratic governance which makes the project quite relevant.

* + 1. ***Efficiency and cost-effectiveness of project implementation***

Sensitization of communities and schools on Human Rights was successful. The project used qualified and experienced consultants for various tasks assigned, a factor that contributed to the achievement of citizens’ awareness of HR. The allocation of resources was, for the most part, adequate. Inefficiency was manifested in poor activity planning and constrained capacity which led to the non-implementation of two major outputs. Some evidence of flawed financial management procedures was noticed and cost-effectiveness of implementation could not be attained.

* + 1. ***Project benefit sustainability***

The potential for project benefit sustainability is high because the benefits blend in with on-going CSC activities which will continue; the benefits have been embraced by the population hence will be supported; and the project benefits are covered under the long term DGTTF support to include capacity development for HR institutions. Sustainability of project benefits can be achieved if Government commitment is assured and civil society organizations such as CSC are empowered adequately to raise and sustain public awareness, promote and protect Human Rights. Also, if funding for the DGTTF programme on Governance and Gender is sustained, it will assist in driving some of the project benefits. The issue of media and security institutions empowerment has to be addressed in the proposed project extension and conflicting issues between the Constitution and traditional authorities have to be resolved to ensure project benefits sustainability.

1. **Conclusions**

The evaluation concluded that:

1. Project implementation was achieved at the level of community constitutional awareness. The trained community facilitators gave communities opportunities to engage in constructive dialogue over development issues that hinge on constitutional rights. This was a positive step towards participation in democratic governance.
2. The non-implementation of two major outputs was influenced in part by ill designed project framework, weaknesses in project Management processes and institutional arrangements, and lack of transparency between CSC and MISA in contractual agreement. A strict monitoring system, for example, would have identified the constraints in project implementation and proposed effective remedial action in good time.
3. Government response to the project could not be ascertained because the Human Rights Commission, as a relevant government institution, denied audience with the evaluation team. Government has not demonstrated transparency and commitment to the project.
4. The sustainability of project benefits is undermined by government’s attitude towards the project; incomplete project outputs; and unresolved conflicting issues between the Constitution and traditional practices.
5. The following factors require attention:

* The strengthening of capacity at CSC through collaboration with other local and regional organizations.
* The publication of the coded Swazi law and custom which was supported by UNDP to provide documented evidence of conflicting issues between the Constitution and traditional practices.
* The completion of outstanding outputs to strengthen citizen participation in democratic governance.
* Redesign of project for proposed extension to ensure accurate logical framework and rational timeframes for project activities.
* The development of training materials for the deaf and the blind as critical project beneficiaries.
* The development of HR training materials at a higher level to cater for the empowerment of MISA, security institutions, professional bodies and other CSOs.

1. **Recommendations**

**6.1 General recommendations**

1. The project should be extended for a further two years under a modified design to allow for the implementation of crucial project activities that were left out due to capacity constraints and poor planning. In any case the project framework should be redesigned; the implementing partner should form partnerships with other organizations to improve capacity; conflicting viewpoints between the Constitution and traditions be resolved; suitable training materials be developed for marginalized groups, professional bodies and security institutions; and increased support for CSOs to conduct civic education be obtained.
2. The UNDP should influence the publication of the coded Swazi law and custom to enhance an informed implementation of the Constitution and resolve conflicting issues between the Constitution and traditional practices.

**6.2 Specific recommendations**

**6.2.1 Enhancing HR knowledge and practice**

1. CSC should enhance its capacity by forming partnerships with other organizations. The training of security institutions, for example, can be enhanced by forming partnership or outsourcing consultants from the Institute of Security Studies in South Africa. Other partnerships can be made with institutions like UNISWA or IDM for the training of professional bodies and CSOs.
2. CSC should develop more training materials for: i) use by marginalized groups such as sign language materials for the deaf and Braille materials for the blind; and ii) intermediate and advanced level knowledge of Human Rights for use by professional bodies, CSOs and MISA, among others.

**6.2.2 Community sensitization**

1. Community sensitization on Human Rights needs to be extended to other areas in the country that were not covered by the project.

**6.2.3 MISA capacity strengthening**

f) UNDP should look for additional resources, perhaps outside the realm of this project, to ensure the empowerment of MISA for the sustainability of project benefits.

1. **Lessons learnt**

Some of the lessons learnt include the following:

***7.1 Explicit knowledge***

a) The project logical framework should be constructed accurately to ensure that causality relationships are demonstrated and there is proper activities scheduling and implementation. Some of drawbacks experienced during project implementation can be attributed to a flawed project logical framework.

b) The future of Human Rights protection is compromised when security institutions are not sensitized. Security institutions are responsible for the promotion and protection of Human Rights and need to be empowered to fulfil this role.

***7.2 General knowledge***

c) The choice of IP influenced the efficacy of project implementation. The success of project activities depended on the capacity and commitment of the IP.

d) Community grassroots set up was instrumental in beneficiary mobilisation. It was relatively easy to mobilise communities as they are constituted according to chiefdoms.

e) The relevance of the project at the moment motivated citizens to participate in sensitization workshops as one way of finding solutions to the current socio-economic challenges.

f) Facilitators from marginalized groups enhanced the participation of those groups by breaking the communication barrier that might have been caused by facilitators from able bodied organizations only.

g) Edutainment is an effective method of public sensitization. People learn better and sometimes faster when different approaches are used in conveying messages as the approaches appeal to different audiences differently.

***7.3 Tacit knowledge***

h) Government commitment is crucial in enhancing the sustainability of project benefits. If commitment is not demonstrated by government the future of all endeavours are undermined.

i) The success of project objectives requires the participation of different organizations at various levels of implementation. This is because the CSOs, for example, have varied expertise which may not be available in other organizations.

***7.4 Insight***

j) The international community supports the participation of Swaziland in democratic governance. Financial and material assistance can be sought from international organizations for the pursuit of Human Rights in the country.

**Towards A Greater Citizenry Participation in Swaziland**

1. **Introduction – Background and context of the project**.

In Swaziland a new Constitution was adopted in 2006 because the independence Constitution was abrogated in 1973. The 1973 decree compromised the provisions of fundamental Human Rights and freedoms e.g. freedom of association, freedom of speech and freedom of conscience which allowed citizens to participate in governance institutions that affected their lives were cancelled. The abrogation of the right to freedom of association literally made it illegal for individuals to pursue political activities. In this way the desire of most Swazis to claim their rights as pronounced in the Constitution was inhibited by living under the 1973 decree.

The 2006 Constitution provides for the promotion and protection of Human Rights and lists the fundamental rights and freedoms outlined in the Universal Declaration of Human Rights. Even then, there is limited awareness of the fundamental rights although the Constitution offers opportunities for enhanced engagement by the people on issues that concern them. Civic education is, therefore, required in the development of an informed citizenry, an important prerequisite to improved governance. Human Rights in Swaziland have been perceived by many as anti-cultural and as a foreign concept that is disruptive of Swazi cultural values. There are still some laws that need to be amended or removed to allow the legal system to be consistent with the Constitution. For example, existing legislation has not elevated the status of women according to international conventions despite Constitutional provisions. Thus the non-congruence of the Constitution and current practices has limited the promotion and protection of the fundamental rights and freedoms of the person. The project sought to redress the situation by empowering the citizens, enhancing their understanding of Human Rights and paving the way fo**r** their participation in democratic governance.

**1.1 Structure of the Report**

The report is divided into eight distinctive sections. The first section provides an introduction and background to the project. It summarizes the purpose of the conduct of the evaluation and describes the structure of the evaluation report. Section two is a description of the project which outlines the project logic theory, the results framework and external factors likely to affect project success. Section three provides an explanation of the evaluation scope, primary objectives and main questions. Section four describes the selected methodological approaches and the rationale for their selection. It explains how the approaches and methods employed yielded data that helped answer the evaluation questions and achieved the evaluation purpose. Section five is data analysis, which describes the procedures used to analyse the data collected to answer the evaluation questions. It details the various steps and stages of analysis that were carried out, including the steps to confirm the accuracy of data and the results. Section six presents the evaluation findings based on the analysis and conclusions drawn from the findings. Section seven is a list of recommendations made to the users of the report about what actions to take or decisions to make so as to enhance project benefit applications and other future similar initiatives. Section eight provides both positive and negative lessons learned that may be applicable in other situations as well as based on the evaluation findings and drawing from the evaluator(s)’ overall experience in other contexts.

**2. Description of the project**

The project was part of the UN Development Assistance Framework (UNDAF) under the Governance and Gender Programme. The intended outcome is strengthened national capacities for the promotion and protection of Human Rights, especially gender equality; and facilitate greater involvement of women in political participation and decision making. In this regard it is expected that: a) supportive policy and legal framework for improved governance will be in place; b) citizens will have increased access to justice; c) people will have increased knowledge of their rights; and the development of legal and policy framework promoting gender equality will be effectively supported. Hence as part of the UNDAF outcome of enhancing and strengthening the capacity of key national and local level institutions for improved governance, the project was to sensitize communities in all 55 Tinkhundla on the Constitution and decentralization policy; and empower the media in producing articles or programmes advocating for rights of people.

The project sought to: (i) foster enhanced civic engagement and contribute to a greater understanding of Human Rights by building the capacity of and empowering the media, professional bodies and other key institutions charged with the promotion and protection of Human Rights; and (ii) Empower citizens of their responsibilities per the 2006 Constitution.

The implementing partner was the Council of Swaziland Churches (CSC). This is a Non-Governmental Organization, which coordinates various church organizations that are committed to the principles of participatory sustainable human development and development cooperation. The role of the implementing partner was to:

* Manage the realization of project outputs through activities;
* Provide direction and guidance to project team(s)/ responsible party (ies);
* Liaise with the Project Board or its appointed Project Assurance roles to assure the overall direction and integrity of the project;
* Identify and obtain any support and advice required for the management, planning and control of the project;
* Responsible for project administration; and
* Liaise with any service providers and suppliers.

The intended outcome was enhanced understanding of Human Rights in particular the Bill of Rights by the Swazi population. At the end of the project it was expected that 50% of the Swazi population are knowledgeable on the Bill of Rights as enshrined in the 2006 Constitution. The project would ultimately contribute towards the promotion of democratic governance practices grounded in international principles.

The evaluation sought to identify strengths and weaknesses in project design and implementation in order to assist UNDP develop better projects in future. At the same time the evaluation was to establish the extent to which project objectives were achieved paying particular attention to the relevance and appropriateness of the project in addressing the identified needs and problems.

The project results framework was as is shown in Table 1.

**Table 1: Project Results Framework**

|  |  |  |
| --- | --- | --- |
| **Intended Output** | **Indicative Activities** | **Assumptions** |
| Increased understanding of Human Rights by Swazi communities | Baseline survey on current level of Human Rights understanding in Swaziland | Experts available to conduct survey  Resources allocated and made available |
| Targeted training materials on the Constitution in Siswati developed, distributed and in use | Unpack the Bill of Rights using drama, print and electronic media | Experts available to develop, translate and distribute materials  Resources allocated and released for activities |
| Professional bodies, cso, Security institutions trained periodically in Human Rights issues | Support training through workshops | Training experts available  Professional bodies willing to be trained  Training resources available |
| Youth, women, people with disabilities sensitized in Human Rights issues | Training workshops on the Bill of Rights as enshrined in Constitution | Training experts available  Groups of women, youth and disabled available for training  Training resources available |
| MISA capacity strengthened | Training workshops  Annual survey on media credibility  Conduct research on public perception of the news media | Training experts available  MISA willing to undergo training  Training resources available |
| Project implemented effectively | Effective administration, coordination, monitoring and evaluation of project | Project resources available |

Initially a baseline study was conducted by Southern X Consultants and was completed in February 2010. The aim was to establish the state of knowledge and understanding of Human Rights by the Swazi population; and identify critical issues and challenges to Human Rights within the context of the new Constitution. The report revealed high levels of awareness but the knowledge on Human Rights could not be determined with certainty. The study was followed by the preparation, printing and distribution of training materials in Siswati for a national sensitization campaign on Human Rights as enshrined in the Constitution. The national sensitization campaign was to be undertaken in communities and schools. Human Rights messages were printed on t-shirts, posters, billboards and similar print and electronic media and publicized through the radio as drama and short story series. The edutainment aspect of the project was contracted to *Siphila Nje* drama group.

The estimated annualized total budget for the project was US$ 350,000.00, of which US$50,000.00 was from the UNDP regular budget and US$ 300,000.00 from DGTTF.

**3. Evaluation Scope and Objectives**

The scope of the evaluation covered UNDP, the implementing partner (Council of Swaziland Churches), schools, and the communities that benefited from the Project. The evaluation covered 30% of the sensitized communities and 20% of the schools.

**3. 1 Evaluation objectives**

The specific objectives of this End of Project Evaluation were to:

* Identify strengths and weaknesses in project design and implementation
* Assess achievement towards the project’s objectives and results;
* Assess the relevance and appropriateness of the project in addressing the identified needs and problems;
* Assess the efficiency and cost-effectiveness of implementation;
* Assess appropriateness of institutional arrangements and support systems that promote project delivery.
* Assess the sustainability of the benefits of the project beyond the life of the project.
* Provide recommendations on design modifications and specific actions that would increase the effectiveness and impact of future similar initiatives.

**3.2 Evaluation criteria**

The evaluation criteria of relevance, efficiency, effectiveness and sustainability were used in the following context:

* Relevance - the extent to which the project objectives addressed the needs of the beneficiaries and the project design took into consideration national development priorities.
* Efficiency – the extent to which the implementation of activities was cost-effective and the results justifiable in terms of the costs and amount of work.
* Effectiveness – the extent to which the goals, purpose and expected results were achieved within the set time frame and with the allocated resources.
* Sustainability – the extent to which beneficiaries will continue to benefit from the project interventions and activities after the project duration.

**3.3 Evaluation questions**

In pursuit of the overall objectives, the following key questions were addressed:

* To what extent did the Project achieve its overall objectives?
* To what extent were the results (impacts, outcomes and outputs) achieved?
* Describe the management processes and institutional arrangements and their appropriateness in supporting delivery?
* To what extent did the Project’s M&E mechanism contribute in meeting project results?
* Describe how government responded to the work being done by this project.
* To what extent were the benefits of this project sustainable beyond the life of the project?
* Describe key factors that required attention in order to improve prospects of sustainability of Project outcomes and the potential for replication of the approach?
* Describe the main lessons that have emerged? And
* Provide a set of recommendations for similar initiatives that UNDP may embark on.

**4.**  **Methods and Approach of the Evaluation**

The evaluation involved the different actors (UNDP, as a funding agency and project overseer; CSC as an implementing and monitoring partner; and beneficiaries, as recipients and users of project outcomes). At another level the evaluation examined the project activities relative to the different inputs, outputs and outcomes. This approach was to ensure distinction was being made between project design and structural issues, and implementation activities.

The methodological approach for the evaluation was based on an analysis of both primary and secondary data to seek comparative, descriptive and cause-effects relationships. In order to assess the effectiveness of project strategies and activities, it was essential to establish accountability for outputs and outcomes.

***Data sources***: The evaluation combined a review of primary and secondary data with different methodological tools. Use of varied methods allowed triangulation of information from more than one perspective. In this way the evaluators’ knowledge of the issues was enriched and increased the validity of the findings. Secondary data was obtained through a desk review which included the Project document, the Constitution of Swaziland, CSC Research report on Human Rights in Swaziland, the UNDP Country Programme Action Plan (2011 – 2015), Annual Work Plans, Project Progress Reports and Project Annual Reports. A content analysis of specific project outputs was done to determine their efficacy for contribution to outcomes. The project cost-effectiveness was accomplished through an analysis of, among others, project work plans and budgets, Project document, monitoring data, and progress reports on implementation.

Primary data was obtained through consultations with CSC and relevant partners as shown in Annex 4; interviews with relevant key informants; discussions with the Senior Management of UNDP; and consultation meetings and interviews with beneficiaries. The data and information gathered from primary data collection was analysed by comparing progress reports, relevant secondary sources and against stated performance targets and outputs.

***Sample and Sampling frame***: The sources of primary data are as indicated above. Since most of the primary data was from communities, 30% of the beneficiary communities, those that participated in the project, were randomly selected for evaluation to include urban, peri-urban and rural communities. A total of 5 communities were identified as shown in Annex 5. It is assumed that levels of awareness and attitudes on Human Rights are influenced, among other things, by availability of social services and infrastructure, which vary in the selected settings. The project also covered schools and it was planned that 20% of the schools be included in the evaluation to cover the entire country. A total of 3 schools were chosen. In each case purposive sampling was applied in that typical cases were identified for evaluation.

***Data collection procedures***: The evaluation began with a desk study to further review available literature and locally available reports. Primary data was collected through consultative meetings, key informant interviews and focus group discussions, where appropriate. Key informant interviews were undertaken to learn about the knowledge, understanding, opinions and perceptions of key beneficiaries on Human Rights. The interview guide for key informants is shown in Annex 2, while Annex 3 is the interview guide for communities and schools. Two consultative meetings were held with UNPD in which a total of four staff members attended. Two consultative meetings were also held with CSC and a total of sixteen members attended. Five focus groups meetings for communities were held in Gebeni (12 members), Shewula (7 members), Kwaluseni (6 members), Mahlanya (6 members) and Manzini (10 members) respectively. Three focus group meetings for schools were held including Siteki (7 members), St. Paul Primary (5) and Zandondo Primary (6 members) as well. A total of 70 individuals were interviewed as indicated in Annex 4.

***Stakeholder engagement***: The evaluation schedule was structured in such a way that all the major stakeholders were included in the evaluation. For example, consultative meetings were held with UNDP management to understand Human Rights policy issues and project design intricacies. The CSC and partners were engaged to review the project implementation procedures including monitoring and reporting. Government was consulted through the Human Rights Commission. Other key stakeholders and beneficiaries were covered in communities and school interviews.

**4.1 Ethical considerations*:*** The Evaluation was conducted in accordance with the principles outlined in the UNEG ‘Ethical Guidelines for Evaluation’. The Evaluation team has taken every measure to safeguard the rights and confidentiality of key informants in the collection of data.

**4.2 Major limitations of the methodology:** The main approach towards the evaluation was by desk review to obtain secondary data mainly, and structured interviews for primary data collection. Documentation on Human Rights in Swaziland is scanty and the evaluation did not benefit from other documentary sources for a broader perspective, besides those documents specific to the project. Primary data and information was collected through key informant interviews, consultative meetings and focus group discussions. The time frame was a major constraint. Only 16 days were contracted for the evaluation but proved too restrictive to cover all the four regions of the country. As a result each of the communities/schools could only be visited once and the contact sessions lasted for a maximum of two hours. However, adequate information was collected for evaluation purposes. Schools were closed during the allocated evaluation period and the evaluation had to be delayed to accommodate schools when they opened. As a result, the number of schools visited was reduced to 15% of the population. The project objectives on Human Rights include an implicit determination of change in attitude and behaviour by the Swazi population. The interviews could not capture succinctly behaviour change expected of individuals or groups. Also given constraints in time and financial resources the coverage of the evaluation was limited to sample populations.

**5. Data Analysis**

The data was analyzed as shown in Table 2.

**Table 2: Data Analysis**

|  |  |
| --- | --- |
| **Intended Output** | **Data Analysis Procedure** |
| 1. Increased understanding of Human Rights by Swazi communities | Data analysis involved the application of combined methodologies. Primary data was collected through key informants interviews, and focus groups discussion (FGD), in which respective questionnaires were administered. The review instrument for schools and communities sought understanding of factual information on Human Rights from the Constitution; and attitude/opinions on the implementation of the Constitution (application of Human Rights) and project benefits.  The first section of the communities’ review instrument comprised of a total of 17 questions on basic facts about elements of Human Rights and respondents were required to indicate whether the statements given in those questions were true or false. These statements were meant to gauge the level of awareness of Human Rights by individuals. Each respondent was required to respond to the instrument individually. At the end of the session the consultants reviewed those responses, selected responses which gave a false impression of Human Rights and submitted some of them for group discussion, where some consensus was reached on issues that seemed controversial.  The second part of the instrument comprised of another set of 20 questions on attitudes towards Human Rights and the audience was required to respond individually whether they agreed with the statements or not. The consultants reviewed the responses in a similar manner as the previous session and some of the identified controversial issues were submitted to the group for discussion and consensus reached. The responses were recorded by the consultants in each case. The review instrument is shown in Annex 3 and the tallied responses are shown in Annex 8.  The responses were coded following recurrent ideas and topics, then collated and summarized. The primary data responses were arranged according to the evaluation questions and collaborated with available documentary evidence including results from the baseline research on the level of understanding of Human Rights in Swaziland and other reports to determine comparability or relevant cause-effects relationships in each case. |
| 2. Targeted training materials on the Constitution in Siswati developed, distributed and in use | The review team was provided with samples of printed material in the form of facilitators’ handbooks, information booklets, posters and Human Rights messages on t-shirts. The topics in the facilitators’ handbooks were compared to topics in the Constitution to determine coverage and relevance. In addition to the printed material, the team was also shown different messages on billboards located in different parts of the country and their relevance determined.  A sample of selected short radio stories and drama series on CDs that were aired on SBIS was given to the team to review in terms of content and relevance. Again these were compared to topics in the Constitution and analysed accordingly. A visit was made to the SBIS to verify material broadcasts. |
| 3. Professional bodies, cso, Security institutions trained periodically in Human Rights issues | A list of training workshops was provided from which trained professional bodies, CSO and security institutions were identified. An analysis was also made of the workshop content to determine quality, coverage and relevance; workshop duration to determine intensity of coverage; and number of participants involved to ascertain attendance. For this output only the training of SNAT management was analyzed as it was the only session held for professional bodies. It was equally necessary to evaluate the qualifications and experience of the facilitators to gauge quality of delivery. |
| 4.1 Youth, women, people with disabilities sensitized in Human Rights issues | A list of sensitization workshops was provided including the venues, number of participants, facilitators and workshop content. The training analysis was undertaken as in 3 above, to determine quality, coverage and relevance. A sample of communities and schools was identified, where interviews were held through an administered questionnaire, which sought, inter alia, awareness of, attitudes and knowledge of Human Rights. The responses were coded and collated and compared with findings from the research report on level of knowledge of Human Rights in Swaziland; findings of focus group discussions and responses from key informants. Gaps in knowledge and understanding were identified and analyzed. |
| 5. MISA capacity strengthened | From the list of workshops held, there were no records to show that MISA capacity was strengthened. In this output there was a missed opportunity for the enhancement of Human Rights culture through media influence and targeted reporting. |
| 6.Project implemented effectively | A desk review was undertaken on project documents, reports and annual plans to establish evidence of project implementation and delivery. Field visits were undertaken by the review team to consult with key informants and focus groups from communities and schools for primary data collection. Consultative meetings were held with UNDP management and staff and CSC. Collated documentary evidence was compared to primary data to establish comparability and cause-effect relations. The data were compiled and analyzed to establish relevance, coverage, effectiveness, efficiency and sustainability of the project established in the current document. |

**6. Analysis, Findings and Conclusions**

6.1 Analysis and Findings

6.1.1 Relevance of the chosen outcome

The major outcome of the project was enhanced understanding of HR so that citizen participation in the democratic governance process is adequately informed. The advent of the project was timely in that it came when the country was facing socio-economic challenges, which require an understanding of the citizens’ responsibilities as enshrined in the Constitution. A three step process leading to enhanced understanding can be assumed here in the project cycle to gauge change as a result of project implementation. The first step is making the communities aware of HR in general and their existence in the Constitution knowing that the state of governance under the 1973 decree was not transparent on the issue. This comes as an eye opener to the population in terms of the underlying expectations even before full participation in the democratic process is contemplated. The project was successful at this stage as sensitized communities are quite aware of the HR in the Constitution. The second step is to improve the knowledge of the population in HR in terms of the concepts and principles. The responses on the evaluation indicate that this step was achieved to some acceptable levels in communities as pertinent issues were openly discussed. Further enlightment is required through sustained civic education. The third step is to apply the HR principles in democratic governance through participation and representation processes. Participation has already begun through the community dialogues and need to be extended to other communities.

6.1.2 Progress with regard to each of the steps of the outcome

The first step of raising HR awareness among communities has been achieved in those communities that participated in the project but has to be conveyed to more communities in the country. The approach taken by CSC in employing the multi-media techniques is appropriate and commendable. The community dialogues have opened avenues for government to be more transparent in promoting democratic participation. The second step of increasing HR knowledge has started and develops from the first step which will be enhanced through media empowerment and sustained civic education, among other things. It has been shown that clear understanding and application of HR principles is a long term process which will be achieved as communities are engaged in more discussions and debates and eventually participate in elections as more institutions and CSOs are empowered through planned DGTTF strategies to develop a HR culture.

6.1.3 Contribution of the chosen outputs and strategies

The baseline research is one of the project outputs which indicated successes in raising awareness but was uncertain on the knowledge base attained by communities. The raised awareness is a positive contribution towards citizen participation achieved through effective community facilitators chosen from a whole spectrum of beneficiaries. This achievement needs to be built on by increasing knowledge of the beneficiaries as a result of empowering the media, the security institutions, professional bodies and CSOs as crucial stakeholders in developing a HR culture in Swaziland. These are some of the outputs which have yet to be implemented as HR has to be promoted and protected by various role players. More partnerships have to be created to boost IP capacity as the civic education mandate is extended to enhance further understanding and implementation of HR. The multi-media approach has proved successful and should be promoted in future endeavors as more training materials are developed to accommodate more beneficiaries.

6.1.4 Sustainability of the outputs and outcome

The sustainability of project benefits will be enhanced by sustained civic education by CSOs including the on-going work of CSC. The DGTTF support in developing and strengthening HR institutions in the country remains crucial. All indications are that the communities are already motivated to participate in democratic governance by the enthusiasm shown in community debates and the passion for more knowledge. The tempo needs to be maintained through demonstrated government commitment and support.

6.2 Analysis of Factors Affecting the Outcomes

**6.2.1 Strengths and weaknesses in project design and implementation**

**6.2.1.1 Logical Framework**

One of the functions of the project logical framework is to facilitate project implementation by establishing a logical link between goals, objectives, outputs, activities and outcomes. It outlines the project developmental goal and establishes causal links with objectives which are translated into outputs and activities leading to expected outcomes. In this case the project goal was clear as it emphasized the building of capacity for Swazi citizens to understand the Bill of Rights. The objectives were also clear as they built on the project goal by identifying the need to build capacity of the media and other national institutions responsible for promoting, building, respecting and protecting a Human Rights culture in the country. Similarly, the other objective was to build capacity of the citizens so that they understand their role and responsibilities in the Constitution as they are prepared for participation in democratic governance. Much as the components of the framework were clearly identified, a logical link between them was not well established to lead to expected outcomes. The order of outputs was upside down and did not flow smoothly hence infringing upon the scheduling of activities. This led to some crucial outputs being missed out during implementation. For example, output number one was an increased understanding of Human Rights by the Swazi population. This was supposed to be guided by several activities in the horizontal logic leading to the achievement of the output. In this case, though, the only indicative activity was the baseline research to determine the extent to which Swazi population comprehends Human Rights so that the project builds on existing knowledge. In essence, increased understanding would only be gauged from initiated beneficiary training to contribute to the additional understanding of Human Rights over and above the baseline level, but which had not taken place. As such the activities indicating an increased understanding were not properly established and could not be verified in the horizontal logic. A logical link between the outcome, outputs and activities was not established. The entire framework, therefore, was flawed. This made the scheduling of activities relative to the outputs, objectives and the goals illogical.

In addition, the initial problem analysis in the project design was incomplete as it failed to appreciate the existence of a dual system of governance with the traditional and the modern systems holding different perspectives of the Constitution. The conflicting issues between the two were not adequately analyzed and how these would impinge on project implementation.

**6.2.1.2 Time frames**

Project design is supposed to include viable and realistic project outcomes, outputs, activities and indicators. However, the project document did not analyze these in a logical manner and hence proposing unrealistic time frames for activity implementation. It could have been clear for example, that a period of 21 months was inadequate to achieve an outcome where 50% of the population was to have clearly understood the Human Rights concepts and principles from an almost zero baseline and apply them. For most communities the concept of Human Rights was new and although the time frame was short, the people were willing to share their ideas and opinions and participate in the dialogue. In this way awareness was created.

At the same time the baseline survey was not detailed enough to analyze the problem and set benchmarks for other activities. After all, the Terms of Reference for the study were silent on the issue of setting benchmarks for project activities as a guide to the planning of resources. The IP was not guided effectively in project implementation planning, a factor that contributed to delays in activity implementation.

**6.2.1.3 Risks**

The project design identified risks in project implementation to include buy-in from Parliament to implement the capacity building programme; CSC capacity to implement activities; and the timely mobilization and implementation of project activities. Mitigation strategies to manage the risks and minimize their impact were not identified during the project implementation planning stage. For example, CSC’s human capacity to implement the project was obviously a major risk to be mitigated and contingency plans for outsourcing or training were expected. This oversight resulted in activity delays and contributed to the non-implementation of the two major outputs. It also had an impact on the timely mobilization and implementation of activities, the other risk identified. It is clear that the project design was undermined by a deficient implementation plan resulting in failure to achieve some of the set objectives.

**6.2.1.4 Monitoring and Evaluation**

It is procedural to determine monitoring and evaluation processes during project implementation. The project document identified monitoring strategies to support implementation such as the hosting of monthly meetings to monitor progress, review achievements and project results and propose mitigation measures where challenges occurred. Provision was also made for a mid-term review of the project intended to scrutinize progress made on project outputs and recommend remedial strategies where necessary. In addition, an Annual Review Report was to be prepared by the IP outlining the achievements made and challenges faced for the period under review. However, the evaluation team could not obtain any evidence of a monitoring framework or plan nor records of monthly meetings held to track project progress and challenges. The Mid-term review, if undertaken, would have assisted in identifying major challenges, omissions in project outputs and recommended remedial strategies in good time. An impression was made by the CO that mid-term reviews are not mandatory for DGTTF projects. Although there were other progress reports produced, these were brief and did not include comprehensive recommendations for timely remedial measures against encountered challenges.

**6.2.1.5 Problem Analysis**

The governance system in Swaziland incorporates both the traditional sector and the modern sector as outlined in the Constitution. There are, however, conflicting issues between the two, which are not documented but complicate Constitutional implementation processes. These issues were not analyzed adequately initially and have influenced project implementation and performance. It is proposed that these issues be analyzed critically in the recommended project extension.

**6.2.1.6 Major strengths**

The major strengths of the design include: i) the choice of a critical need to be addressed by the project in democratic governance of empowering the ordinary people to participate and contribute effectively to issues of governance in the country. This was a legitimate need identified by the project to inform the public about the contents of the Constitution as a way of enhancing participation in democratic governance.

ii) Identification of a viable implementation strategy. The implementation strategy started with the identification of an implementing partner, the CSC, with experience, resources, good public standing and ability to mobilize communities at grassroots level, among others. Given the right implementing partner, the implementing strategy was bound to be successful especially at grassroots level.

iii) Provision of adequate resources for project implementation. One of the success factors in project implementation is the availability of resources for the identified activities and outputs. In this respect, the financial resources allocated were adequate under the circumstances.

**6.2.2 Achievement towards the project’s objectives and results**

**6.2.2.1 Assessment of citizen empowerment**

A major objective of the project is to educate citizens on their responsibilities as per the 2006 Constitution. For the citizens to comprehend their responsibilities in democratic governance, they had to be informed of the objectives and content of the Constitution to pave the way for participation.

The intended output here was that traditionally marginalized groups (women, children, people with disabilities and the elderly) would be sensitized and that 25% of the population would be empowered by October 2010.

***6.2.2.1.1 Human Rights Awareness***

From the community interviews and focus group discussions, a majority of respondents (92.5%) were aware of the elements of Human Rights as they responded affirmatively to the set statements. The approach taken by CSC was to prepare training materials translated into Siswati for use by communities and schools. The idea was to introduce the entire concept of HR to the communities and allow discussions and debate over introduced issues. Edutainment was used in the dissemination of ideas as some of the training materials were adopted into drama series, jingles, radio broadcast series, face-to-face meetings/workshops, IEC materials and the print media.

The second step was to identify facilitators to implement the constitutional awareness campaign. CSC is in partnership with other CSOs in championing HR advocacy in the country. The most vocal include the World University Services (WUS), Baphalali Red Cross Society, Women and the Law, and Family Life Association of Swaziland (FLAS), among others. Facilitators were recruited from these organizations because, apart from being conversant with HR issues, they interact with marginalized groups in the country and have expertise and influence in dealing with people with disabilities, who are major beneficiaries of the project. The choice of facilitators from marginalized groups enhanced community awareness and boosted the participation of people with disabilities as they interacted with familiar people. The focus was to build relationships between communities to encourage dialogue.

This is a major output that was successfully implemented for the following reasons:

* The dialogues gave people opportunities to discuss without intimidation issues of concern to their livelihoods and development unlike before. This is a positive development towards participation in democratic governance.
* The project neutralized the tension that existed before between communities and government when such issues were raised. The fora were more transparent and developed from a critical need. This is a right step towards building democracy in the country.
* There was no discrimination in dialogue attendance as all citizens including the youth, people with disabilities, women and the elderly, who are traditionally marginalized, were allowed. It is again a positive step towards non-discrimination as indicated by the Constitution and involved all project beneficiaries.
* The dialogues were accepted by the communities hence are likely to sustain the project benefits.
* The awareness sessions were a practical demonstration of grassroots participation in the build up towards democracy.

**6.2.2.1.2 Critical issues**

There were critical issues that arose from the evaluation on HR awareness especially from focus group discussions. The issues raised were compared to documentary evidence in the baseline research report. In each case either there were indications of a lack of understanding of the issue or there were perceived complications in terms of implementation. Some of the reactions from communities and schools are shown in Boxes 1 to 7.

**Box 1: General sentiments on Human Rights**

***“A man is respected because of the power he as over the wives and children. Human Rights erode this power.”*** Male participant Gebeni community

***“An OVC does not have money for school fees, books and uniform, she has to walk long distances to school usually on an empty stomach. How can she compete with the daughter of the Minister, who is driven to school and does not walk to school, has pocket money to buy whatever she wants, and her school fees and books are always paid well in advance? Does the right to education guarantee this to every child or we are just talking politics?”*** Female participant Shewula community

**a) The right to education**

There were doubts from 24% of the respondents as to whether the implementation of ‘free elementary education and equal access to higher education by merit’ would be effected. Ninety-nine percent (99%) of schools are of the opinion that primary education should be free for all although they have mixed opinion on higher education.

There was strong support for the right to education in the baseline study and 92% of the evaluation respondents agreed. Focus groups emphasized that the right to education is now universal and that Swaziland cannot be an exception.

In the baseline study, there was no consensus on linking government scholarships with cultural activities which was supported by evaluation respondents. Focus groups noted that linking scholarships with cultural activities would create a loophole in which many deserving candidates would be discriminated against unfairly because cultural activities are not defined and their relationship to the right to education becomes irrelevant.

**Box 2: Views of young learners on the Rights of the Child**

***“When teachers give us punishment aren’t they violating our human rights? How can we fight back?”*** Male student- Zandondo Primary School

***“We should be allowed to use cell phones at school as we like. This is the age of communication technology and we want to keep connected.”*** Female student St. Paul’s School

**a) Equality before the law**

Another aspect which was not well understood was ‘equal recognition before the law’ where 12% of the respondents did not think this is a valid element of Human Rights. These contend that the role of men (husbands), women (wives), and children (boys and girls) within the family should be clearly defined and respected. This is a reflection of power relations within the family whereby traditionally the men hold all the powers and the women and children are considered minors. Such attitudes need to change because without the acceptance and respect of the roles played by individuals within the family, equality before the law is undermined. It is also a source of GBV within families.

**Box 3: On Equality before the Law**

***“I have three wives and twelve children, if we are all equal, who will discipline who in the home as we all have equal rights.”*** Male participant Mahlanya community

“I have three wives and twelve children, if we are all equal, who will discipline who in the home as we all have equal rights.”

The issue of equal recognition before the law was only ranked high by 6.5% of the respondents, and was again raised by the communities here. Equality before the law implies that all people should be treated equally before the law regardless of gender, social standing, religious orientation or age. If the concept is well understood, then it should not be a source of conflict among families as other people allege. This clearly shows that the concept of equality before the law is not clearly understood and needs to be expounded if the citizens are to participate effectively in democratic governance.

**Box 4: On Gender and Children born out of wedlock**

***“A woman should respect her husband and follow instructions. Some of us are too old to look for men at WHY NOT?”*** Female participant at Kwaluseni community

***“Human Rights tell us to allow men to keep bringing in illegitimate children for us to care for. Where are the mothers of all these children and what are they doing?”*** Female participant Manzini

A comparative analysis of peoples’ attitude as documented by the baseline study and the evaluation results reveals the following:

In both the study and the evaluation there was consensus by respondents that children should have equal treatment even though some may have been born out of wedlock. This includes their right to education.

***b) Human Rights and culture***

The baseline report indicated that a majority of respondents (% not indicated) believed that Human Rights will always clash with Swazi culture and in the current evaluation a majority, (62%) of the respondents concurred. The focus groups also agreed that some of the elements of Human Rights clash with Swazi culture especially in terms of property ownership, equal recognition before the law and participation in cultural life. The aspect of gender discrimination is portrayed here; hence further civic education to allow for equal participation in the economy and cultural activities is needed.

**Box 5: On education and participation in cultural activities**

***“Now we are told if your child did not attend the Umhlanga she cannot be eligible for Tibiyo Scholarships? Is this true?”*** Female participant Mahlanya community

***c) Religious tolerance***

The baseline respondents affirmed the need for religious tolerance and believed Christianity is not under any threat and 80% of the respondents in the evaluation were in agreement. Indeed the Constitution does not raise any conflicting issues between Christianity, traditional and other religious beliefs. In any case the citizens need to be further enlightened so as to accommodate comfortably other religions (e.g. Islam) without conflict.

***d) Citizenship***

On the issue that the government has the prerogative to determine who should hold Swazi citizenship and corresponding identities, the majority of the study respondents agreed but 74% of the evaluation respondents did not concur. Focus groups argued that once a person is a citizen there should be no control in terms of holding relevant identity documents as long as there is no criminality involved. The argument here is that by controlling the kind of identity documents an individual should have, government is limiting freedom of association, which is an individual liberty.

In the study, an overwhelming majority agreed that foreigners must be fully protected by Swazi law while living or working in the country. Almost 93% of evaluation respondents concurred.

***e) Government powers***

A majority of the respondents in the study were in agreement that the government should punish those who speak against it, but only 36% in the current evaluation agreed. Focus groups concluded that punishment by government would be in violation of the right to freedom of speech. The bone of contention here is the government’s punitive authority. There is still need for the clear understanding of the legal system in the country and the limitations affecting each player in the system

***f) Gender equality***

There was agreement in the baseline study on women being allowed to own property without their husbands’ permission and 88% of the evaluation respondents agreed too. Some focus groups were of the opinion that this would undermine the powers of the husband in the household.

**Box 6: On women owning property**

***“If my wife owns property, I don’t know from where now, one day she will decide to leave me stranded when I do not have enough money, and who will take care of the children? Many women leave their husbands because they are poor. Does this indicate the Human Rights we are talking about?”*** Male participant Kwaluseni community

The conflicting views indicate that issues of gender discrimination still permeate sections of society and are understood and interpreted differently. Whereas there is a group that approves male dominance in economic participation in society, the enlightened group advocates for equal participation regardless of gender. Documentation is included in the coded Swazi law and custom which would indicate the extent to which gender equality is tolerated in the Swazi culture. The publication of the coded Swaziland law and custom would highlight the main differences between the Constitution and traditional customs. Sustained civic education by CSOs would empower the citizens on their rights and liberties.

On physical abuse against women many study respondents did not accept this abuse. Similar sentiments were expressed in the evaluation exercise. This indicates that a majority of respondents do not support any form of abuse against women or any other GBV. Again sustained civic education by CSOs would influence the citizens’ understanding of their rights and those of other marginalized groups. It is recommended that UNDP supported initiatives to empower CSOs to deliver informed civic education be promoted.

***g) Equal participation***

There was agreement on supporting widows running for elections and public office in the baseline study and evaluation respondents agreed. The focus groups emphasized that losing a life partner is not tantamount to leadership incapacitation so there should be no discrimination. The issue of equal participation regardless of gender or social standing in society is highlighted here.

There was no agreement in the baseline report on men and women getting on better with the establishment of women’s rights but 90% of the evaluation respondents were of a different opinion. Focus groups pointed out that this applied to educated folks in urban areas and that the situation in rural areas did not change. This again calls for citizens being further enlightened on women’s rights and need for change of attitude especially in the rural areas.

***h) Rights of criminals***

There is mutual agreement between the baseline study and the evaluation that certain criminals should be considered to have abdicated their rights, although it is not indicated which type of criminals.

It is strongly perceived by study respondents that all rights bear responsibilities, and 85% of the evaluation respondents agreed.

***i) Employment opportunities***

In terms of the treatment of those endowed with job opportunities, there were mixed opinions from the baseline study. It was indicated by some that since the employer has all the resources, subsequently has all the rights. Ninety three percent (93%) of the evaluation respondents thought otherwise. Focus groups expressed the opinion that as long as employment is obtained on merit, differential treatment by employers would be in violation of other workers’ rights.

***j) Use of excessive force by security institutions***

The use of excessive force by police and army during demonstrations is not supported by baseline study respondents and 90% of the evaluation respondents concur. The focus groups emphasized that the security forces should be sensitized if Human Rights are to be protected in Swaziland.

***k) Freedom of association***

The issue of association with political activism is not supported in the baseline survey as it is perceived to have the potential of triggering government reprisals on individuals or their families. In the evaluation, 67% of the respondents disagree. Focus groups indicated the significance of freedom of association in this phrase. It is demonstrated here the impact of the 1973 decree is still strong and influences people’s behaviour. This calls for further civic education on the Constitution so that some of the fears still held by sections of society are allayed.

The majority of the respondents in the baseline survey do not support discrimination against HIV+ people and so do the evaluation respondents. Focus groups rejected any form of discrimination against anybody for whatever reason.

On the attendance of Human Rights or marches respondents in the study expressed willingness to attend but were non-committal when it came to actual practice. The same sentiments were expressed by evaluation respondents.

**Box 7: Need for more knowledge**

***We heard a lot of interesting things about Human Rights but some of them cannot be implemented here in Swaziland. That’s my opinion anyway. As you can see many people are asking questions about issues they do not understand. If you are a teacher in a class and pupils ask many questions it means either they did not understand or the coverage of the subject by the teacher was inadequate. I can see a similar situation here and we are saying ‘Give us more knowledge on Human Rights so that we are better equipped to confront our government.’”*** Male participant Kwaluseni community

***6.2.2.1.3 Concluding observations***

The findings of the baseline survey concur with the findings of the evaluation in 65% of the cases. Some opinion variations relate to government’s determination of documents to be held by Swazi citizens; government’s prerogative to punish those who speak against it; changed relations between men and women on the advent of women’s rights; the treatment of employees by their employers in the current economic climate; association with political activism; and the practice of attending Human Rights marches or meetings. Most of the issues where there is disagreement with the baseline study (denoting the status quo), and the evaluation findings, may indicate change in attitude due to project impact. As people become aware of Human Rights issues their attitudes change also.

1. Citizen empowerment is one objective of the project where substantial progress was made and HR awareness was successful. An initial assessment of communities training indicates that about 97% of trained communities are fully aware of their Human Rights. This does not mean, however, that they are fully knowledgeable about their rights. The sensitization exercise for the communities and schools was successful in opening dialogue with communities as an initial step in community participation in issues of governance. This project is very important for subsequent democratic initiatives hence the empowerment of various CSOs to continue civic education on Human Rights remains relevant.
2. It can be concluded that the project was relevant in enhancing citizen participation in democratic governance and was effective in raising awareness on Human Rights as enshrined in the Constitution. However, the citizens are not fully knowledgeable of the Bill of Rights in the Constitution to participate effectively in democratic governance. The project was appropriate but coverage was not extended to all communities in the 55 Tinkhundla. More empowerment sessions are required to reach the communities in need of awareness and knowledge on Human Rights, and definitely more facilitating organizations needed.
3. In order to reach a larger population, the radio media was used to publicize the project and short stories on Human Rights and drama series were aired. The approach was effective as a good number of respondents in the affected communities appreciated the presentations as they touched upon their daily lives such as GBV against women, security forces brutality against innocent protesters, children’s rights, poverty, discrimination against HIV positive patients, service delivery and other social issues. More civic education is still needed and various CSOs need to be engaged in partnerships with CSC to reach a larger population.
4. Swaziland has two systems of governance i.e. the traditional system guided by the Swazi law and custom; and the modern system guided by the Constitution. The coded Swaziland law and custom has not been made public and the conflicting issues with the Constitution are therefore not documented. The coded Swazi law and custom should be published so that conflicts with the Constitution, if any, are identified and addressed. Conflicting issues can only be addressed effectively if they are publicized and interrogated within the public domain. This is where the role of the media becomes crucial in raising public awareness of issues affecting them. The coding of Swazi law and custom was supported by UNDP and it is in the organization’s interest that the outcome of the exercise is made known.
5. The multi thronged approach towards public sensitization was commendable although the use of billboards proved expensive and appealed to only a few people. Less than 10% of respondents from communities indicated to have read messages on billboards. In future initiatives more partners should be invited and alternative methods like the use of cell phone messages explored, which could prove more effective as a sizeable proportion of the population uses cell phones.
6. Although the evaluation did not use specific statistical techniques to estimate the percentage of the population who received the Human Rights messages due to time constraints, it is not unrealistic to assume that over 25% of the population got the HR message albeit outside the project. This does not in any way suggest that 25% of the population are knowledgeable of the Bill of Rights as enshrined in the Constitution.
7. The baseline survey had indicated that 95.4% of the respondents had heard of Human Rights and the most common way of receiving the message was through the media. This is an indication that the media remains crucial in information dissemination. That MISA has not been empowered by the project to date is a missed opportunity in enhancing Human Rights advocacy.
8. The level of awareness demonstrated by communities can be attributed to the good performance of an informed strategic implementing partner, CSC at this level. The CSC is a non-governmental organization, whose activities include Human Rights advocacy. It has a department of Justice, Peace and Reconciliation, whose mandate is, among other things, advocacy in protecting Human Rights. Project location at CSC was a correct decision by the actors as it added value to CSC activities and enhanced its image for further projects of a similar nature. The CSC has capacity for social mobilization, experience in working with rural communities and has well developed infrastructural logistics to operate at grassroots level. The response of participants from rural communities was overwhelming because already they were eager to learn more about Human Rights and that they were under a centralized local authority i.e. chiefdom, which made mobilization less strenuous. The choice of CSC as an implementing partner contributed to the success of raising awareness in the communities and schools.
9. Furthermore, the use of facilitators from marginalized groups enhanced participants’ relations to the project as they could easily relate to one of their own. In such cases the participants were provided with relevant live examples and the facilitators acted as role models to the respective groups.
10. Constitutional implementation requires further initiatives to enhance behavioural change and attitudes of individuals; and strengthen institutional capacity to promote and protect Human Rights. Other supportive efforts include the review and strengthening of relevant legislation; building legislative and judicial capacity to support implementation; and enhancing government support to the project than currently demonstrated. These endeavours are supported by on-going DGTTF programmes.

m) The empowering of citizens towards their responsibilities according to the Constitution has started well but there is room for improvement. The project needs more widespread coverage to achieve complete population sensitization on the Constitution. The development of more advanced training materials is necessary and additional training sessions conducted for communities and schools. This cannot be accomplished by CSC alone and it is recommended that CSC forms partnerships with other organizations to meet the needs of communities, security organizations and professional bodies at a higher level.

**6.2.2.2 Capacity strengthening of the media**

The project had two main objectives i.e. citizen empowerment and capacity strengthening of the media.

A key objective seeks to enlighten people on their democratic rights so that their participation in the democratic governance process is increased, informed and sustainable to enable them contribute effectively to democracy, economic and social justice. The achievement of this ideal will depend, among other things, having a capable media whose central role is to inform the public and to scrutinize the conduct of public affairs and report accordingly. Also it is expected that professional bodies and other key institutions whose functions include the promotion and protection of Human Rights are well informed and are empowered to assist citizens better and effectively in their pursuit of participation in democratic governance.

The intended output for the building of capacity and empowering the media was through strengthened capacity of the Media Institute of Southern Africa/ Swaziland through periodic trainings conducted on the role of the media in building a Human Rights culture in Swaziland. The expectation was that ultimately MISA will be empowered to conduct periodic training for the media in the country to achieve sustainability of project benefits. Also the quality of reporting by print and electronic media would have improved and the mainstreaming of Human Rights achieved by November 2010 as a result of project intervention. In order to empower the media effectively, a baseline survey was necessary to gauge the public perception of the news media and identify areas of weakness which would be mitigated in the process. An annual survey of media credibility was to be instituted for purposes of quality assurance.

***6.2.2.2.1 Capacity strengthening at MISA***

By the time of the evaluation, capacity strengthening of MISA and the associated activities had not started. This can be attributed to a failed contractual agreement between CSC and MISA over the costs of implementing the activity. Ideally MISA was to implement the activity with financial support from the project but CSC, as an IP, was not transparent enough to agree on funds to be released to MISA. The initial activity here would have been the preparation of suitable training materials through MISA initiatives. This would then be followed by a review of the materials to ensure accuracy in content, approach and consistency with the Constitution before training commenced.

The training materials that were developed and reviewed were not suitable for capacity strengthening at MISA because they are only elementary and would not serve the intended purpose. A major challenge here was lack of transparency by the IP compounded by the lack of a clear monitoring plan. Media capacity development should have been one of the initial activities of the project to create awareness among the beneficiaries and enhance implementation of other activities. However, as indicated above, the project design framework did not place the project outcomes, outputs and activities in a proper causal chain relationship and the initial problem analysis was inadequate.

The media has a strategic influence on the public through balanced dissemination of Human Rights information and advocacy including the shaping of critical public opinion through constructive reporting. Media empowerment was not implemented but remains crucial if the project benefits are to be sustained.

***6.2.2.2.2 Empowerment of security institutions***

Training of security organizations was also not done. The security institutions still have a false perception that there would be intensified opposition to government causing social unrest if the population is conversant with Human Rights. This mentality was built by the sweeping powers given to them through the Suppression of Terrorism Act and the Police Public Order, and created a stigma against CSC for its support of Human Rights initiatives. As the role of security organizations remains crucial in promoting, protecting and sustaining the benefits of the project, in future, CSC should consider engaging the services of external consultants, say, from the Institute of Security Studies (ISS), South Africa, for developing appropriate training materials and training of the security organizations. Again, here the lack of in house capacity, mistrust and poor planning contributed to the deferment of security institutions’ empowerment.

***6.2.2.2.3 Training of professional bodies***

Sensitization of professional bodies was conducted for the Swaziland National Association of Teachers (SNAT) Management only. From the views expressed by teachers during the evaluation, teachers themselves need to be trained to understand the Human Rights better. This will not only allay the misconception by pupils that punishment, for example, is violation of children’s rights, but will give them the confidence of guiding their pupils in an informed manner. The project focused on school children awareness only but it was also suggested that training on Human Rights needs to be extended to all stakeholders in the education system to include school committee members so as to enhance the promotion and protection of children’s rights.

Professional bodies’ sensitization has to be implemented at a higher level than that of communities and schools. This requires the development of appropriate training materials and the application of more advanced training strategies by qualified consultants. It is evident that CSC was ill prepared on this front.

***6.2.2.2.4 Training of Civil Society Organizations***

The awareness sessions for individual civil society organizations were inadequate. A week long workshop was organised by CSC which included organizations from a wide spectrum of society. Given the number of organizations involved and the role expected of each organization in advancing the Human Rights discourse, some organizations feel the workshop did not raise the awareness adequately. Under such circumstances only selected aspects of Human Rights were dealt with at a general level with long debates over issues dominating the sessions. Although debate enriches understanding it also consumes valuable time. The civic organizations are mandated in specific areas and they need to be empowered specifically in their areas of operation. For example children’s rights cut across the mandates of different organizations but Save the Children is more relevant here and would require deeper understanding and analysis of children’s rights. Again the issue of proper planning to accommodate most organizations was lacking and expertise in specialist areas was not made available.

***6.2.2.2.5 Conclusion***

In summary, a relevant need for empowering the media to inform the public on their rights and freedoms and sustain the promotion and protection of Human Rights was not achieved. The implementation was constrained by the poor planning of activities and lack of capacity at a higher level. This inefficiency undermined the output results and the sustainability of project benefits. Annex 7 is a proposed curriculum for the empowerment of professional bodies, CSOs and security institutions based on the FAHAMU© framework.

**6.2.3 Relevance and appropriateness of the project**

a) The project design is based on the understanding that citizenry participation in promoting democratic governance has been constrained by non- implementation of the Constitution. The Constitution making mechanism was supported by UNDP under the main theme of promoting democratic governance and the current project under review was a sequel to the previous one under DGTTF. One of the core elements of modern democracy is participation in community, social, economic and political affairs, which is a precondition for building a democratic system. Greater participation is enhanced when the population understands the Human Rights and is knowledgeable of the Bill of Rights, all of which are enshrined in the Constitution. The current project was meant to facilitate the implementation of the Constitution because after five years of the promulgation of the Constitution there were no deliberate efforts made through civic education to inform the population what the Constitution entails and the responsibilities of citizens therein. The project contributes to the improvement of Governance in Swaziland, one of the five priority areas identified by Government; others being inclusive Economic Growth and Poverty Reduction; HIV and AIDS; Environmental Sustainability and Climate Change and Gender. As such the project was relevant to the needs of the country.

b) Given the dual system of governance in the country, some practices have been noted that are not consistent with the Constitution and this divergence has, to a great extent, compromised the implementation of the Constitution. As a result, the promotion and protection of the fundamental rights and freedoms of the person were constrained. The current project was meant to fill this gap by scaling up advocacy for the implementation of the 2006 Constitution and creating space for enhanced public participation in the governance processes of the country. The project has created room for the population to re-establish personal freedoms removed by the 1973 decree; the freedom to pursue political activities and the desire by the Swazi population to claim their rights under the Constitution. To this end, the project was relevant and appropriate in addressing the identified needs and problems.

c) There are still challenges emanating from initial erroneous problem analysis, which underestimated the magnitude of the problem and the influence of the traditional authorities, but the project has laid a foundation for other democratic governance initiatives to build on. It is obvious that some awareness and understanding of HR has been created through community dialogues but is not yet fully knowledgeable about Human Rights. For putting the Constitution in the context of Swazi culture and tradition, the coded Swazi law and custom has to be published in the same way the Constitution was, and comparisons made so that any conflicting facts, views and ideas are highlighted. Although there are feelings that certain traditional practices undermine the Constitution, these are not documented for public scrutiny and debate. The project concentrated on the Constitution to raise awareness on issues of Human Rights contained therein. It is recommended that the project be extended with the proviso that the Constitution is interrogated against documented Swazi law and customs as the evaluation has revealed that effective implementation of the Constitution will require tackling issues of culture and tradition that may be conflicting.

d) Much as democratic governance is a topical issue internationally, one gets the impression that the Swazi establishment do not see this as a priority even after the new Constitution. It should be noted that the Constitution has not been fully accepted by a faction of traditional authority, which is putting pressure on government to ignore the Constitution. The effective implementation of the Constitution will require a full analysis of the current constraints, which are not addressed by the current project, but sustained civic education will open avenues for change from within by informed citizens. Future initiatives will still address issues of policy and law to support the Constitution incorporating documented Swazi law and custom.

**6.2.4 Efficiency and cost-effectiveness of implementation**

In assessing the efficiency of implementation the following factors were analysed: timeframes in activity delivery, whether the resources allocated were sufficient and well distributed according to the task demands, the actors were suitably qualified for the tasks assigned, and that value was obtained for the financial resources allocated.

***6.2.4.1 Activity Planning***

A major constraint in project implementation was the initial poor planning of project activities. The activities were not properly synchronized with the fixed time frame to the extent that some were not implemented at all. One may argue that the faulty results logic in project design influenced the sequencing of activities but if the planning was properly executed, it would have identified the problems at an early stage and remedial action instituted then. Poor planning demonstrated inefficiency in implementation.

***6.2.4.2 Constrained capacity***

Capacity for raising awareness in communities and schools was well planned for resulting in successful implementation. The IP did not demonstrate capacity at higher levels for the empowerment of security forces and sensitization of professional bodies. This compromised project efficiency.

Although a project assistant was appointed to manage the project after the incumbent manager left employment, she had to internalize the implementation plan belatedly. This contributed to delays in implementing some project activities. There were also delays in the release of funds. Most activities were initially delayed because funds had not been released for their implementation. Information gathered was to the effect that delays in financial disbursements were caused by the UNDP headquarters in New York, who did not release the funds at the time they were expected. Project commencement was delayed for about six months and this affected other timelines because financial resources were not available. This also contributed to the extension of project duration from December 2010 to June 2011, which implies that the project was not efficiently implemented.

***6.2.4.3 Resources Allocation***

In most cases the resources allocated for activities were sufficient. Enthusiasm and excitement over the positive responses from raising awareness in communities caused some over expenditure especially in the delivery of workshops. The evaluation found out that the financial management procedures were over-stepped at the beginning as the CSC financial officer was not transparent over the project budget allocations for the different activities. At times funds were released for project activities on demand by project personnel rather blindly, a practice which should not have been allowed in the first place. In this way the cost-effectiveness of implementation cannot be ascertained but laxity in financial management procedures contributed to inefficiency.

***6.2.4.4 Consultants***

The consultants appointed for various jobs were usually screened during the procurement process hence were qualified for those tasks. The success in raising awareness among communities can be attributed to the competency of consultants. Project monitoring processes, however, were weak as some of the activities were delayed without acceptable explanation. This then indicates that value for money was below expectations, and efficiency in project implementation was not effected adequately.

**6.2.5 Sustainability of project benefits**

The sustainability of project benefits depends, among other things, whether the beneficiaries have adequate resources to sustain the benefits; whether the beneficiaries have been empowered adequately to appreciate the project benefits; there is appropriate social infrastructure to sustain the benefits; there is goodwill by the government to support project benefits; the project benefits are supported by relevant legislation; there are supporting institutions to enhance the benefits; and that the benefits are appropriate and are embraced by the population.

The current project benefits are sustainable for the following reasons:

1. The benefits are part of the on-going activities of CSC as the project contributed to the enhancement of these activities. A major project benefit is the empowerment of the population on the implementation of the Constitution and advocacy towards population participation in democratic governance. These form part of the CSC mandate, which will continue even after current project termination. In any case further support to CSC and other partners will be needed to enhance project benefit sustainability.
2. The population has embraced the project benefits as shown by the enthusiasm for further training and participation in democratic governance by the communities. Even then, awareness has to be extended to more communities to spread the project benefits country wide.
3. The issue of governance is part of long term support by UNDP through DGTTF. It is anticipated that this support will be extended so that some of the project benefits can be sustained.
4. Support given for capacity and infrastructure development in the judiciary will enhance project benefits. The judiciary is a major role player in the implementation and protection of Human Rights by providing informed advice to Human Rights violation victims, prosecuting violators and enforcing relevant legislation. Project benefits will be sustainable with a reformed judicial system and its institutions committed to the Human Rights cause.
5. Capacity development is earmarked for institutions like the Human Rights Commission and MISA to support project benefits. A strengthened Human Rights Commission will ensure the protection of Human Rights. A strengthened media institution will ensure continued advocacy for Human Rights hence sustaining the project benefits.
6. More legislation is to be enacted or reformed in support of Constitution implementation as part of project benefits sustainability; and
7. Government will be more supportive of project benefits as it is assisted by UN bodies towards governance.

Although there is strong and positive evidence to support the sustainability of project benefits, there are some challenges which need to be addressed for complete assurance. Well-informed security forces will guard and protect the liberties and freedoms of individuals as provided in the Constitution. The mindset of security institutions has to be changed through training by accepted and credible institutions such as the Institute for Security Studies in South Africa.

Equally, there are issues of Swazi culture and tradition which are allegedly conflicting with the Constitution. These can become obvious if the coded Swazi law and custom is published, scrutinized and interrogated by the public domain. Government has to demonstrate commitment and transparency because without transparency on these issues the sustainability of project benefits is compromised.

Sustainability of project benefits is desirable and the potential for success is high. The recommended extension of the project is meant to implement the outstanding outputs but has to be redesigned to accommodate current inadequacies of the logical framework and problem analysis. Conflicting issues between traditional practices and the Constitution have to be exposed for them to be resolved.

**6.2.6 The appropriateness of institutional arrangements in supporting smooth implementation**

***6.2.6.1 CSC capacity***

Project implementation was handled by a strategic implementing partner, the CSC. The organizational infrastructure of CSC accommodated the project with ease as it blended in with the current organizational activities. HR awareness was accomplished because competent and experienced consultants were used. Initial capacity needs assessment overlooked the challenges at the higher level above community awareness to accommodate the empowerment of professional bodies, CSOs and security institutions.

***6.2.6.2 Institutional arrangements***

Some of the appropriate institutional arrangements made include the appointment of the project Board, the infusion of the project within the JPR department of CSC, and the use of other CSC departments in project support. A project Board was appointed by CSC to oversee the project activities. It met quarterly to review project progress reports before they were submitted to UNDP and provided advice accordingly. The Board’s mandate seems to have focussed on community empowerment, which succeeded, but there was no evidence to suggest that other outputs received similar attention.

There is the Justice Peace and Reconciliation Department which handles Human Rights issues and the current project blended in well with on-going activities. The project enhanced the departmental activities, which will foster project benefit sustainability.

***6.2.6.3 Financial management***

The finance department of CSC administered the project finances. For the most part the finances were well managed although in future capacity will need improvement. Evidence of flouting financial procedures was not deliberate but was a sign of fatigue on the part of personnel. Initially expenditure was almost ad hoc as there were no financial guidelines for the project. The flouting of financial procedures should have been noticed and stopped by the project Board if guidelines were provided. Although CSC had the appropriate organizational infrastructure to manage the project, this advantage was under-utilized in financial management.

**Table 3: Summary of Results Framework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Intended Outcome:**  1. Enhanced understanding of Human Rights in particular the Bill of Rights by the Swazi population. | | | |
| **Outcome Indicators:**  1. 50% of the Swazi population knowledgeable on the Bill of Rights as enshrined in the 2006 Constitution. | | | |
| **Intended Output** | **Indicative Activities** | **Output Achievement** | **Remarks** |
| 1. Increased understanding of Human Rights by Swazi communities | Research on current level of Human Rights understanding in Swaziland Conducted. | Only research was conducted to establish baseline understanding of Human Rights and completed by Southern X Consultants. The level of change achieved in the understanding of Human Rights by communities was not quantified. | The research report revealed high levels of awareness of Human Rights but could not quantify these levels. Knowledge on Human Rights could not be determined with certainty. This could partly be attributed to the research instrument used as it was not appropriate to measure knowledge levels.  The research itself could not increase the level of understanding of Human Rights as it only established baseline data to guide subsequent activities. Increased understanding could be achieved with additional training of beneficiaries. Targeted training of beneficiaries would be an activity here and the number of beneficiaries trained would be an output indicator. However, without an established baseline it is difficult to quantify the increased level of understanding of Human Rights. A post research assessment was needed to determine the level of change achieved.  The understanding of Human Rights is the core objective of the project, which needs to be further enhanced for extended promotion and protection of Human Rights in the country and sustainability of project benefits. |
| 2. Targeted training materials on the Constitution in Siswati developed, distributed and in use | Stakeholder meetings to validate, pre-test developed training materials | The development of training materials was incomplete as crucial beneficiaries (people with disabilities) were left out. The materials developed targeted only the lower end of beneficiaries i.e. basics of Human Rights without intermediate or advanced levels. | The training materials produced were only suitable for community awareness but did not target the beneficiaries with disabilities. Although the school of the deaf was reached, there were no relevant materials developed for the purpose. The facilitators used their background training and skills to reach the deaf.  Also, no materials were translated into Braille for the benefit of beneficiaries with impaired eyesight mainly because of cost implications. The training materials produced targeted only able bodied beneficiaries.  Messages delivered through posters, t-shirts and billboards were relevant. The use of billboards, however, was not cost effective.  The facilitators’ handbook did not incorporate aspects of participation and representation, which are crucial in democratic governance. The training materials developed were too elementary for the training of professional bodies, civil society organizations and other institutions, which needed training at an advanced level beyond the basics of Human Rights.  Materials development should have been included as an indicative activity for this output. |
| 3. Professional bodies, cso, Security institutions trained periodically in Human Rights issues | Training of trainers; Conduct training sessions; Open dialogue with Police/ Correctional Services | The output was partially achieved. The training of trainers was undertaken but training was limited to one professional group, SNAT. The response from security institutions was negative and no training was conducted. Lack of capacity by CSC was evident. The level of training required here is beyond the basics as provided in the training materials developed. | SNAT Management was trained in a two-day workshop. Most of the teachers in schools were left out, yet they shoulder the responsibility of teaching young citizens.  The identified facilitators were mainly used for schools and communities. The calibre of trainers/facilitators identified was limited as they could not match the needs of some professional bodies such as the Law Society. The lack of a full complement of competent facilitators precluded the training of most professional bodies.  The security institutions could not be trained due to their stigma on Human Rights that it undermines national peace and security. They also view CSC, and many other civil organizations, as biased against government. The promotion, protection and sustainability of Human Rights are compromised under such circumstances when security institutions do not embrace the idea. Dialogue with the security institutions has to be sustained as they are responsible for the protection of the Human Rights.  The lack of training for professional bodies compromised the achievement of output 3 and will influence the overall outcome especially the promotion and sustainability of Human Rights in Swaziland. The professional bodies are supposed to champion the course of Human Rights through advocacy, promotion, protection and sustainability of project benefits. The legal fraternity, for example, would be responsible for prosecutions of violators and defending victims of Human Rights violations. They are the custodians of the rule of law which is advocated here.  CSC does not have capacity to train the professional bodies but can out source. The training of security institutions requires partnership with security related organizations such as the Institute for Security Studies, which may be accepted. |
| 4.1 Youth, women, people with disabilities sensitized in Human Rights issues | 16 one day workshops, dramas | Sensitization campaigns and training conducted in 30 communities, 20 schools. Radio short stories and drama series were aired. The main achievements were with able bodied individuals because training materials for the disabled were not prepared. | Substantial achievements were made in the sensitization of communities and schools. For the first time communities participated in dialogues on HR. In any case this created enthusiasm among groups and awareness was raised. More needs to be done to increase understanding of Human Rights especially with critical issues that were raised and the misunderstandings of concepts and Human Rights clauses that still exist. A strong foundation has been established which needs to be built on.  The next step will be to strengthen institutions that facilitate HR such as the courts, the Human Rights Commission and the judicial system in general to foster the HR culture. It is not clear whether the citizens are well informed of the available alternatives in case of victimization. Issues of legal aid and professional assistance need to be addressed to support an enlightened citizenry. |
| 5. MISA capacity strengthened | Capacity building; Annual survey on media credibility | Capacity strengthening not yet done. CSC does not have capacity for this output but needs to outsource.  No evidence of articles by media mainstreaming Human Rights  Annual survey reports not produced for 2009, 2010, 2011. | The contractual agreement between CSC and MISA was not signed to allow MISA oversee the activity. The training materials developed are too basic to fulfil capacity strengthening of MISA. The need for strengthening MISA still exists and remains crucial for the sustainability of project benefits. CSC needs to form partnerships with other organizations to improve capacity. MISA has its own advocacy programme, which can be enhanced by the implementation of this project component.  The need for media involvement cannot be overemphasized as the media plays a major role in building understanding of the Human Rights by individuals or groups. It is crucial that once the rights are understood they should be promoted and protected.  The public needs to have a positive perception of the media in order to support the media actions and propositions. The media is very important in advocacy and raising awareness and protecting Human Rights. In building a Human Rights culture, articles or other media products should emphasize the Human Rights viewpoint.  Strengthening of capacity at MISA should have been implemented at the beginning. This would have guided the other stages of project implementation including the type of training materials to develop and training approaches to apply. |
| 6.Project implemented effectively | Effective administration, coordination, and monitoring and evaluation | Almost 60% of project output attempted. HR awareness among communities was successful. Training of security forces and MISA not conducted | A desk review was undertaken on project documents, reports and annual plans to establish evidence of activities undertaken. Field visits were undertaken by the review team to consult with key informants and focus groups from communities and schools. Collated documentary evidence was compared to primary data to establish comparability and cause-effect relations. The data were compiled and analyzed to establish relevance, coverage, effectiveness, efficiency and sustainability of the project established in the current document. Two main outputs that were not implemented (40% of total) include the training of security institutions and professional bodies and the strengthening of MISA capacity. The lack of transparency at CSC contributed to the failure to implement some of the activities.  Findings, conclusions and recommendations on the project are contained in the current report. |

**Table 4: List of Workshops Conducted**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Workshop** | **Participants** |
|  |  |  |
| 16 -17 March 2010 | Dissemination (Manzini) | 45 |
| 22 - 23 March 2010 | Dissemination (Lubombo) | 40 |
| 7 April 2010 | Dissemination (Shiselweni) | 45 |
| 27 – 28 April 2010 | Dissemination (Hhohho) | 75 |
| 19 – 21 August 2010 | Creative Writing | 30 |
| 23 - 27 August 2010 | Idea Generation | 30 |
| 13 – 16 September 2010 | Creative Writing (Lubombo) | 30 |
| 14 – 19 November 2010 | Training of Trainers | 40 |
| 29 – 30 November 2010 | Mentoring (Manzini) | 27 |
| 8 – 9 December 2010 | Mentoring (Lubombo) | 36 |
| 12 – 14 January 2011 | SNAT | 35 |
| 12 – 14 January 2011 | Mentoring (Manzini) | 35 |
| 1 – 3 March 2011 | Mentoring (Hhohho) | 40 |
| 3 – 5 March 2011 | Mentoring (Shiselweni) | 30 |

**6.3 Conclusions**

**6.3.1 Achievement of project objectives**

***6.3.1.1 Empowerment of citizens***

The empowerment of citizens was achieved in community constitutional awareness as dialogues were introduced that allowed citizens to discuss and debate freely pertinent issues of governance than ever before. Competent consultants were used to deliver workshops and the multi-media approach availed opportunities for the conveyance of HR messages to varied audiences. The training materials developed and used were suitable at that level. The awareness sessions, as has been shown, were not spread throughout the 55 constituencies but the communities reached participated with much enthusiasm. There is still room for improvement as CSC capacity was outstretched. It is proposed that CSC forms partnership with other organizations to fill the capacity gap and extend coverage to other communities and schools.

***6.3.1.2 Empowerment of MISA and other institutions***

a) Empowerment beyond communities and schools was constrained by capacity needs, untenable institutional arrangements and inadequate planning. The anticipated periodic trainings for professional bodies, security organizations and civil society organizations were not implemented adequately. Also the strengthening of capacity at MISA was not attempted because agreement could not be reached between CSC and MISA over implementation costs. Achievement of project objectives was hindered at this level. It was shown that the flawed project logical framework contributed to poor project implementation especially in the sequencing and prioritization of activities. There was no evidence to indicate that the implementation plan was well conceived. For example, the empowerment of the media should have followed immediately after the baseline study to precede the preparation of training materials, the sensitization of communities and the training of professional bodies. That media empowerment was skipped is a missed opportunity in asserting a positive influence over other activities aimed at the strengthening, promotion, respect and protection of Human Rights. The empowerment of the security forces was meant, among other things, to foster understanding of the Human Rights better so that individual freedoms and liberties are promoted and protected. Equally it would narrow the divide between civil society and the security institutions created by the Suppression of Terrorism Act and the Police Public Order Act to promote and protect Human Rights.

b) At another level CSC was not transparent in media empowerment. It did not allow MISA to prepare relevant training materials and conduct training as it was capable of. The developed training materials were only suitable for communities and schools as they are very elementary. MISA and the rest of the media required advanced materials to be used in training, an undertaking that MISA could have handled. The same applied to the training of professional bodies and security institutions, which also required relevant training materials and specialized consultants outside of CSC. In short the strengthening of capacity at MISA and the training of security forces and professional bodies, the major outputs that were not accomplished, were undermined by the poor planning of activities and lack of transparency by the implementing partner.

**6.3.2 Management processes and institutional arrangements**

The non- implementation of major project activities points to some weaknesses in the project management processes. First a comprehensive implementation plan was not prepared for discussion by the project partners at the beginning. It would have culminated in the revision of the results framework and the setting of time frames of activities more rationally. Secondly, the capacity of the implementing partner was not adequately scrutinized to identify areas of deficiency and institute remedial measures. Capacity needs assessment was not done adequately, if at all. Capacity for the training of professional bodies, including MISA, and the security institutions for example, was weak or non-existent thus undermining project results. Thirdly, although the monitoring guidelines were provided in project design, they were not followed during implementation leading to hindered progress and non-achievement of project objectives. The mid-term review and monthly meetings are examples in point here. The management processes lacked foresight and had a negative impact on project results.

**6.3.3 Government response to the project**

Government showed indifference in responding to the project activities as there was no evidence of transparency and commitment. The evaluation consultants sought Government’s response to the project through the implementing partner. Opinions were solicited from the Human Rights Commission but the Chairman declined audience with the consultants. Individual commissioners indicated to the consultants privately that they did not have the mandate to comment on the activities of the project. One gets a negative impression of the employees of the Human Rights Commission in committing themselves to the Human Rights course as government agents. Government response to the project could not be ascertained.

Swaziland has a dual system of governance including the traditional authority and the modern governance system. It was gathered during evaluation that certain elements of the traditional authority are against the Constitution and are putting pressure on government to abandon it. However, Government creates the impression that it does not want to heed to this pressure but at the same time it does not want to openly admit that pressure indeed exists. This indifference is an indication of lack of transparency and commitment on the issue of Human Rights and democratic governance in general.

**6.3.4 Project benefits sustainability**

The sustainability of project benefits can be guaranteed if:

1. CSC obtains financial support to sustain her current project activities through the department of Justice, Peace and Reconciliation. Departmental activities include Human Rights advocacy; legal assistance to clients; community mobilization for developmental initiatives, among others. However, CSC needs to form partnerships with other organizations that can improve implementation capacity.
2. Funding for the DGTTF programme on Governance and Gender is sustained. As part of the UNDP Country Programme Action Plan 2011 – 2015, Governance and Gender is one of the proposed programmes. The main aim is to support the Government in the implementation of the Constitution adopted in 2006. The promotion and protection of Human Rights is a major undertaking in this endeavour thus benefits accrued through the project can be sustained.
3. The strengthening of national capacity for Human Rights includes empowerment of the media to report on, support and protect Human Rights initiatives remains crucial. This includes support for formulating, passing of, and implementing legislation commensurate with provisions of the Constitution. These also fall under the DGTTF support.
4. The sustainability of project benefits will be enhanced if conflicting viewpoints between the Constitution and traditional authorities are publicized so that they can be resolved openly.

**7. Recommendations**

The following recommendations are made towards project design modifications and actions to increase project impact and effectiveness.

* 1. **General recommendations**

7.1.1. One of the aims of the project was to promote greater understanding of Human Rights and knowledge of the Bill of Rights as enshrined in the Constitution. A period of 21 months (the time frame for the project) is too short for the entire Swaziland population to acquire such understanding and embrace the principles as part of their daily lives. It is recommended that project design adopts realistic time frames for effective project outcomes. It maybe that project time frames are constrained by the funding mechanisms of donor agencies or established financial protocols. In such cases projects should be developed into programmes which have extended time frames so that outcomes can be realised within the protracted time frame.

Results from the project under review reveal a number of relevant observations. Firstly, the project is very relevant for popular participation in democratic governance. Secondly, the project activities covered only selected constituencies, and many others were left out. Of the 55 constituencies, only 16 were partially covered. Thirdly, the project drew a lot of enthusiasm from beneficiaries, by the nature of expressed need, and left them craving for more. Fourthly, the time frame for planned activities was short that some activities were not completed. Fifthly, the expected outcome of equal access to justice and promotion, respect and protection of Human Rights strengthened is long term and cannot be achieved within the project lifespan. It is, therefore, recommended that the project duration be extended for another two years or more in view of the above observations.

The project extension has to consider the following:

* The project design has to be revised by undertaking an intensive problem analysis so that an accurate logical framework is developed to create a realistic results chain in the vertical logic and a horizontal logic that analyses project activities accurately. This will lead to a rational planning of project implementation.
* Identifying traditional and cultural issues that conflict with the Constitution. The coding of Swazi law and custom presents documentary evidence which has to be published so that the conflicting ideas are made known publicly and can be compared to the Constitution, verified and resolved. This will enhance project benefits sustainability.
* CSC capacity is improved by forming partnerships with other organizations in order to implement outstanding outputs such as the strengthening of capacity at MISA and the training of security institutions, professional bodies and other CSOs. This will also enhance the sustainability of project benefits.
* Training materials are developed at a higher level to suit the training needs of MISA, CSOs, professional bodies and security institutions.
* Training materials are developed for people with disabilities especially the deaf (sign language) and the blind (Braille).
* Increased financial and material support to CSOs to sustain civic education among the population.
  + 1. The evaluation has noted the need to reconcile conflicting issues between the Constitution and traditional practices. However, most of these are not documented but are contained in the coded Swazi law and custom, which was supported by UNDP, but has not been published. It is recommended that UNDP influences the publication of the coded Swazi law and custom to enhance the implementation of the Constitution. This will also enhance the sustainability of project benefits.

**7.2 Specific recommendations**

**7.2.1 Enhancing HR knowledge and practice**

1. It was observed by the evaluation team that training materials for some marginalized groups were not available especially sign language materials for the deaf and Braille for the blind. It is recommended that these materials be developed by CSC for the sustainability of project benefits. It was also noted that relevant training materials for strengthening capacity at MISA, for the training of security institutions, professional bodies and other CSOs were not available. Strengthening capacity for these entities remains crucial if Human Rights are to be promoted, protected and respected in Swaziland. It is recognized that these materials are at a different level from those developed for communities and schools as they are more specialized. It is recommended that CSC develops these training materials in partnership with other local or regional organizations.

**7.2.2 Community sensitization**

1. It has been noted that the sensitization of communities covered only a small part of the country. It is recommended that coverage be extended to other areas of the country in the proposed project extension.

**7.2.3 Media empowerment**

1. The project has demonstrated the effectiveness of media participation in creating a HR culture. It is recommended that media empowerment which was not achieved be pursued through MISA under the proposed project extension to sustain project benefits.

**8. Lessons Learnt**

The project evaluation exercise used a methodological approach to collect, analyse and interpret data before arriving at conclusions and making relevant conclusions and recommendations. In the process there were lessons learnt that enriched the experiences of the evaluation team and would benefit future initiatives.

**8.1 General information**

* The choice of an implementing partner influenced project implementation. The objective of the project was to assist create within a limited time frame a knowledgeable populace that would participate effectively in democratic governance. This called for the services of an implementing partner with relevant experience and commitment to achieve the desired outcome. CSC was a good partner but lacked capacity at some level to effectively implement the project. The project was over ambitious and hence outstripped whatever calibre of the implementing partner.
* Staff turnover within the partners affected the pace of project implementation. This is one of the risks which had been identified in project design and was not mitigated in the implementation plan.
* The relevance of the project created enthusiasm among beneficiaries and participant mobilisation was made easy.
* Grassroots’ institutional set up, in this case the chiefdoms, was instrumental in beneficiary mobilisation.
* The use of facilitators from marginalized groups was desirable and effective as it boosted beneficiary participation.
* The timing of financial disbursements affected project implementation.
* Edutainment is an effective method of public consciousness-raising.

**8.2 Explicit knowledge**

* The project logical framework should be constructed accurately to portray the vertical and horizontal logic. The vertical logic is a results logic that should demonstrate causality relationship. In this case it was lacking and may have contributed to incomplete project implementation.
* The training of security institutions influences endeavours aimed at the promotion, protection and respect of Human Rights. The project did not undertake training of security institutions therefore undermining the future promotion and protection of Human Rights in the country.

**8.3 Tacit knowledge**

* The lukewarm attitude of government towards the project is caused by pressure from elements of traditional authority and can compromise future initiatives towards the promotion and protection of Human Rights.
* The sustainability of project benefits will depend, among other things, future support of organizations capable of sensitizing communities and advocating for the promotion and protection of Human Rights.

**8.4 Insight**

* The international community is always supportive of initiatives towards good governance as exemplified by DGTTF projects worldwide.

**9. Bibliography**

CSC (2010) **Assessment of the current levels of Human Rights Understanding in Swaziland.** Research Report prepared by Southern X Consultants.

CSC Quarterly Progress Reports:

January – March 2010

April – June 2010

July – September 2010

January – March 2011

CSC Work Plan January to June 2011

Government of Swaziland (2005) **The Constitution of the Kingdom of Swaziland (in English and siSwati)**

**Government of Swaziland and UNDP Country Programme Action Plan 2011 - 2015.**

UNDP/CSC **Standard Project Cooperation Agreement between UNDP and a Non-Governmental Organization (CSC)**

**Annex 1: TERMS OF REFERENCE**

**End of Project Evaluation for “Towards a Greater Citizenry Participation in Swaziland”**

**1. Background:**

Swaziland adopted its national Constitution in 2006 and prior to that, the country had no substantive Constitution for a period covering more than 30 years. Knowledge of and culture of Human Rights is limited in Swaziland. Human Rights have been perceived by most as anti-cultural, a foreign concept that has come to challenge the core values of Swazis. This school of thought has to a great extent challenged and compromised the implementation of the Constitution. The debate between theory and practice clearly comes to question in Swaziland when dealing with the Constitution. Daily practice tends to be contrary to some of the fundamental rights and freedoms enshrined in the 2005 Constitution.

The Government of Swaziland has acknowledged the need for the implementation of the Constitution. in particular the setting up of key institutions to promote and protect Human Rights. However implementation has been slow. The need to strengthen and capacitate citizens and institutions was seen as one avenue to promote and strengthen implementation of human in Swaziland. In this regard UNDP in collaboration with the Council of Swaziland Churches (CSC) through support from UNDP Democratic Governance Thematic Trust Funds is implementing a two-year Project entitled ***“Towards Greater Citizenry Participation in Swaziland”.*** The Project seeks to promote greater understanding of Human Rights and knowledge of the Bill of Rights as enshrined in the Swaziland Constitution., promote the rule of law, correct widely held notions of Human Rights being a foreign concept and place Human Rights at the centre of efforts at creating a peaceful environment. In this regard the Project sought:

Forster enhanced civic engagement and contribute to greater understanding of Human Rights by building the capacity of and empowering the media, professional bodies and other key institutions charged with the promotion and protection of Human Rights.

Educate citizens on their responsibilities as per the 2006 Constitution. As implementation of the project comes to an end in June 2011, an evaluation of its processes and outcomes is imperative. Information from this evaluation will assist in the formulation future initiatives. A consultant is therefore required to undertake the evaluation.

**2. Purpose of the Project Evaluation:**

The purpose of the End of Project Evaluation is to assess the efficiency and effectiveness of the Project in achieving its intended results. It is to assess the relevance and appropriateness of the project and its design in addressing the identified problems and needs. The findings and recommendations of this End of Project Evaluation will inform future programme/projects development and assist UNDP increase its effectiveness and impact.

**3. Specific Objectives:**

* The specific objectives of this End of Project Evaluation are the following:
* Assess achievement towards the project’s objectives and results;
* Assess the relevance and appropriateness of the project in addressing the identified needs and problems
* Assess the efficiency and cost-effectiveness of implementation;
* Identify strengths and weaknesses in project design and implementation,
* Assess the sustainability of the benefits of the project.
* Provide recommendations on design modifications and specific actions that would increase the effectiveness and impact of future similar initiatives.
* Assess the appropriateness of institutional arrangements in supporting smooth implementation.

**4. Scope**

The scope of the evaluation is expected to cover UNDP, the implementing partner (Council of Swaziland Churches), civil society organizations, professional bodies, schools, the Church, and the communities that benefitted from the Project. The evaluation will also seek the views of government as regards this project.

**4.1 Evaluation Questions:**

In pursuit of the overall objectives, the following key questions will be addressed during the End of Project Evaluation:

* To what extent did the Project achieve its overall objectives?
* To what extent were the results (impacts, outcomes and outputs) achieved?
* Describe the management processes and institutional arrangements and their appropriateness in supporting delivery?
* To what extent did the Project’s M&E mechanism contribute in meeting project results?
* Describe how government responded to the work being done by this project.
* To what extent were the benefits of this project sustainable beyond the life of the project?
* Describe key factors that required attention in order to improve prospects of sustainability of Project outcomes and the potential for replication of the approach?
* Describe the main lessons that have emerged? And
* Provide a set of recommendations for similar initiatives that UNDP may embark on.

**5. Methodology for Evaluation:**

The methodology for the evaluation is envisaged to cover the following areas:

* Desk review of all relevant project documentation (see attached list in Annex 1);
* Consultations with CSC and relevant partners;
* Interviews with relevant key informants
* Discussions with the Senior Management of UNDP;
* Discussions with resident UN sister agencies; and
* Consultation meetings and interviews with beneficiaries.

**6. Deliverables:**

The consultant will produce the following deliverables:

* Inception report. This will include a detailed evaluation plan, methodology, evaluation instruments etc.
* Draft evaluation report; and
* Final evaluation report

**7. Time Frame and Reporting**:

The evaluation will take place in June for a period covering three weeks (18 working days).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Activity | # of Days | Deliverables | Time-frame |
| 1. | Hire a Consultant |  | Consultant contract | 1st July 2011 |
| 2. | Desk review | 2 | Desk report | 4th July 2011 |
| 3. | Inception Report | 3 | Inception report | 7 July 2011 |
| 4. | Field Work plus data analysis | 6 | Field report | 15 July 2011 |
| 5. | Preparation of Draft report | 3 | Draft evaluation report | 20th July 2011 |
| 6. | Stakeholder inputs and comments | 2 | Comments on draft evaluation report | 25th July 2011 |
| 7. | Produce final evaluation report | 2 | Final evaluation report | 28th July 2011 |

**8. Institutional Arrangements:**

. The CSC, Project Steering committee and UNDP in close collaboration with the Consultant will ensure smooth implementation of the Evaluation. Specific tasks will include:

* Selection of the consultants
* Reviewing and approving the terms of reference
* Reviewing and approving endorsing the study methodology and assessment tools
* Monitoring and receiving progress of the evaluation
* Approving the final evaluation reports

.

**9. Evaluation Ethics:**

Evaluations will be conducted in accordance with principles outlined in the UNEG “Ethical Guidelines for Evaluation”. The Evaluation team will take every measure to safeguard the rights and confidentiality of key informants in the collection of data.

**10. Qualification and Experience:**

Minimum of a Master’s Degree with relevant experience in development studies, political science, international relations, monitoring and evaluation or any other relevant discipline;

At least 5 years proven understanding and practical experience of working in related projects in the context of Human Rights and Constitutionalism ;

Minimum 10 years working experience (Proven relevant experience (at least 5 years’ experience) in designing and conducting Human Rights or similar evaluations. Familiarity with UNDP procedures is an asset;

Experience and knowledge of the socio-political context of Swaziland would be an asset.

**11. Competencies**

* Demonstrated and excellent written and oral communication skills in English;
* Strong negotiating skills and ability to work independently;
* Cross –cultural management experience and sensitivity;
* High level planning, organizational and time management skills, including flexibility, attention to detail and the ability to work under pressure to meet changing deadlines;
* Well-developed interpersonal skills, including the ability to liaise effectively at all levels;
* Analytical and problem solving skills of a high order, including ability to formulate recommendations and policy advice desirable.
* Knowledge of and experience with monitoring and evaluation (M&E) mechanisms;
* Demonstrated analytical and written skills and the ability to clearly present findings, drawing practical conclusions and recommendations;
* Expertise in Human Rights, gender; and;

**12. Specific Tasks and deliverables of the Consultant:**

* Undertake the end of project evaluation and ensure that the process is as participatory as possible;
* Data collection and analysis
* Produce inception report
* Prepare draft evaluation report and present it to CSC and UNDP;
* Produce final evaluation

**13. Budget:**

The consultancy fees will be based on UN rates. 60% of the fees payable upon submission of an acceptable draft report; and 40% of the fees upon submission of an acceptable final report.

* Annex1a: List of Key Documentation
* Project Document
* Annual Work Plans
* Project Progress Reports(financial and substantive)
* Annual reports
* CSC Research report on Human Rights in Swaziland

**14. Submission of Applications:**

Interested consultants are invited to submit detailed CV’S and Expression of Interest (EOI) marked **“End of Project Evaluation- Towards Greater Citizenry Participation”** to UNDP Offices, 5th Floor Lilunga House, P.O.Box 261, Mbabane or e-mail application to [Registry.sz@undp.org](mailto:Registry.sz@undp.org) on or before the **24th June 2011.**

**Annex 2: Key Informants Guide**

|  |  |  |
| --- | --- | --- |
|  | PROCESS AND INSTITUTIONAL ARRANGEMENTS | OUTCOMES |
| RELEVANCE | -What are the objectives of the project?  -Who are the beneficiaries of the project?  -Do the project objectives meet the needs of the beneficiaries?  -Were the project beneficiaries properly selected?  -Did the project in its design and implementation take into account national development priorities? | -Were the expected outcomes realistic given the time frame?  -Were the inputs and strategies identified realistic, appropriate and adequate to achieve the results? |
| EFFECTIVENESS | -Did the project effectively meet the needs of the beneficiaries?  -What is the extent of achievements made with regard to the goals, purpose and expected results? | -Were the planned outcomes achieved? Were they achieved within the planned time frame?  -To what extent were planned outputs attained?  -What were the results in terms of promoting gender equity and equality (planned/unplanned)? |
| EFFICIENCY | -Did the costs of inputs (financial, human and other resources) compare favourably to outputs?  -Was the implementation of activities cost-effective and are the results justifiable in terms of the costs and amount of work?  -Could more have been achieved with the same resources (financial, human and other resources)?  -Were time and resources allocated to the different project components and activities in a planned, balanced, coordinated and justified manner? | -Looking beyond the delivery process, did the program components achieve or likely to achieve its outputs?  -Did they contribute to achieving project outcomes and impact? |
| COVERAGE | -Did the interventions reach the intended target groups?  -Were the beneficiaries sufficiently informed about the modalities of the project? | -Did the project coordinate and create complementarities with other government, private sector or NGO programs? |
| SUSTAINABILITY | -Did the project have a viable exit strategy? | -Will beneficiaries continue to benefit from the project interventions and activities now that the planned project period is over?  -Do the beneficiaries have sufficient capacity and resources to undertake the provision of services after the project is phased out?  -What particular factors or events affected the project results? Were these factors internal or external to the project?  -Were there any unexpected positive and/or negative results of the project? Can they be either enhanced or mitigated to achieve the desired impact? |

**Annex 3: Interviews Guide for communities and Schools**

Imibuto “A”

Ngembono wakho bowungasho yini kutsi lamaphuzu lalandzelako akha icenye yemalungelo ebantfu.?Khombisa imphendvulo yakho ngeku thikha yebo nawucabanga kutsi tiyincenye yemalungelo ebantfu,nome cha nawucabanga kutsi akhayakhi.

1.Kulingana ngema lungelo nangesitfuntiYebo[ ] Cha[ ]

{kungabandlululwa ngebulili,iminyaka,buve,inkholo,nalokunye}

2.Imphilo,inkhululeko kanye nekuvikeleka kwemuntfuYebo[ ] Cha[]

3.Kute umuntfu loyawugcilatwa nome Yebo[ ] Cha[ ]

4.Kute umuntfu loyawuhlukube nome aphatfwe ngendlela lelulatakoYebo[ ] Cha[]

5.Kulingana embikwemtsetfo Yebo[ ] Cha[ ]

{kungabanjwa ngalokungekho emtsetfweni

6.Inkhululeko yekuhamba Yebo[ ] Cha[ ]

{ngekhatsi eveni nangaphandle}

7. Buve Yebo[ ] Cha[ ]

{sitifiketi sekutalwa, id,i-passport}

8.Kuvumelana kungena emshadweni Yebo[ ] Cha[ ]

(eminyakenilefanele)

9.Inkhululeko ngetengcondvo Yebo[ ] Cha[ ]

(tembusave kanye netenkolo)

10.Kubumbana nekuhlangana ngekuthula Yebo[ ] Cha[ ]

11.Kulingana kungenela nekumela lukhetfo Yebo[ ] Cha[ ]

12. Kufinyelela kutinsita taHulumende Yebo[ ] Cha[ ]

13.Kuvikeleka kutenhlalakahle Yebo[ ] Cha[ ]

( kutemnotfo, tenhlalakahle, netemasiko)

14. Lilungelo lekutikhetsela umsebenti Yebo[ ] Cha[ ]

(nekusebenta ngaphansi kwesimo lesingiso)

15.Kuphila ngaphansi kwesimo lesemukelekako Yebo[ ] Cha[ ]

{imphahla,luphahla,kudla,netemphilo}

16.Temfundvo Yebo[ ] Cha[ ]

{imfundvo yamahhala ebangeni leliphansi,kufinyelela emfundvweni lephakeme)

17.Kutibandzakanya emasikweni Yebo[ Cha[ ]

(nome kungatimbandzakani)

**Imibuto “B”**

Ngembono wakho, ucabanga kutsi letitatimende letilandzelako Tiliciniso nome Cha? Thikha ebhokisini leliseceleni,ukhombe kutsi letitatimendeletilandzelako tilicinisonome Cha.

1.Emalungelo ebantfu nemihambo yemaSwati kuyawuhlale kuphambana Liciniso[ ] Cha[ ]

2.Bantfu betinkolo letehlukene kumele bavunyelwe Liciniso[ ] Cha[ ]

kutikhonta ngenkhululeko

3.Hulumende kumele abenemandla ekuwakhetsa emSwati lekumele Liciniso[ ] Cha[ ]

atfole emaID,nemapassport

4.Imitsetfo yaseSwatini kumele ibavikele bekuhamba nabasahlala Liciniso[ ] Cha[ ]

nome basebenta kulelive.

5.Uma bantfu bakhuluma kabinga Hulumende mababheke Liciniso[ ] Cha[ ]

kujeziswa nome ngayiphi indlela.

6. Umfati akukamele abe nemphahla ngaphandle kwemvumo Liciniso[ ] Cha[ ]

yemyeni wakhe

7.Indvodza inelilungelo lebushaya umkakhe nangabe kukhona Liciniso[ ] Cha[ ]

lakonile

8.Ngitamvotela umfelokati lomela lukhetfo Liciniso[ ] Cha[ }

kulolukhetfo lolutako

9.Bobabe nabomake sebevana kancono loku emalungelo abomake Liciniso[ ] Cha[ ]

sekamukelelile eveni

10.Lilungelo lemfundvo limcoko kakhulu kumntfwana kunekwenta Liciniso[ ] Cha[ ]

umsebenti wekwelusa nomekutfota

11.Uma umutfu acele umfundzate kuHulumende kumele Liciniso[ ] Cha[ ]

batibandzakanye nemisebenti yemasiko

12.Bantfwana labatelwe batali labagcine bangakatsatsani akukameli Liciniso[ ] Cha[ ]

kubheka kuba nemalungelo lalingana nemalungelo ebantfwana

labatelwe bantfu labatsetsene

13.Letinye tephula mtsetfo kumele titsatfwe ngekutsi Liciniso[ ] Cha[ ]

atinawoemalungelo

14. Onkhe emalungelo anemtfwalo lelandzela lamalungelo Liciniso[ ] Cha[ ]

15. Kuletikhatsi tekuntengantenga kwemnotfo, bantfu abangabi Liciniso[ ] Cha[ ]

nandzaba kutsi baphatseka njani emisebentini

16. Emaphoyisa nemasotsha akukamele abahlukumete ngalokwecile Liciniso[ ] Cha[ ]

Bantfu labashucako

17. Angeke sengitimbandzakanye nemutfu losemzabalazweni Liciniso[ ] Cha[ ]

kuletikhatsi leti.

18. Umuntfu lophila neligciwane le HIV unelilungelo lekuvikeleka Liciniso[ ] Cha[ ]

ekubandlululweni

19.Ngiyatimisela kungenela umshuco nome umhlangano Liciniso[ ] Cha[ ]

lokhulumisa tindzaba lemalungelo

20. Emalungelo akasiso siSwati eta nebekuhamba Liciniso[ ] Cha[ ]

**Annex 4: List of people met by the evaluation team**

|  |  |
| --- | --- |
| Name | Organization |
| Musinga Bandora | UNDP Resident Representative |
| Sakinah Lukhele | UNDP |
| Senelisiwe Ntshangase | UNDP |
| Khangezile Dlamini | CSC General Secretary |
| Sibongile Dlamini | CSC |
| Ncamsile Dludlu | CSC |
| Mzwandile Masuku | CSC |
| Gcinaphi Mndzebele | CSC Board |
| Vulindela Msibi | CSC Board |
| Mduduzi Gina | CSC Board |
| Zwanini Tshabalala Rev | CSC Board |
| Dr. P.Q. Magagula | UNISWA |
| Ntombi Maseko | Shewula community |
| Petros Lukhele | Shewula community |
| Thokozile Lukhele | Shewula community |
| Josephinah Malambe | Shewula community |
| Sibongile Mayeyane | Shewula community |
| Moses Magagula | Shewula community |
| Jimson Dladla | Shewula community |
| Nobuhle Shandu | Gebeni community |
| Nomcebo Mndzebele | Gebeni community |
| Amelia Ngwenya | Gebeni community |
| Funani Mndzebele | Gebeni community |
| Theresa Ngwenya | Gebeni community |
| Kellinah Mndzebele | Gebeni community |
| Joyce Mabuza | Gebeni community |
| Mabovana Mndzebele | Gebeni community |
| Samkeliso Mndzebele | Gebeni community |
| Philmon Mndzebele | Gebeni community |
| Alphina Zwane | Gebeni community |
| Musa Zwane | Gebeni community |
| Margaret Lulana | Manzini informal vendors |
| Gladys Dlamini | Manzini informal vendors |
| Eunice Mabuza | Manzini informal vendors |
| Zanele Zitha | Manzini informal vendors |
| Nomsa Mnisi | Manzini informal vendors |
| Gloria Dlamini | Manzini informal vendors |
| Babhekile Mlangeni | Manzini informal vendors |
| Nomthandazo Ndzabandzaba | Manzini informal vendors |
| Thuli Dlamini | Manzini informal vendors |
| Phumzile Dlamini | Manzini informal vendors |
| Siphiwe Mazibuko | Mahlanya Community |
| Thulile Lukhele | Mahlanya Community |
| Thembisile Dlamini | Mahlanya Community |
| Zanele Dlamini | Mahlanya Community |
| Tabu Mndzebele | Mahlanya Community |
| B.M. Hlophe Rev. | Mahlanya Community |
| Thoko Magagula | Kwaluseni Community |
| Dumsani Bhembe | Kwaluseni Community |
| Monica Simelane | Kwaluseni Community |
| Sibongile Shongwe | Kwaluseni Community |
| Sindi Thwala | Kwaluseni Community |
| Sindle Nxumalo | Siteki School for the Deaf |
| Rejoice Mugadi | Siteki School for the Deaf |
| Patience Liphoho | Siteki School for the Deaf |
| Vusi Mngomezulu | Siteki School for the Deaf |
| Phumzile Magongo | Siteki School for the Deaf |
| Sizwe Ndlela | Siteki School for the Deaf |
| Sebenele Bhembe | Siteki School for the Deaf |
| Malungisa Thwala | St Paul’s Primary School (Head) |
| Velile Shongwe | St Paul’s Primary School |
| Sibusiso Maphonsa | St Paul’s Primary School |
| Lungile Makhanya | St Paul’s Primary School |
| Eddie Bhembe | St Paul’s Primary School |
| Agnes Mazibuko | Zandondo Primary School |
| Paris Dlamini | Zandondo Primary School |
| Nomphumelelo Mamba | Zandondo Primary School |
| Ncamsile Magagula | Zandondo Primary School |
| Khetsile Maziya | Zandondo Primary School |

**Annex 5: List of communities visited by the project staff**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Community** | **Participants** |
| 11 March 2011 | Maphungwane | 105 |
| 14 March 2011 | Dlangeni | 85 |
| 15 March 2011 | Nhlulweni | 65 |
| 16 March 2011 | Vikizijula | 40 |
| 16 March 2011 | Shewula | 185 |
| 17 March 2011 | Kwaluseni | 72 |
| 18 March 2011 | Siphofaneni | 53 |
| 18 March 2011 | Luhleko | 56 |
| 19 March 2011 | KaLoMabhidla | 94 |
| 19 March 2011 | Gebeni | 77 |
| 19 March 2011 | Wanguyavuka | 101 |
| 20 March 2011 | Mayiwane | 80 |
| 23 March 2011 | Ndilalane | 48 |
| 23 March 2011 | Sigcineni | 83 |
| 24 March 2011 | Mafucula | 115 |
| 24 March 2011 | Sandlane | 67 |
| 25 March 2011 | Mgwajeni | 59 |
| 26 March 2011 | Siteki | 89 |
| 26 March 2011 | Ngculwini | 192 |
| 26 March 2011 | Macetjeni | 72 |
| 27 March 2011 | Sigcaweni | 110 |
| 27 March 2011 | Tsambokhulu | 131 |

**Annex6: List of Schools Visited by project staff**

|  |  |  |
| --- | --- | --- |
| **Dates** | **School** | **Region** |
| 9 February 2011 | St. Theresa Primary | Manzini |
| 9 February 2011 | St. Paul’s Primary | Manzini |
| 9 February 2011 | Ekukhanyeni High | Manzini |
| 10 February 2011 | Mpofu High | Hhohho |
| 10 February 2011 | Zandondo Lutheran Primary | Hhohho |
| 10 February 2011 | Hhohho AME Primary | Hhohho |
| 10 February 2011 | Ntfonjeni High | Hhohho |
| 15 February 2011 | Mbukwane High | Shiselweni |
| 15 February 2011 | Nkwene Primary | Shiselweni |
| 15 February 2011 | Christ the King High | Shiselweni |
| 15 February 2011 | Nhlangano Central High | Shiselweni |
| 16 February 2011 | School for the Deaf | Lubombo |
| 16 February 2011 | Big Bend High | Lubombo |
| 16 February 2011 | Mahlabaneni Primary | Lubombo |
| 16 February 2011 | Langa Secondary | Lubombo |

**Annex 7: Example of a Human Rights Curriculum**

Introduction to Human Rights

1. What are Human Rights

* Defining the term
* The values underlying HR
* How HR develop
* Examples of struggles for HR
* HR duties and obligations
* Dealing with rights that conflict with each other

1. Monitoring, enforcement and protection

* How rights are enshrined in law
* How to monitor that laws are being enforced
  + In particular places e.g. prisons, courts, hospitals and schools
  + In particular situations e.g. an election
  + On specific issues e.g. child labour; human trafficking
* The mechanisms and bodies set up to make monitoring easier

1. The human rights system
   * The treaties and laws that encode HR as enforceable
   * Statements of law, such as:
     + The Universal Declaration of HR
     + The International Covenant on Civil and Political Rights
     + The International Covenant on Economic, Social and Cultural Rights
   * How courts enforce and neglect different kinds of HR
   * The set of international laws that govern situations of armed conflict
2. HR-based approaches to development

* Development approaches
* Universal values vs diversity
* Development ethics
* Development and HR
* The right to development

1. Values in HR organization

* Respect for other people
* Tolerance of different points of view
* Participation of staff in decision making
* Transparency in the decision making process
* Accountability of managers, staff and office holders
* Fair pay and terms of service
* Good working conditions
* Sensitivity on issues of gender

**Annex 8: Summary Table of Findings**

Questionnaire Tallies

Awareness Attitude

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Q | Y | N | NR |  | Q | T | F | NR |
| 1 | 41 | 2 | 1 |  | 1 | 25 | 15 | 1 |
| 2 | 43 | 0 | 1 | 2 | 33 | 9 | 1 |
| 3 | 39 | 5 | 0 | 3 | 8 | 31 | 2 |
| 4 | 40 | 3 | 1 | 4 | 38 | 3 | 0 |
| 5 | 38 | 5 | 1 | 5 | 15 | 25 | 1 |
| 6 | 39 | 2 | 3 | 6 | 4 | 37 | 0 |
| 7 | 38 | 4 | 1 | 7 | 3 | 36 | 2 |
| 8 | 41 | 1 | 1 | 8 | 35 | 4 | 2 |
| 9 | 41 | 1 | 1 | 9 | 36 | 4 | 1 |
| 10 | 41 | 1 | 1 | 10 | 38 | 2 | 1 |
| 11 | 42 | 1 | 0 | 11 | 6 | 34 | 1 |
| 12 | 41 | 1 | 1 | 12 | 7 | 33 | 1 |
| 13 | 42 | 1 | 0 | 13 | 5 | 34 | 2 |
| 14 | 42 | 1 | 0 | 14 | 35 | 4 | 2 |
| 15 | 42 | 1 | 0 | 15 | 2 | 39 | 0 |
| 16 | 31 | 10 | 2 | 16 | 37 | 4 | 0 |
| 17 | 41 | 1 | 1 | 17 | 13 | 28 | 0 |
|  |  |  |  | 18 | 34 | 7 | 0 |
|  |  |  |  | 19 | 39 | 2 | 0 |
|  |  |  |  | 20 | 8 | 33 | 0 |
| Total | 682 | 40 | 15 |  | Total | 421 | 384 | 17 |
| % | 92.5 | 5.4 | 2.0 |  | % | 51.2 | 46.7 | 2.1 |