

# MAPPING AND STUDY ON PERFORMANCE INDICATORS FOR EUROPEAN UNION SUPPORT TO CIVIC EDUCATION

This project is funded by  
The European Union



A project implemented by  
Business and Strategies Europe



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AUTHOR OF THE PRESENT STUDY: RENATA TARDIOLI (TEAM LEADER)

BRUSSELS, JANUARY 2014

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# ACRONYMS

CoE	Council of Europe
CRIS	Common Relex Information System (EU)
CRPD	Convention on the Rights of Persons with Disabilities
CSOs	Civil Society Organizations
DEVCO	Development and Cooperation Directorate of the EC
DCI	Development Cooperation Instrument
EU	European Union
EC	European Commission
EDF/FED	European Development Fund
EIDHR	European Instrument for Democracy and Human Rights
EISA	Electoral Institute for Sustainable Democracy in Africa
EMB	Electoral Management Body
ENPI	European Neighbourhood Partnership Instrument
EU	European Union
HR	Human Rights
HRDs	Human Rights Defenders
IDEA	International Institute for Democracy and Electoral Assistance
IDPs	Internally Displaced Persons
ICCPR	International Covenant of Civil and Political Rights
IfS	Instrument for Stability
IFES	International Foundation for Electoral Systems
IO	International Organisation
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MoU	Memorandum of Understanding
NGO	Non Governmental Organisation
OECD	Organization for Economic Cooperation and Development
OHCHR	Office of the High Commissioner for Human Rights
OSCE	Organization for Security and Cooperation in Europe
PEA	Political Economy Analysis
PWD	People with Disabilities
RRF	Resources and Results Framework
ROM	Results Oriented Monitoring
ToTs	Training of Trainers
UDHR	Universal Declaration Human Rights
UN	United Nations
UNDESA	United Nations Department of Economic and Social Affairs
UNESCO	United Nations Educational Scientific & Cultural Organisation
UNDP	United Nations Development Programme
UNEAD	United Nations Electoral Assistance Division
USAID	United States Agency for International Development

# ACKNOWLEDGEMENTS

Angiolo Boncompagni and George Dura  
of DG DevCo coordinated the project and provided valuable contributions.

# EXECUTIVE SUMMARY

The objective of this Guide is to assist relevant EU Delegations and EU staff at Headquarters in the identification and designing of projects on civic education support, by providing an analysis on EU past activities in the area, as well as the identification of performance indicators. The nature of civic education focuses on the development of theoretical knowledge, which is difficult to verify objectively. Hence, there is a need to develop a set of performance indicators that can be used by project managers to measure their effectiveness.

The present Guide is divided in three main areas:

- ① INTRODUCTION AND GUIDELINES ON PROJECTS DESIGNING
- ② MAPPING AND ANALYSIS OF EU SUPPORT IN THE AREA OF CIVIC EDUCATION
- ③ DEVELOPMENT OF METHODOLOGICAL GUIDELINES FOR THE IDENTIFICATION OF A STANDARD SET OF PERFORMANCE INDICATORS

Following the description of the objectives of the present Guide, the first part outlines the concept of civic education. It continues with a narrative description and background of EU support to civic education, which is preceded by an analysis of the different approaches in the area of support. Finally, the factors to be considered in project designing are also included in this section of the Guide.

The mapping section is the result of extensive research undertaken through the EU Common Relex Information System (CRIS) and the analysis of the information provided from the concerned EU Delegations. A thorough yet not exhaustive research on the years 2007- 2013 delivered 244 projects. Given the high number of relevant projects, 50 of them were selected for the quantitative analysis. The selection criteria were the following: **1-** to ensure a wide geographical representation; **2-** to cover various focus areas of civic education; **3-** to cover different delivery methods; **4-** to address to different types of beneficiaries; and **5-** the availability of project documents and related information. Out of these 50 projects, seven were chosen as case studies, and subsequently their project profiles were examined more in depth.

The qualitative analysis, which follows the quantitative review, deals with the delivery methods, the target groups and the identification of the focus areas. Five focus areas are identified according to different educational mandates, namely: **1-** democratic principles; **2-** rule of law; **3-** human rights; **4-** minorities, youth, women and people with disabilities rights; and **5-** support to the electoral cycle including voter education. An analysis containing preliminary conclusions for the way forward concludes the mapping part of the Guide.

The third part of the Guide presents a short description of the five focus areas by providing an insight into the program logic. For every focus area, a sample set of log frames charts is provided. Each chart includes: **1-** two/three sample outcomes; **2-** sample indicative activities; **3-** sample output and outcome indicators; **4-** sample measurement and verification methodology; and **5-** sample assumptions. Each set of log frames is introduced by a short narrative describing the intervention logic.

A resource list and a bibliography of reference documents finalizes the Guide. A table of the 50 selected projects and their main features is annexed to the Guide.

## 1.1. OBJECTIVE OF THIS GUIDE

The objective of this Guide is to assist relevant EU Delegations and EU staff at Headquarters in the identification and design of projects on civic education support, by providing a comprehensive yet not exhaustive analysis of EU support in the area and the identification of standard performance indicators.

This Guide is part of a series of similar documents produced by the EC on Electoral Assistance, Parliamentary support, Media Development and Political Party support.

The Guide is composed of three main parts:

- ① Introduction and guidelines on civic education project design;
- ② Mapping and analysis of EU support in the area of civic education covering research into most civic education projects;
- ③ Development of methodological guidelines, including a standard set of performance indicators to provide civic education project designers with tools to measure their effectiveness.

The Guide offers a set of guidelines for planning and designing civic education projects, and the development of sets of indicators for monitoring and evaluation. It is indeed challenging to measure the impact of an educational project, and to attribute specifically to a given project an increase of knowledge and the change in behaviour of the target group resulting from it. Although it is in fact easy to measure results in an infrastructure project, the impact of an educational campaign is indeed difficult to measure, thus there is a need to develop sets of standard quality indicators that project managers can adapt to specific civic education projects in order to measure their effectiveness.

A civic education project, as other projects on democracy support, raises questions of attribution: how can one attribute a specific change to the input from one particular project? It is difficult to establish the link between input and output, between the assistance provided by the project and the increased knowledge of citizens about civic education topics. This logic is even more significant when civic education is incorporated into broader programmes, such as those providing assistance throughout the electoral cycle. In a number of these cases, the civic education component is of relatively small scale, and it is difficult to measure its impact separately from other national and international efforts in a country. In addition, more than one development partner is often working in a country within the framework of the same mandate, and therefore it is not easy to differentiate between the impacts of different support projects.

Support to civic education is a sensitive issue, as it deals with government activities, democratic principles,

human rights, fundamental freedoms and so forth. Moreover, it is not always clear who is mandated to impart it. The implementation of projects could therefore create conflicts with the government and overlapping of activities with different organisations and governmental agencies. Some projects' activities might even require prior authorisation and/or liaison with the local Government.

## 1.2. OUTLINING THE CONCEPT OF CIVIC EDUCATION

Civic education aims at bringing a political knowledge and consciousness of the rights and responsibilities of the citizens through educational activities in the form of projects and programmes. Its ultimate goal is to educate the population on democratic citizenship and make them aware of their rights and responsibilities in this context. It seeks to promote civic and democratic involvement while at the same time enhancing political knowledge and awareness of civil and political rights. At its core, it consists of education on democratic life through the participation in the activities of public institutions and elected representatives, and it contributes to the creation of a democratic culture.

Civic education is a broad concept, and it is usually confused with voter education and voter information. The three terms are occasionally used interchangeably. However, the latter activities are linked to the electoral process and only targets voters. Moreover, they are not implemented in a continual fashion as in the case of civic education projects. In fact, civic education is not usually linked to a specific event or an electoral cycle but is a continuous process. However, specific civic education campaigns can be undertaken in

conjunction with the holding of a referendum in a given country.

Civic education is addressed to citizens with the aim of empowering them to understand and to claim their rights; it is hence part of a human rights-based approach to development. It is a lifelong learning process that concerns all ages, all parts of society at all levels (including preschool, primary, secondary and higher education), in all forms and methodologies, within the public or private sector, and in formal and informal settings. It also includes vocational training, the training of trainers, teachers and State officials, continuing education, popular education, public information and awareness activities. Civic education also makes use of media and new technologies.

Education for democracy requires public information programmes to render rights and duties known and understood, particularly to those who have been politically disadvantaged in the past when they were prevented from exercising their democratic rights, because of age, sex, race or religion, social status, and social diversity and disabilities.

### ONE WAY OF UNDERSTANDING CIVIC EDUCATION IS AS FOLLOWS:

Civic education consists of a series of policies and actions which aim to empower citizens in:

- Exercising/defending their democratic rights and responsibilities in society;
- Valuing diversity;
- Playing an active part in democratic life with a view to the promotion/protection of democracy and the rule of law.

Civic education embraces enhancing and promoting understanding and actions on, among others:

- A** Civil and political rights in democratic life of a country; in particular, the empowering freedoms – freedom of expression, association and assembly – which underpin democracy and enable effective advocacy for all rights (including social, economic and cultural rights) and allow citizens to claim those rights.
- B** Responsibilities (such as moral, social, economic) deriving from the status of belonging to a society.
- C** Development of democratic culture, pluralistic political processes and respect for social diversity, namely of people belonging to minority groups (ethnics, religious, linguistic, sexual) and comprehension of different viewpoints and perspectives.
- D** Free and active participation of all citizens to the functioning of public institutions, such as national parliaments, local assemblies and political parties, with a special focus on the role of elected representatives to hold the state accountable.
- E** The full electoral cycle, including voter education as a part of electoral assistance, and the knowledge of the electoral system.
- F** Constitution and fundamental laws, including their impact on traditional practices and traditional law.
- G** An independent and well-functioning justice system and the principles of criminal law and proceedings, impunity and access to justice.

The Charter enacted by the Council of Europe (CoE) in 2010 on this specific subject, differentiates between Education for Democratic Citizenship and Human Rights Education (EDC/HRE).<sup>1</sup>

Accordingly, education for democratic citizenship means education “*to empower them to exercise and defend their democratic rights and responsibility in the society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and rule of law*”. Human Rights education means “*to empower learners to contribute to the building and defence of universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms*.”

Civic education comprises top-down state policies imparted to the citizens and bottom-up population activities in implementing the information received. It has a dual-dimension of imparting knowledge and skills, at the same time empowering people with the tools to take action in defending and promoting

1- Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe. Charter on Education for Democratic Citizenship and Human Rights Education.

human rights, democracy and rule of law. Participation in the democratic process in fact is also a form of civic education.

Civic education is a multi-disciplinary activity, as it includes a variety of issues such as democratic principles, civil and political rights, and respect for social diversity, some of which are intermingled and cross-cutting. It is also multi-methodological as it can be implemented in variety of methods and activities. Civic education can be 'formal' when it is carried out through the educational system and made compulsory; or 'informal' when is not part of educational curriculum and is of a voluntary nature.

The main responsibility for imparting civic education lies with States. However, other institutions and Government Departments can be charged with civic education mandates. Adequate strategic policies and actions must however be promoted involving all relevant stakeholders, including the private sector, Civil Society Organisations (CSOs), Human Rights Defenders (HRDs) and other International Organisations (IOs) already engaged in this the field. The role of the stakeholders mentioned above is subject to the local circumstances and generally its importance will depend on the specific attitude of the government.

The population at large is the main and final beneficiary of civic education programmes. However, specific segments of citizens can also be targeted, such as women, youth, minorities and people living with disabilities.

Civic education can be imparted through all educational activities. Educators have a wide range of options to implement the programme objectives. Following the development of new technologies, there is a tendency to prefer audio-visual methods and computer-based methods.

Education for democracy revolves around core themes applied in different contexts and through different methods. These themes range from the promotion and protection of democratic values, constitution building, civil and political rights, respect for minorities, women and youth, the rule of law including access to justice, and support to the electoral cycle. These different educational aspects will be fundamental in establishing the focus areas for the identification of performance indicators and will be dealt with in more details in the second part of the Guide.

### 1.3. DIFFERENT APPROACHES TO CIVIC EDUCATION

Civic education is included in the agendas of most international organisations and development agencies providing support to democracy such as UNDP, USAID, International IDEA and IFES, among others. Civic education is also a cross-cutting issue of the UN Millennium Development Goals (MDG).

UNDP is the main implementing partner of EU civic education funded projects by means of basket funds as we will see in the description of the case studies.

International IDEA, within its *ACE Encyclopedia*<sup>2</sup>, provides an online document containing comprehensive information on the electoral issues which contains a special section on civic and voter education.

2- ACE Encyclopaedia: *Civic and Voter Education*

International IDEA has also established a Civic Education Research Database to provide youth with basic knowledge and understanding of the government and political process of their nation, and to encourage them to engage in the wide range of activities including participation in decision-making, voting, party membership and work with local NGOs.<sup>3</sup>

Over the past two decades, civic education has become a major component of USAID democracy programming. USAID has provided significant support to both adult and school-based civic education programmes as part of its overall assistance in democratic Governance. During the early years of democracy support, USAID focused on implementing projects on voter education or training for election monitors before national or local elections. Over time, USAID shifted its focus to a broader range of civic education initiatives and placed more emphasis on increasing local capacity to provide civic education in order to tailor programs for a better fit with local conditions. Local NGOs are now frequent partners in USAID efforts to increase local capacity and tailor programs to suit local contexts. USAID also worked with governments to expand civic training in schools.

International Foundation for Electoral Systems (IFES) engages in projects worldwide and in a variety of activities that educate both adults and youth, about their rights and responsibilities. In order to measure the effects of its civic education programme, IFES conducted in 2012 a survey of voting-age adults in the Democratic Republic of the Congo (DRC) through face-to-face interviews. The survey was designed to evaluate civic and voter education activities as part of its Voter Opinion and Involvement through Civic Education Plus project (VOICE+). The findings highlighted the need to use both image-based civic and voter education materials in face-to-face settings as well as media-driven civic and voter education formats, in order to maximise the impact and retention of the knowledge acquired.

The OSCE, directly implement elections-related activities through its Office for Democratic Institutions and Human Rights (ODIHR), including civic/voter education initiatives in member states.

#### 1.4. EU CIVIC EDUCATION SUPPORT

Within the EU family, the focus on civic education became predominant following the 2000 EC Communication *EU Election Assistance and Observation*, which establishes that the EU support to democracy should include a special focus on civic education programmes. Specifically, the document provides that effective electoral assistance should include one specialist in civic education and “*support to NGOs and civil society in areas such as voter and civic education*”<sup>4</sup>

The growing interest of the EU on assistance to democracy also materialised in the *2009 EU Council Conclusions*, which introduced a comprehensive approach to the support of democracy. Accordingly, one of the objectives of EU external action is to develop and consolidate democracy and the rule of law, and respect for human rights and fundamental freedoms. It also stresses the *broad participation of all stakeholders in countries’ development and encourages all parts of society to*

3- See [www.civiced.idea.int](http://www.civiced.idea.int)

4- Communication from the Commission on *EU Election Assistance and Observation*, Brussels, 11.4.2000 COM(2000) 191, page 20

*take part in democracy building. NGOs and other non-state actors of partner countries in particular play a vital role as promoters of democracy, social justice and human rights.*<sup>5</sup>

The increasing focus on support to democracy is also evidenced in the *EU Agenda for Change* in which *Democracy, Human Rights and the Rule of Law* becomes one of the two pillars of EU development policy. The document represents an update and an upgrade of the EU development policy in which human rights and democracy become a key element of EU development policy. Accordingly, *'The EU should continue to support democratisation, free and fair elections, the functioning of institutions, media freedom and access to internet, protection of minorities, the rule of law and judicial systems in partner countries'*.<sup>6</sup>

Finally in 2012, the *EU Strategic Framework on Human Rights and Democracy*, by highlighting the determination of the EU to promote peace and stability and to build a world based on respect for human rights, democracy and the rule of law, stressed the importance of education and training.<sup>7</sup>

Most of democracy support (in particular in the field of governance and electoral assistance) is funded through the EU's geographic instruments and often includes provisions for civic education. EC data shows that electoral assistance alone amounted

to almost 500 million Euros in the period 2007-2013. Thematic instruments such as the Instrument for Stability (IfS) and the European Instrument for Democracy and Human Rights (EIDHR) allow the EU to complement wider democracy support activities funded through EU geographic instruments with more targeted projects. Electoral assistance, which often includes a civic education component, is funded through the EU's geographic instruments with almost 500 million Euros in the period 2007-2013. Some projects are also financed through the Instrument for Stability (IfS). Further detailed analysis will be included in the mapping section.

The EU does not usually implement civic education projects directly, but it supports and/or finances civil society and other international organisations' efforts. The exception is the case where civic education is part of the overall technical assistance support to the electoral cycle of a partner country. In this case, the EU electoral team can be tasked to directly assist the Electoral Management Body (EMB) in implementing a civic/voter education campaign in view of a referendum or an election. An example can be found in the project to the Maldives titled *Technical assistance in support of voter education and complaints and appeals mechanism for the preparation of general elections in the Maldives*, where an EU expert was tasked to directly support the voter education campaign undertaken by the Maldivian Elections Commission.

5- Council of the European Union, *Council conclusions on Democracy Support in the EU's External Relations* 2974th External Relations Council meeting Brussels, 17 November 2009 page 5

6- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions. *Increasing the impact of EU Development Policy: an Agenda for Change*, 13.10.2011 page 6

7- Council of the European Union Luxembourg, *EU Strategic Framework and Action Plan on Human Rights and Democracy*, 25 June 2012, 11855/12 Page 1

## 2.1. PROPOSED APPROACH TO PROJECT DESIGN

A comprehensive civic education programme requires considerable planning. An effective project design will start with a baseline assessment: an analysis describing the situation prior to a development intervention, which allows progress assessment or factor comparisons. If there are many factors affecting baseline information, this exercise would obviously be more complicated and would require in-depth research. However, approximate baseline information would be preferable to no information at all. In situations where civic education programmes have been institutionalised it would be easy to look back to previous information on periodic bases. In the case of the so-called 'series projects', which are subsequent projects implemented in a sequence in the same countries on similar topics (for instance EU projects in Palestine, Sudan and Jordan in 2007; Venezuela 2009 and Ghana 2010 which will be discussed in Section 3.3), it would be possible to benefit from previous project information.

The Political Economy Analysis (PEA) should also be applied to civic education project design. PEA aims to understand the motives behind a given behaviour instead of just analysing the behaviour itself. This is done by assessing the political, economic and social context in order to understand the structures and the processes that distributed power within a society. By doing so, PEA allows the identification of the main actors and of who is most likely to promote change and where programmes are more likely to be successful.

As with all project planning, it will have to include a check and balance of the usefulness of the resource in relation to the purpose of the programme, along with the impact that the use of these resources will have on costs, efficiency and perception of legitimacy. As an example, the most effective medium for delivering information to scattered families in rural areas might be through personal visits to each home, but the cost would be high and it would be time consuming, whereas announcements on the radio could be free but will only be able to reach 30% of the population in that area. Therefore, the most economical and efficient way to reach the population in this case would be by holding mass meeting and distributing fliers at the market or other public places.

The next step is to define overall and specific objectives. Setting realistic and achievable objectives from the outset is essential to the development of a rational and economic educational plan. Objectives must be WARM: Worthwhile, Action oriented *Realistic*, and *Measurable*. These objectives will guide each step of the development process and will dictate priorities for the use of available resources.

In preparing the timeline, three things are to be considered. First, there is the lead-time required to produce the message. Second, if the programme is linked to an event such as a referendum or an election, the overall electoral cycle must be taken into consideration from voter registration to settlement of election disputes. Finally, there is the time necessary to receive and absorb the message (reaction time).

### A. ANALYSIS OF THE LEGAL FRAMEWORK

An effective project design will start with the analysis of the legal framework of the beneficiary country, including the Constitution. This is necessary to develop the educational content and to define the relative standards and principles of implementation.

### B. IDENTIFYING STAKEHOLDERS

Right from the outset, it will be necessary to determine who is entrusted with the civic education mandate and who the key stakeholders are. This might be included in the national law or the in mission mandate, in case the responsibility lies with an International Organisation remit. In some cases the legal framework is silent on this issue or the provision included requires further interpretation.

In light of the above, the main responsibility for imparting civic education lies with the State, which is the principal duty-bearer of civic education activities, or with other institutions and Government Departments. In some countries, the Ministry of Information and Education may be responsible for the on-going civic education programmes. In addition to state entities, other stakeholders might be the constitutionally established bodies, such as the Human Rights Commissions, the Civil Service Commissions and the EMBs. Civic education can be implemented by a single entity such as a state agency or a Non-Governmental Organisation (NGO), or in cooperation and partnership with other Institutions and /or International and Regional Organisations.

The EMBs deserve a specific mention, as they play a crucial role in voter education with their competence, which is usually entrusted in the electoral law. When it comes to a civic education campaign in view of a referendum, the electoral law is usually silent and the EMB might be called to fill the gap. However, this might also create political problems as it can be perceived as an activity interfering in Governmental duties.

### C. IDENTIFYING THE TARGET GROUP

Civic education activities must be tailored to the target group. In the event that, for financial or logistical constraints, the programme has to be generic in methodology and language, this might result in the exclusion of some portions of society.

When the target group is composed of adults, it may be assumed that they have already acquired some knowledge and made choices. Moreover, adults usually join educational programmes of their own initiative and have to balance attendance between working and family duties. It will be then important to schedule educational sessions outside normal working hours. Educational programmes that facilitate attendance have a better chance of attracting a wider group of people.

A specific mention is necessary for programmes targeting youth. This group will usually have less information about their rights and on how democracy works. Some of them may even find this information unappealing or in some cases even intimidating. Educators must plan in a way that dispels these reactions and fears in order to ensure high participation of youth.

Political considerations have to be taken into account when promoting civic education for minorities, since the content might spread messages of anti-discrimination and cohesion that could ingenerate rejections and fears. In these cases, civic education programmes should be run in liaison with Institutions engaged in developing democratic and human rights principles.

Some projects target disabled groups. They might have special needs with respect to the voting process and participation to democratic and political life. Selective activities and material should be employed. An example is the use of the Braille method to educate blind people.

Educational programmes for women will have to take into account the cultural, traditional and economic barriers to participation and advancement that affect them. This is a pattern difficult to change and education alone will not suffice to dispel traditional obstacles and patterns. Moreover, in some rural areas it will be difficult to gather women for civic education purposes as it will be felt that they will be taken away from their home and children duties.

#### D. ANALYSING THE EDUCATIONAL SYSTEM

One of the most important knowledge resources available to civic education project designers is the educational system of the country. There will be a need to consider whether the educational system provides universal opportunities for people to citizenship education. In this case, the project design will have to assess whether the civic education programme will replace and/or complement any part of it. Civic education programmes can be implemented at any level of the educational system including Universities. In some cases the educational system will rely on faith-based institutions, voluntary relief associations, self-helps and cooperatives, or even house bound discussion groups. Such educational programmes will then inevitably co-exist with political and religious action, and this will render them particularly powerful.

#### E. COMMUNICATION FACILITIES

The use of the communication system of a country is crucial for the dissemination of the messages. The existing infrastructure determines the type of support and equipment that should be used in the civic education campaign.

Countries are not equal in their ability to communicate internally or with others. What media resources are available should be considered according to the delivery modalities. In designing the project it is therefore important to understand the

communications system in a particular country and avoid the set-up of programmes which rely on high technology systems which cannot be maintained or implemented.

## F. ASSESSING THE LOGISTICAL INFRASTRUCTURE

Another important factor to be taken into consideration is the need to be aware of the facilities that exist to transport people around the country, whether there is any public transportation system and what are the operational conditions.

Moving goods can also be problematic and, whereas small amounts of material can travel with the educators, larger quantities will require freight services. Availability of those services and related costs should also be considered.

## G. ANALYSING THE CULTURE AND RELIGION

Culture and religion may be a barrier to the educator because they are embedded in the society and need to be respected and acknowledged. Some societies might not be completely closed to foreign support, but they would not accept outsiders and may be suspicious of them. All these factors play a vital role in the success on an educational programme.

## H. CONSIDERING LANGUAGE/S

When a country uses one or more language and there are minorities, or tribal groups, it is important to plan for the delivery of the message and for translation of documents in the various languages. This might be costly and requiring employment of more people but it would be necessary for an effective delivery of the message.

## I. ASSESSING THE LEVEL OF LITERACY

The level of literacy is an important factor to consider. Countries with high literacy level have an advantage since they can rely on the printed material more readily. But even in these situations, the traditionally disenfranchised, such as the young, women and the poor, may not be very highly educated and would need a delivery method which overcomes this factor.

## J. ANALYSING THE CONTEXT OF APPLICATION

While there is the need for commonality of approach and implementing methods of civic education projects, it is also important to evaluate carefully the context in which those projects will take place and to tailor the educational content accordingly.

First of all, it is important to mention that education for democracy does not require a democratic state, and civic education activities have also successfully taken place in authoritarian states. In some cases those programmes were simply used to build social consensus in the population and were lacking legitimacy. Consequently, citizens committed to building democratic states would have to find appropriate space within the faith, relief and voluntary-based organisations that are allowed to exist in that context.

In post-war societies, civic education programmes are often established during peace or through cease-fire agreements, and are mostly linked to the reconstruction programme. The educational content will then be focused on the peace agreement and possibly to the next elections and referendum.

Emerging democracies have for a long time relied on existing rules, habits and institutions. The civic education effort will therefore be instrumental in overcoming rejections and anti-democratic tendencies by building consensus among citizens.

Established democracies are usually complex societies that developed their own democratic patterns. Often educators will have to face a composite society including new migrants, minorities and refugees and tailor their programmes to reflect this reality. A civic education programme addressing the whole population would have to be comprehensive and multi-faceted.

## K. SELECTING THE DELIVERY METHODS

The most common methods of delivering a civic education mandate are:

### **1. Academic programmes**

Civic education can be inserted into lower and higher academic programmes including Universities. In these cases accreditation of courses by the Ministry of Education would be essential for the legitimacy of the education imparted and to avoid interference in the implementation of the project.

### **2. Production and distribution of printed material**

Civic education programmes often rely on printed material such as posters, leaflets, fliers and brochures, but also on booklets and pamphlets. This is a fast and low cost method for spreading messages. Moreover, it can be applied almost anywhere in the world as most countries have printing facilities. However, when designing printed materials some legal aspects must be taken into consideration. Some countries have restrictions regarding the use of the national flag, symbols, pictures of political leaders, language and slogans, and so on. For election purposes, most countries prohibit the use of certain colours as having political parties' connotations. Issues of copyright need also to be taken into consideration.

Regarding distribution of printed material, some local municipalities have strict laws governing the display of posters and handing out of materials in public places. It is important to take these issues into account for the regularity of activities.

### **3. Capacity building sessions: training, workshops and briefings**

Capacity Building sessions implemented by face-to-face interaction are the most direct form of communication in delivering a civic education message.

This method is usually the most effective to transmit skills, tools, knowledge and attitudes that will allow a person to become an active and engaged citizen. Moreover, the oral nature of the face-to-face meetings enables the inclusion of illiterate and semiliterate people and it is also a low cost activity.

Capacity building sessions normally consist of *training*, *workshops* and *briefings*. *Training* is usually a process and a series of actions aiming at teaching a set of skills; *Workshop* is defined as an intensive session targeting a small group of people; *Briefing* is a short session aimed at providing essential information in a fast and effective manner. All these methods are widely used in civic education programmes.

Capacity building events can also include *simulations* and *role plays* providing an opportunity for people to work in an interactive yet entertaining manner. *Simulations* serve as a rehearsal of how to conduct future activities. They provide an opportunity to experience reality and they usually take place in the format of mock-elections, campaign activities or simulation of Parliaments and Regional Councils. *Role Plays* are techniques requiring participants to perform a task simulating 'real life'.

Capacity building campaigns could have a strong multiplier effect as information gathered during sessions could be transmitted to families, friends, and neighbours. Participants in the workshop could be recognised as information sources in their communities.

An important aspect of capacity building sessions is the so-called Training-of-Trainers (ToTs). Accordingly, the training sessions are used in a cascade system to spread information from the national to the lower levels by progressively passing on information and skills to geographically smaller and bigger portions of population. This modality is often used in voter education programmes to reach the entire population. The ToTs is an effective tool to increase sustainability and outreach of the civic education programmes.

#### **4. Audio-visual material through media**

The use of media is an effective mean to reach a high number of people, especially when they have a national impact. However, the use of media is an indirect method and primarily a one-way system of communication, in spite of the fact that the newest technology is striving to increase interactivity. Television can reach large audiences but TV programmes are costly to produce and need to be of a high quality to attract viewers and listeners.

In the majority of countries, and amongst poorer people, radio programmes have a greater reach than television. The advantage is that radio programmes are cheaper to produce and broadcast and it is possible to duplicate them in a variety of languages at a low cost. It normally also allows telephone-in audience participation.

The use of newspapers for civic education purpose has the advantage of being low-cost and durable, especially through supplements' format. When selecting newspapers for educational purposes, it is essential to consider national patterns of reading and interests before taking decision on publishing advertisement, interviews with journalists, press releases, or special supplements.

### **5. Information centres and hotlines**

Information Centres can be established as a walk-in facility or can be linked directly to a telephone line and be invisible to the public. A hotline can be centralised and operate on a continuous basis or it can be decentralised and time-bound, operating only at given times during an educational campaign period. This is usually the case of voter education where information centres and hotlines are operational only during the period leading up to an election.

Information centres and hotlines might attract a variety of questions and the staff manning the venues or the telephones must be equipped to answer or refer the questions to the concerned authority. The appropriate use of local languages is also essential for an effective understanding of the message.

### **6. Art and culture (theatre, drama)**

Rock concerts, plays, poetry readings, dance (traditional and modern expressions), music and other forms of artistic communication can all be used to promote participation, since civic education is a cultural activity. The most used way to educate citizens through art is the 'street theatre'. This is a generic term used to describe performances conducted where people really are, and it is not only limited to the street or the marketplace. Performances are usually short, *impromptu* and interactive with the watching crowd. They can also be longer and carefully scripted and rehearsed. The advantage of this method rests on the fact that the audience can leave during the performance. This is an important commodity in today's world.

### **7. Web-based educational material**

The increasing use of the Internet has opened doors to an effective and low-cost way to spread civic education messages. With new technology and the growing impact of social media it is now possible for individuals to register their interests and select the type of information they would like to receive. In short, the Internet has changed the way education is imparted.

Although the digital division between those who have access and those who do not have access must be considered when formulating a civic education project, it is now possible to design programmes and tailor messages, even in developing countries where few people have access to the Internet. The web is in fact a medium without borders and material on the web can be accessed anywhere in the world regardless of where it was created.

The cost of publishing on the web is low and the technique is quite easy to

operate. As a result, documents and other information material could be hastily published on the web without the necessary quality control and thus running the risk of diffusing misleading information. However, the use of technology might cut-off part of population of developing countries. Therefore, it is essential to select the most appropriate technologies for the partner country and target group in order to achieve the objectives in the most cost-effective and efficient way.

In addition to being a publisher, the web provides significant opportunities for interactive behaviour between an educator and their learners, either in real time or through consecutive activities. Real time interactions can include conversations between individuals, or within a group, or the delivery of a video or audio lecture together with questions from remote audiences.

It must also be taken into consideration that the use of the Internet for civic education purposes is a distance learning medium, and as such it might be more difficult to measure the projects outcomes and the results produced in terms of knowledge attainment and change of behaviour or attitudes of beneficiaries.

## L. CONSIDERING PARTNERSHIP WITH LOCAL ORGANISATIONS

Partnership with local organisations should be considered and negotiated from the outset of the project in order to acquire necessary and timely information enabling the project management to realign the different project components in light of the changing local circumstances.

Partnership with local CSOs is always advisable. While it creates the opportunity of sharing costs and logistics and increases outreach, it also builds wider consensus and a sense of ownership regarding the objectives of the programme and increases the perception of legitimacy. Partnership with local organisations is a recommendable step even if it potentially delays the start of operations. Moreover, civil society organisations usually have a wide range of contacts at the grass-roots level and might have staff or volunteers which could provide low cost and effective services.

The Charter on Education for Democracy Citizenship and Human Rights Education, encourages partnership and collaboration *'among the wide range of stakeholders involved in education for democratic citizenship and human rights education at the state, regional and local level so as to make the most of their contribution including among policy makers, educational professionals, learners, parents educational institutions, non-governmental organizations, youth organisations, media and the general public...'*.

## M. INCLUDING A MONITORING AND EVALUATION (M&E) COMPONENT

A monitoring and evaluation component should be included in the project design since the outset. A set of indicators must be established along with the relative means of verification.

One key starting point in performance monitoring is ensuring that the programme theory is aligned with the intended outcomes. The project should be conceived in a way to enable measuring the impact of support and have realistic objectives seeking incremental reforms rather than attempting to bring dramatic changes in the knowledge and skills of target groups.

Baseline information should be carefully collected over the project period in order to enable monitoring of implementation. A mid-term performance assessment should be integrated within the project design and implementation in order to allow for adjustments if necessary along with provisions for final evaluation.

Ideally, in larger projects a dedicated M&E expert should be part of the team. This was the case of the multi-component *Deeping Democracy in Tanzania* (see case studies below). In smaller projects this responsibility could be mainstreamed in all experts' terms of reference with coordination from the Team Leader.

Monitoring and evaluation should be budgeted at the project outset to ensure adequate consideration throughout the project development.

# MAPPING AND ANALYSING THE EU SUPPORT IN THE AREA OF CIVIC EDUCATION

## 3.1. METHODOLOGY OF RESEARCH

In order to map and analyse the support provided by the EU in the area of civic education, desk-based research was undertaken to review relevant literature and on project research from the EU Common Relex Information System (CRIS). The research focused on the years 2007-2013, as the EIDHR became operational in 2007, but also because this timeframe coincides with the current EC budget cycle.

This activity was mainly based on the EIDHR domain, but also included other relevant domains such as FED (or EDF), ENPI and DCI. For the year 2007, the DDH domain (precursor of the EIDHR) was screened. Projects included in the 2007-2010 EIDHR Compendium were also considered in the areas of Democracy, Rule of Law and Human Rights.

Support from relevant Delegations was requested in order to obtain the necessary material for the analysis of the case studies.

## 3.2. QUANTITATIVE RESEARCH

During the project research, 244 projects from the years 2007-2013 were identified as potential civic education cases. The projects were taken directly from CRIS and from those included in the 2007-2010 Compendium as mentioned above. The search was extensive yet not exhaustive.

The number of projects identified is contained in the table below.

YEARS	N. PROJECTS
2007	50
2008	29
2009	42
2010	46
2011	16
2012	44
2013	17
<b>TOTAL</b>	<b>244</b>

Given the high number of projects falling into the civic education category, 50 projects were shortlisted to constitute a manageable 'area of analysis'.

The criteria used for the selection of the 50 projects were:

- Ensuring a wide geographical representation;
- Covering most focus areas of civic education such as democratic principles, the rule of law; human rights, civil and political rights, minority and women's representation, and voter education
- Covering different delivery methods, such as school tutoring, capacity building sessions, training of trainers, among others;
- Being addressed to different types of beneficiaries including school, children, youth, NGOs, marginalised groups, women;
- Availability of project documents.

Among those 50 projects, seven were selected as 'case studies' as being more pertinent to the civic education area and were analysed more in depth. Their individual project profiles are included down below. The further selection of the case studies was based on geographical representation, the project years and the belonging to different focus areas as will be further elaborated below. A comprehensive and detailed table of the 50 projects constituting the area of analysis and the case studies is annexed to this Guide.

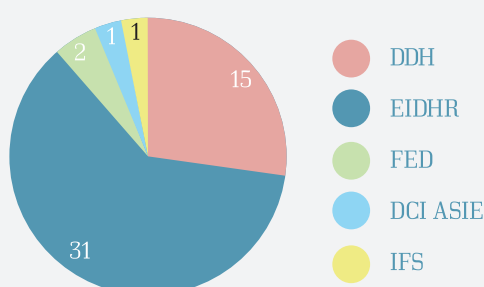
For the quantitative analysis of the 50 projects shortlisted a few issues have been identified:

- Number of projects per EU financial instrument
- Number of projects per starting year and duration of projects
- Number of projects per geographical region
- Number of projects per beneficiary
- Amounts allocated and percentage of EU funding for the projects

The relative findings are as follows.

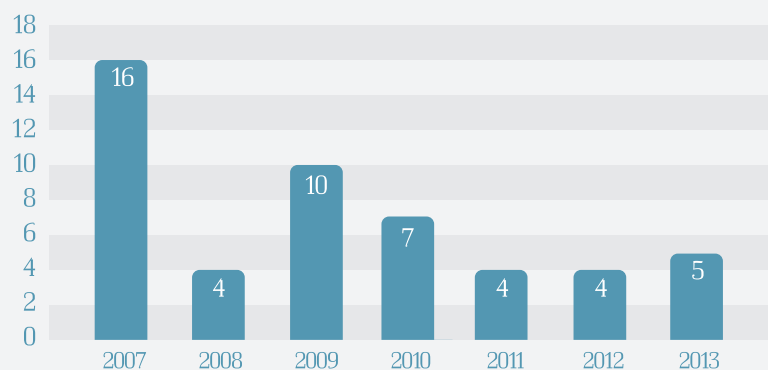
- Of a total of 50 projects constituting the area of analysis, 15 were financed under the DDH Instrument which was the precursor of the EIDHR; two under FED; one under DCI Asie; one under the Instrument for Stability (IFS); and the remaining 31 under the EIDHR which constituted the main area of research.

NUMBER OF PROJECTS PER  
EU FINANCIAL INSTRUMENT



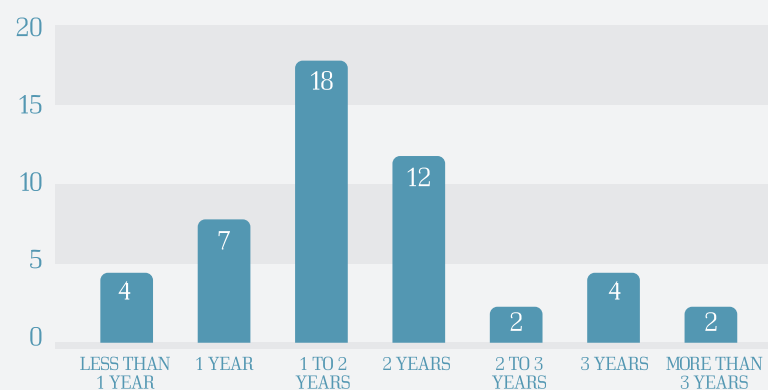
- 2 The distribution of projects starting in a particular year is as follows: 16 started in 2007; four in 2008; 10 in 2009; seven in 2010; four in 2011; four in 2012; and five in 2013. This is also largely consistent with the figures contained in the table of projects resulting from the extensive CRIS search shown above, where 50 civic education projects were initiated under DDH in 2007 against only 17 under EIDHR in 2013.

### NUMBER OF PROJECTS PER STARTING YEAR



While no particular trend is observed for the starting years, the duration of the projects provides relevant findings. The majority - 18 projects - lasted between one and two years; 12 lasted two years, seven, one year, four, three years; four less than one year, two more than three years; and two between two and three years<sup>8</sup>. Some of them were just a continuation of previous projects such as the *Towards Sustainable Constitutional Democracy* in Fiji which together with the previous *Strengthening Fiji's Democracy*, had a life span of approximately four years. Moreover, in our 'area of analysis' are included quite a few 'series projects' that while changing either the target groups or the delivery methods are at the same time reinforcing and providing continuity of support in the same country. It would therefore appear that the EU support in the years 2007-2013 to be geared towards medium-long term support with only four projects lasting less than one year and only two more than three years. A longer-time perspective of a minimum of three to four years would be advisable given the nature of civic education aiming at establishing durable and sustainable results.

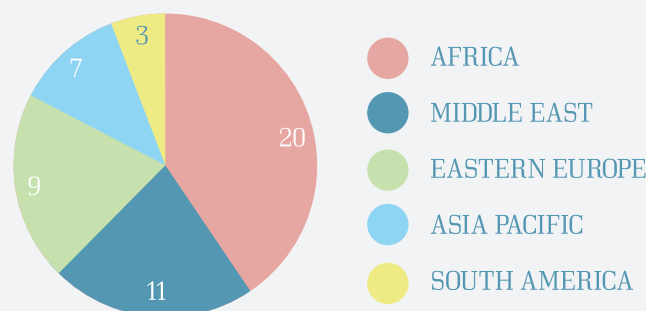
### DURATION OF EU PROJECTS



8- For the Nigeria project of 2013 the data was not available.

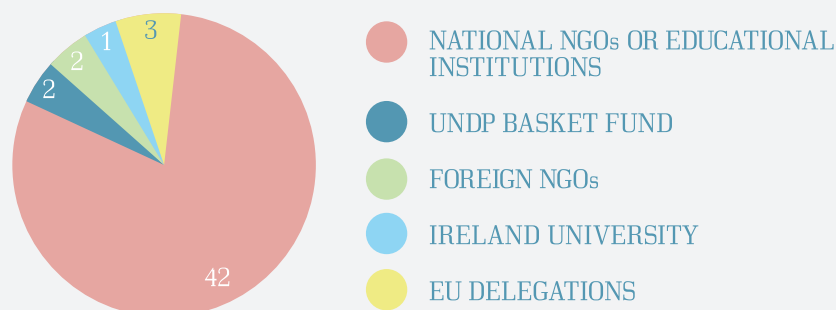
- 3 As for geographical representation, most projects selected were implemented in Africa (20), followed by the Middle East (11); Eastern Europe (9); Asia Pacific (7); and South America (3). Every continent was therefore represented and the country selected included most of the nine Pilot Countries identified by the EU Council<sup>9</sup>. The geographical trend observed in the 'area of analysis' projects is also largely reflected in the broader CRIS search with Africa appearing to be the largest beneficiary of the EU support for civic education followed by the Middle East and with South America and the Asia-Pacific receiving fewer projects.

### NUMBER OF PROJECTS PER GEOGRAPHICAL REGION



- 4 Most of the beneficiaries of the civic education projects were national NGOs or Educational Institutions. Two projects consisted in the support to the electoral cycle and were implemented through the UNDP basket fund (Tanzania, Liberia)<sup>10</sup>; two projects supported foreign NGOs (Germany, UK) and of the Ireland University. Only three projects were implemented directly by the EU Delegations namely, Tunisia, the Maldives and Myanmar as they provided technical assistance to local EMBs. Some of the National NGOs were working in partnership with other national NGOs or other local Institutions.<sup>11</sup>

### NUMBER OF PROJECTS PER BENEFICIARIES



9- Pilot Countries: Kirgyzstan; Lebanon; Ghana; Benin; Solomon Islands; Bolivia; Mongolia; Indonesia; Maldives. The 2009 EU Council Conclusions on Support produced and Agenda for Action which the Council tasked the institutions of implementing in a number of pilot countries, see: [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/gena/111250.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/gena/111250.pdf) ; [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/EN/foraff/118433.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/EN/foraff/118433.pdf).

A first round of implementation was completed in nine pilot countries, the conclusions of which can be accessed here: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=JOIN:2012:0028:FIN:EN:PDF>.

10- UNDP basket fund is usually a joint partnership of International Organisations (UN and EU), Development Cooperation Agencies, International NGOs and individual countries.

11- The data available on CRIS do not allow a clearer identification of the nature of the national beneficiary organisations and their partners, therefore decision was made to list them as National Institutions or NGOs in the attached table of projects.

- 5 The EU contribution to the project budgets varies from 24,973 Euros for the Mongolian *Women Leadership Programme*, to 7,000,000 Euros for the *Political Participation by Citizens and Democratic Political Representation, Human Rights Education, Training and Awareness-Raising*, in China. For the selected case studies, the average of the EU contribution is approximately of 263,855 Euros. It ranges from 31 per cent EU contribution on the total amount of *Deepening Democracy in Tanzania Project* to 95 per cent of the Sudanese *An Initiative to Promote Democracy, Human Rights, Peace through Involvement of Youth*. It must be taken into consideration that some of the civic education activities are part of larger projects in support of the electoral cycle and in these cases it was not possible to precisely identify the budget item of the support to civic education.

### 3.3. QUALITATIVE ANALYSIS

The multi-disciplinary characteristic of civic education required the identification of focus areas among the broad educational mandate.

Accordingly, five **focus areas** are established as follows;

1. **DEMOCRATIC PRINCIPLES**  
Constitutional Building and Reform, Democratic Governance
2. **RULE OF LAW**  
Principles of Law; Access to Justice
3. **HUMAN RIGHTS**  
Civil and Political Rights; Fundamental Freedoms
4. **RESPECT AND EMPOWERMENT OF SOCIAL DIVERSITY**  
Minorities; People with Disabilities (PWD) Youth; Women
5. **SUPPORT TO THE ELECTORAL CYCLE**  
Civic/voter education in view of elections of referendum

The focus areas will also be the basis for establishing the performance indicators and will be elaborated on more detail in the second part of this Guide.

The analysis of the 50 projects selected to represent different focus areas (**see Annex**) reveals that most of them (23) are related to the democratic principles and constitutional building area, being this the main aspect of Civic Education (including two projects also focusing on minorities and youth empowerment); seven projects have educational mandate for both democratic principles and human rights; four projects are related to rule of law issues; six projects are focused on minorities and women empowerment; three projects are related to civil and political rights, and seven projects to support to the electoral cycle.

The analysis of the **delivery methods** and the activities undertaken reveals that most projects were implemented through capacity building sessions such as trainings, seminars, workshops, as well as formal education at the high school and university level. Production of printed material, i.e. brochures, leaflets and fliers, were also used in projects such as Tanzania in 2007 and Maldives in 2008. Education through art was implemented in two of the Sudanese projects and Palestine in 2007.

For the seven projects on support to the electoral cycle, the action consisted mainly of technical assistance provided to the EMBs in the adoption and implementation of an outreach and voter education strategy. In *the Deepening Democracy Project in Tanzania*, a small grant was also awarded to local NGOs for the implementation of voter and civic education activities.

**Training of Trainers (ToTs)** was provided in most of the projects providing support to the electoral cycle when implementing a voter education campaign. Moreover, it was also done in three additional projects, namely Jordan, Rwanda and Sudan where 15 potential trainers from Afhad University were trained in a six-day workshop on democracy, human rights and culture of peace. The project in Papua New Guinea, provided the establishment of 10 focal points in all the provinces of Solomon Islands to engage the local communities in political affairs.

Analysing the **target groups**, the main focus is on youth, teachers and students including at the University level (Sudan and Venezuela). Additionally, women's groups, PWD, marginalised groups, and IDPs are also targeted (Sudan, Egypt, Ghana). Some projects are also addressed to members of parliament, political parties, NGOs and Media (Jordan). The project in Djibouti in 2011 was directed at farmers. This shows that the EU's support choices so far have been quite balanced in terms of the beneficiaries of the civic education projects.

The so-called 'series projects' described above usually have the same focus areas. This is the case of Sudan, Jordan, Venezuela and Burundi, whereas Ghana is dealing with democratic principles within the first two projects, and with women empowerment in the third one. The projects in Palestine in 2007 are subsequently targeting different groups and/or implemented with different methods. Political parties, marginalised children, and youth were educated by training but also with the production and performance of plays. The target groups of the two projects in Burundi are respectively the entire population and the youth. The three projects of Jordan are directed respectively at the youth, and at members of parliament, political parties, NGOs and Media and implemented through trainings and workshops including ToTs. The projects implemented in Venezuela appear to have the same focus areas and same target groups. Finally, the Sudanese series of projects will be dealt with in detail below.

### 3.4. CASE STUDIES

Seven projects were selected as case studies according to the criteria indicated above. The Sudanese 'series project' includes four projects of similar nature but targeting different groups.

As mentioned, the selection criteria of the seven case studies were mainly based on their belonging to different focus areas. The project profiles below show that two projects belong to the category of democratic principles; one to civil and political rights; one to women's empowerment; one to rule of law (transitional justice); one to minority empowerment and one to assistance to the electoral cycle.

The list of case studies is as follows:

N.	COUNTRIES	TITLES
1	<b>SUDAN</b>	<b>1.1</b> Fostering the Culture of Human Rights and Promoting the Democratic Process <b>1.2</b> Promoting Democratic Culture in the Sudan <b>1.3</b> Windows of Hope (Films for the Future) <b>1.4</b> An Initiative to Promote Democracy, Human Rights, Peace through Involvement of Youth
2	<b>TANZANIA</b>	Deepening Democracy in Tanzania
3	<b>EGYPT</b>	Supporting Women Leadership and Participation in the Elections
4	<b>AFGHANISTAN</b>	Supporting Demands for Transitional Justice Process in Afghanistan
5	<b>PAPUA N. GUINEA</b>	Empowering Disadvantaged Groups through Human Rights and Equality Training
6	<b>ISRAEL</b>	Democracy and Human Rights Defenders
7	<b>FIJI</b>	Towards Sustainable Constitutional Democracy

The project profiles are summarised as follows:

#### 1. SUDAN (FOUR PROJECTS):

- 1.1. Fostering the Culture of Human Rights and Promoting the Democratic Process;**  
**1.2. Promoting Democratic Culture in the Sudan;**  
**1.3. Windows of Hope (Films for the Future);**  
**1.4. An initiative to promote democracy, human rights, peace through the involvement of youth**

COUNTRY	SUDAN
PROJECT NUMBERS	1.1. DDH/2007/145-881 1.2. DDH/2007/146-106 1.3. DDH/2007/146-243 1.4. DDH/2007/146-680
DURATION	1.1:12 months; 1.2:16 months; 1.3:18 months;1.4: 24 months
FOCUS AREA	Democratic Principles; Minorities and Youth Empowerment
PROJECT AMOUNT	1.1 83,313 EURO 1.2 77,670 EURO 1.3 100,897 EURO 1.4 81,590 EURO
EU CONTRIBUTION	1.1 78,063 EURO 93,698% 1.2 71,068.31 EURO 91,5% 1.3 95,852,15 EURO 95% 1.4 77,510.50 EURO 95%

This series of projects started implementation in 2007 and lasted from 12 to 24 months between the aftermath of the Comprehensive Peace Agreement (CPA) of 2005 and the preparation for general elections of 2010.

At that time, Sudan was undertaking multiple transitions: from war to peace, from one party dictatorship to multi-party democracy, from unitary state to possible separation. Nevertheless, the transition process was slow and lacked institutional transparency leading to a marring of the values of democracy itself. Moreover, the country presented high illiteracy rates, poverty, significant ethnic diversity, tribalism, political apathy and corruption, which affected the overall implementation of the projects.

The focus areas of these projects were, first of all, the promotion of democratic principles and culture by enforcing democratic practice and knowledge. Additionally, the projects focused on fostering the culture of human rights encompassing two focus areas within the same project.

The overall objectives were to contribute to the promotion of the culture of peace, tolerance, equality, democracy and human rights. Specific objectives included to enhance understanding of citizenship rights and the promotion of awareness of the youth and marginalised groups about their rights in the democratic process and to encourage their active participation in the democratic process especially within the context of the then upcoming elections.

The activities were directed to a variety of target groups including displaced communities, women, youth, community leaders, school teachers and university students.

The delivery methods consisted of training programmes, production of educational material, and the establishment of an Internet portal. Training of Trainers (ToTs) was delivered to 30

teachers by a professional trainer of Peace and Development. Two of the projects organized mobile cinemas and theatres to deliver their messages. Reportedly, these events were very well received in the Sudanese society, which is sensitive and responsive to entertaining methods. Role-plays were conducted by professionals aware of the local culture and colloquial language.

Among the challenges faced by the project there was the fact that youth and secondary schools students in Sudan were not focused on democratic issues and their understanding of those issues was low. Moreover access to education was limited in most of the target areas and teachers were often unpaid and under qualified. It would have been therefore necessary to build people's capacity before the implementation of these projects. Additionally, some of the sessions addressed the population in a language that they would not understand. The use of simple and adequate language to the level of the target groups would have been more appropriate and effective.

Nevertheless, the use of schools was reportedly valuable as these institutions were interacting directly with the community and the grass-roots levels and therefore were influential in the communities and a good entry point in rural areas. The training of teachers guaranteed a multiplier effect, as they were able to disseminate the knowledge to new pupils every year.

Provisions for internal and external evaluation coordinated by the Project Manager were included in three of the four projects.<sup>12</sup>

Despite the challenges highlighted above, the projects present quite a few interesting aspects, such as the use of art as delivery method and the provisions for ToTs which guarantee sustainability and multiplier effect. Moreover, generally the series of projects in the same country with different target groups ensured a wider and diverse outreach to citizens.

12- The log frames of these projects were not available at the time of writing.

## 2. TANZANIA: DEEPENING DEMOCRACY IN TANZANIA PROJECT (DDTP)

COUNTRY	TANZANIA
PROJECT NUMBER	FED 2007/ 197-179
TITLE	Deepening Democracy in Tanzania Project (DDTP)
DURATION	4 years
FOCUS AREA	Support to the Electoral Cycle
PROJECT AMOUNT	N/A
EU CONTRIBUTION	1,440,000.00 (31%)

*The Deepening Democracy in Tanzania Project (DDTP)* started in 2007 and comprised various components including one on civic/voter education for both mainland Tanzania and the island of Zanzibar. It was implemented through the UNDP Basket Fund. In view of the 2010 general elections, a more specific sub-project, the *Electoral Support Project (ESP)*, was designed to provide assistance to electoral stakeholders in a variety of areas including civic/voter education. The ESP is a typical project with focus area of support to the electoral cycle.

DDTP's main objective in civic education was to build popular support towards its institutionalisation as a formal feature in the country's consolidation to democracy. However, this activity requiring lengthy consultation in order to build consensus among the population, strengthen sense of ownership and perception of legitimacy was reportedly not successful.

The civic/voter education activities of the ESP ranged from assistance to the EMBs in the production of educational material, capacity building sessions and small grants to local NGOs for the conduct of civic/voter education. Although the voter education effort was unable to dispel the voters' apathy and increase turnout, the number of spoilt ballots decreased to 2.6 per cent in 2010 from 4.3 per cent in 2005 and in Zanzibar to 1.7 from 2.1 per cent in the same period. Nevertheless, the evaluation report added that most education on voting modalities was conducted by political

parties and the media and therefore not necessarily entirely attributed to the ESP activities. Hence, there is the need to consider creating systematic links and work together with political parties and media components during civic education programmes.

During the 2010 referendum on power sharing in the island of Zanzibar, an intensive civic education campaign was launched by the Zanzibar Elections Commission (ZEC) with the support of the ESP. As the electoral law was silent with regard to the competence of undertaking civic education, the local government reacted negatively to the EMB campaign which faced some implementation obstacles. The issue of power sharing was also difficult to understand for the local population. The same happened for the 2010 general elections in both Zanzibar and on the mainland where voter education mixed with civic education was provided under the auspices of the EMB despite the vacuum in the legal framework.

The project was monitored constantly by a dedicated officer who was part of the project team. At the end of the project an external evaluation was conducted.

The log frame of the civic education component focused on alternative models of civic education and the development of criteria of civic education strategy. The outputs were related to a comparative study of civic education models. The outcomes were the production of a report bearing some alternative strategies. Means of verification and assumptions were missing in the log frame matrix.

The project was marred by various challenges due to the institutional deficit and lack of human capacity despite the constant effort of the civic education project team. The democratic institutions lacked appropriate legal framework, human capacity and resources to express their mandates. Modern civil society organisations were still weak in the country and they needed to develop as advocacy and oversight groups. Although high in numbers, their activities were too few and urban-based. They also lacked general appreciation for the protection of human rights and awareness of democratic principles and civil and political rights.

On the other hand, the successful part of the project was partly due to the fact that Tanzania presented

all the characteristics of a country which was ready to embark on a process of democratisation and possessing the so-called minimal requirements for a democratic country. The Government also showed commitment to democracy and accountable governance.

The civic education activity only lasted for 12 months and was deemed too short for achieving substantial results such as the one related to institutionalising civic education. The DDTP evaluation report stressed that the need to institutionalise civic education in a systematic, consistent and coherent way would still be advisable in the context of Tanzania.

### 3. EGYPT: SUPPORTING WOMEN LEADERSHIP AND PARTICIPATION IN THE ELECTIONS

<b>COUNTRY</b>	<b>EGYPT</b>
<b>PROJECT NUMBER</b>	EIDHR 2009/169-627
<b>TITLE</b>	Supporting Women Leadership and Participation in the Elections
<b>DURATION</b>	24 months
<b>FOCUS AREA</b>	Respect of Social Diversity: Women Empowerment
<b>PROJECT AMOUNT</b>	170,791 Euros
<b>EU CONTRIBUTION</b>	134,071 Euros (78,5%)

The project focused on the women participation in the 2010 elections and targeted six groups ranging from female candidates nominated by political parties, independent women candidates, campaign managers supporting women candidates; NGOs supporting women's nominations, media supporting female candidates, and observers who were monitoring elections in the constituencies with female candidates.

The project focus area was women's empowerment for participation in the elections. The specific objectives provided enhancing skills and strategies of campaign managers of women

candidates to organise campaign activities in an effective manner. Another objective consisted of the mobilisation of the local community including NGOs, religious groups and media to support the women candidacy. Local NGOs were encouraged to recruit female observers for the elections.

A number of violations were reported which undermine women's participation in the elections, including abuse of tribal values and killing of one female candidate. These violations impacted the conduct of the project. Moreover, only four women out of 444 were in Parliament at the time the project was implemented.

The project was two years long and it was foreseen that the material produced could serve further for the future presidential and local councils' elections.

Overall objectives and expected results were clearly spelled out and included in the Action Fiche and log frame: to achieve a 25 per cent increase in female candidacy; 50 per cent increase of women's involvement in the electoral campaign; and 20 per cent increase of community support for female candidacy; and finally, violence and harassment against female observers to decrease by 20 per cent during the 2010 parliamentary elections. However, results and objectives appear to be rather unrealistic to be achieved in the two-year duration of the project. Moreover the log frame format is not consistently differentiating between results and verifiable indicators.<sup>13</sup>

The M&E approach of the project was well developed. An external evaluator was in charge for mid-term and end-of-project evaluation. The project hired a 'monitoring specialist' who was responsible for the overall design of the M&E system and for ensuring accurate data collection, analysis and reporting. The mentioned M&E system provided for two main categories of indicators: monitoring indicators, which track activities and the number of beneficiaries, and evaluation indicators, which measure progress towards project objectives and expected results. Monitoring indicators were tracked through the life of an activity or at activity completion. Evaluation indicators were measured during the mid-term evaluation and the final evaluation. Progress was tracked quarterly against milestones established jointly with the external evaluator, included in the mid-term review and in the final evaluation report.

#### 4. AFGHANISTAN: SUPPORTING DEMANDS FOR TRANSITIONAL JUSTICE (TJ) PROCESS IN AFGHANISTAN

<b>COUNTRY</b>	<b>AFGHANISTAN</b>
<b>PROJECT NUMBER</b>	2009/169-994
<b>TITLE</b>	Supporting Demands for Transitional Justice (TJ) Process in Afghanistan
<b>DURATION</b>	24 Months
<b>FOCUS AREA</b>	Rule of Law
<b>PROJECT AMOUNT</b>	375.000 Euros
<b>EU CONTRIBUTION</b>	300.000 Euros (80%)

The project started in 2009 for the duration of two years and aimed at developing a broad constituency of well-informed Afghani citizens able and equipped to form social demands and to advocate effectively and jointly for action and to contribute to Transitional Justice (TJ) processes. The focus area was therefore education on transitional justice falling under the broader category of rule of law/ access to justice.

Specific objectives were the development of a high level of practical and theoretical understanding, knowledge and sense of ownership of TJ issues among key stakeholders.

The project targeted TJs' stakeholders, victim of present and past violations, perpetrators willing to cooperate and government officials and state institutions.

13- The project final report was not available at the time of writing

At the time the project was implemented, Afghanistan was emerging from a long armed conflict and from systematic violation of human rights that although blamed on outsiders did not result in any accountability mechanism. Thus, there was the need to look at the past to achieve reconciliation in the long path to democracy.

The project faced constraints as the conditions for TJ were not ideal given the on-going conflict and military censorship whereas TJ is in fact usually implemented as a post-conflict remedy which consolidates the peace process. The project lacked support from civil society and social demand for action on TJ. The stakeholders in fact did not have a clear understanding of TJ's issues and did not communicate well with civil society. Compensation, reparation, victim recognition at the grassroots level was still missing. The project also encountered a no shared vision on the situation in the country due to the conflict which interrupted any development process undertaken by the country. The presence, of violence and human rights violations hampered the emergence of a meaningful TJ process. In a nutshell, the conditions in the country were not ripe for these kind of activities. Finally, the specific role of women as victims was not included due to existing taboos and traditions and weak support at

the grassroots level.

Nevertheless, the project was well structured in three components and results well spelled out between short term and mid-term. Provisions for multiplier effects are well specified by providing for production of different documents in different formats in order to reach several thousand citizens.

The log frame was well articulated and comprehensive. The outcome indicators listed the demand for TJ in the media; university and civil society; the holding of debates and the number of participants; TJ policies put in place by the Government and Parliament; and the action plan for Peace, Justice and reconciliation to be effectively implemented. The assumption focused on the security conditions - which was obviously a paramount issue in the country - enabling public meetings and participation of the public in the debates; civil society willing to engage in political activity; and finally the media interest and freedom to discuss accountability for past crimes.

Project monitoring was provided for in the Action Fiche which included also detailed terms of reference and indicators for every major activity. An external and independent evaluation was also foreseen.

## 5. PAPUA NEW GUINEA, SOLOMON ISLANDS: EMPOWERING DISADVANTAGED GROUPS THROUGH HUMAN RIGHTS AND EQUALITY TRAINING

COUNTRY	PAPUA NEW GUINEA – SOLOMON ISLANDS
PROJECT NUMBER	EIDHR 2010/228-821
TITLE	Empowering disadvantaged groups through human rights and equality training
DURATION	18 months
FOCUS AREA	PWD Empowerment
PROJECT AMOUNT	99,498 Euros
EU CONTRIBUTION	79,598 Euros (80%)

The project was implemented in the Solomon Islands starting in 2010 for the duration of 18 months aiming at empowering disadvantaged groups through training of local CSOs.

The expected results were to enhance the capacity of targeted CSOs working with vulnerable groups through increased awareness enabling them to advocate and lobby the government and state entities in protection of their rights. The focus area was therefore the respect for social diversity and specifically the empowerment of disadvantaged groups through human rights and equality training.

Solomon Islands ratified four key international human rights conventions and signed the Convention on Rights of Persons with Disabilities (CRPD). The Constitution protected citizens from human rights abuses. However, there were gaps in legislation and protection discrimination and violence against women and children. CSO did not possess the capacity of engaging in the democratic process and there was the need to create a legislative framework to protect vulnerable groups with women and children being the most marginalised of all.

The project provided for the creation of the 10 focal

points in each province tasked to interact with the local population in particular with vulnerable groups and to engage them in basic human rights discourse, equality and non-discrimination.

Provisions for M&E were not adequately included in the project Action Fiche.

The log frame included as indicators of achievement the pursuing of a strategy to raise awareness and inform rural communities about human rights and equality; the development of a work plan for promoting human right and equality in their respective provinces; the adoption of a joint platform for action to promote equality and human rights; and the submission of complaints to relevant authorities on discrimination and human rights violations. These indicators, although adequate to the purpose were quite generic.

Sustainability issues were well elaborated and differentiated in financial, institutional, policy and environmental level. Worth mentioning is that the project foresaw a possible and desirable spin-off effect which would be the desire of CSOs to embark on a campaign for increasing protection requiring another project stipulation.

## 6. ISRAEL: DEMOCRACY AND HUMAN RIGHTS DEFENDERS

<b>COUNTRY</b>	<b>ISRAEL</b>
<b>PROJECT NUMBER</b>	EIDHR 2011/258-557
<b>TITLE</b>	Democracy and Human Rights Defenders
<b>DURATION</b>	30 Months
<b>FOCUS AREA</b>	Human Rights
<b>PROJECT AMOUNT</b>	210,393 Euros
<b>EU CONTRIBUTION</b>	168,314 Euros (80%)

This project is a follow up of a similar project starting in 2009 and lasting 24 months targeting human rights defenders. The previous undertaking ran entirely on the Internet allowing all Israeli students

and teachers to access it thus guaranteeing a multiplier effect. In total, the project consisted of four and a half years support to Israeli people in the area of education for human rights.

This case study is a typical project focusing on education for human rights whose objectives were to strengthen the understanding of the link between democracy and human rights among civic teachers and students. Target groups were 150 Jewish and Arab Junior and High School teachers and some 16,000 students.

The project used a variety of delivery methods in addition to the usual capacity building sessions such as developing online training and a mobile phone application for defending human rights.

This was possible in the context of Israel, where most junior and high schools have access to the Internet and most homes have at least one computer. In cases where the Internet was not available there were provisions for printing out the handbooks.

Reportedly, the action was deemed satisfactory, given the long duration of the support provided which enabled pupils to participate to the classes for three years continuously and provide feedback. Key to the success was the accreditation of civic education courses by the Ministry of Education which guaranteed an easy selection of schools and participants to the activities.

Nevertheless, the project had to overcome serious challenges given the heterogeneous Israeli society

and the long-term involvement in the conflict and the consequential security issues.

Moreover, the protection of the rights of the minority was often disregarded, human rights activists were considered as traitors and finally, education for democracy and human rights was perceived as having a left-wing connotation and being highly political. To overcome these barriers the training curricula had to be designed in a way that the issues were presented from a range of different points of view stressing the importance of understanding the 'other' and the respect to the rights of members of other groups and encouraging a fruitful dialogue between groups sharing the Israeli citizenship.

The indicators included in the project log frame related to number of tasks uploaded on the Internet; longer visit time, increasing number of users. The expected results were mainly the increased knowledge about human rights and the connection to democracy and the changes in teaching and learning methods. Nevertheless, the log frame was generally rather confusing with different categories mixed throughout the chart. Sources of verification were not clearly identified.

Evaluation was internally provided by the beneficiary organisation which reportedly had in-house evaluation capacity.

## 7. FIJI: TOWARDS SUSTAINABLE CONSTITUTIONAL DEMOCRACY

<b>COUNTRY</b>	<b>FIJI</b>
<b>PROJECT NUMBER</b>	EIDHR 2012/307-489 FIJI
<b>TITLE</b>	Towards Sustainable Constitutional Democracy
<b>DURATION</b>	24 months
<b>FOCUS AREA</b>	Democratic Principles: Constitutional Building
<b>PARTNERSHIP</b>	Conciliation Resources (UK)
<b>PROJECT AMOUNT</b>	250,000 Euros
<b>EU CONTRIBUTION</b>	200,000 Euros (80%)

In 2012 at the time of the project, Fiji was undergoing a process of developing a new Constitution after two attempts in 1990 and 1997 at amending the Constitution resulted in an allegedly flawed process.

The project, a continuation of an existing programme started in 2008 named *Strengthening Fiji's Democracy*, is at its first year of implementation and there is no final report as yet. The beneficiary organisation the Citizen's Constitutional Forum (CCF), operates mainly on constitutional and rule of law issues and has both the role of watchdog and advocacy in the country.

The project falls into the focus area of constitutional building, having as priority issues the empowerment of the people of Fiji to participate in the constitutional building process and to ensure that there is a degree of national ownership in the final document. Other objectives are to influence the State in providing an enabling environment which allows for people to participate in the process of consultation.

The direct target groups are community leaders, including youth leaders, village heads, women's group leaders and ethnic minority group leaders. The capacity building sessions are based on an

active learning process, case studies, interactive problem solving and situational analysis of their own current practices and how the learning can make significant changes to traditional practices.

The project recognised since the stage of project design, the need for the civic education to be extended to all citizens and to be a tool for empowering them to exercise their right to participate in government thus attaining a sustainable and constitutional democracy.

Another priority is that the Constitution should: protect the rights of the individuals; address the heterogeneity of Fiji as a nation of diverse peoples; and contain strong accountability frameworks that will ensure the longevity of the document.

Monitoring and Evaluation was included in the project proposal but reportedly the organisation faced difficulties in formulating the monitoring framework. Indicators were scattered in both the Action Fiche and the Grant Application Form in a rather disorganised manner and not in a format of a log frame. The local EU Delegation had, in the past, organised sessions on developing a log frame and it would appear that the project beneficiaries participated in the past training sessions.

### 3.5. CONCLUSIONS ON THE MAPPING OF EU-FUNDED CIVIC EDUCATION PROJECTS

The mapping of projects of the EU support in the area of civic education since 2007 has shown a high number of projects implemented world-wide with different methods, targeting different groups and having a variety of beneficiaries.

The following considerations can be evinced from the projects examined:

#### 1

While it is difficult to evaluate the **effectiveness** of various projects as some are still running, it appears that EU support to civic education since 2007 has been extensive and wide-spread. Whenever the civic education effort was linked to a wider electoral project and thus implemented directly, the efficacy was easier to be ascertained from the relevant EU Delegations' reports.

## 2

With regard to the **focus areas**, very few projects were related to the rule of law issues including democratic governance and access to justice according to the classification described above. Education for minorities and disadvantaged groups and about civil and political rights is still deemed necessary as reported by the Sudanese Delegation which benefited for four projects in 2007. Nevertheless, it must be taken into consideration that these concepts are not easy to explain and be understood, especially those related to rule of law and democratic governance, which require a specific context and conditions for implementation.

## 3

Regarding the **delivery methods**, the most utilised was the organisation of capacity building sessions by means of training and workshops as we have seen it happening in virtually all selected projects. These sessions proved to be generally effective, however, a participatory and interactive approach should be encouraged. Innovative ideas and modalities should always be considered as they appear to be preferable to more traditional means especially in countries such as Sudan that are receptive to these activities. Audio-visual methods are often preferred especially in countries having a high level of illiteracy as again was the case of Sudan. The use of the Internet to impart civic education should be strengthened and progress should be made to lessen the digital divide. This delivery method is outreaching with no borders, participatory, interactive and cost-effective. The use of different delivery methods within the same project would also ensure a wider appeal to different target groups.

## 4

The **ToTs** method was not widely used in civic education projects. However, this is usually part of technical assistance to voter education in the support to the electoral cycle and was also implemented in the projects in Sudan, Jordan and Rwanda. This method should be implemented more often as to ensure wider outreach, multiplier effect and sustainability of project results.

## 5

Regarding the **target groups**, it would be advisable to expand the support to include Parliamentarians, Political Parties and Government Officials more often. These groups might be resistant to training and there might be the need of high-level professionals to conduct the sessions in order to guarantee attendance.

## 6

Regarding the **beneficiaries**, educational institutions proved to be quite effective as an entry point in the community at the rural level. This was the case of the project implemented in Israel. Partnership should be highly encouraged especially between international organizations and well-known and trusted local civil society in order to increase perception of legitimacy. Accreditation of courses by the Ministry of Education would be essential to increase legitimacy of the education imparted through schools and to avoid interference and obstacles in the implementation of the project.

## 7

Regarding the average **length of the projects**, a minimum of two years should be considered. However, each project of civic education is specific and the length of the project must be based on a careful analysis of the country context and the target group. In some cases continuity was secured by implementing the 'series projects' which provided a sort of prolongation of activities. However, some of these series were directed at different target groups and not necessarily meant to continue the precedent support in the same area. This is the case of Palestine where three projects in 2007 targeted respectively marginalised children, youth and students, and teachers as we have seen above.

## 8

Some of the countries receiving civic education programmes were not ready to absorb those messages which entailed a degree of education. This was again the case of Sudan, where it was felt there was a need to build people's capacity before implementing the civic education activity. An assessment study should always be conducted before implementation and when necessary and possible, to build capacity before the project is mounted.

## 9

**A Monitoring and Evaluation** component was included in the case studies in a variety of ways and with different emphases. The ESP Tanzania had a dedicated officer throughout the project life and was externally evaluated upon completion. The project for Egypt had provisions for internal and external evaluation twice during the project and in Afghanistan the M&E component was well elaborated and indicators identified for major activities. All project designers should ensure that provisions for monitoring and evaluation are included in the project document right from the outset to ensure a consistent and effective result framework in every phase of the project.

The support to the electoral cycle projects were implemented mainly by the UNDP and financed through a basket fund. Feed-back from Delegations has indicated the need for stronger involvement of the Delegation in the development of the project's log frame and indicators, and the need for an external mid-term and end-of-project evaluation. For large, multi-donor projects, M&E should not entirely be left to the internal mechanism of the implementing organisation. For multi-year projects, it is important to keep the log frame up-to-date, with indicators and outcomes that are regularly reviewed and kept SMART.

## 10

The **selection of indicators and drafting of log frames** should be more carefully conceived. Some of the Delegations contacted voiced the need of more guidelines on this matter. A more standardised format should be designed and more precise guidelines should be distributed to projects designers. The log frames of the project examined in fact were inconsistently compiled and sometimes indicators were scattered throughout the matrix.

## 11

The support to civic education should endeavour to achieve sustainability of efforts and to build a system of continuous education rather than to consist of a sporadic and 'ad hoc' intervention. Consideration should be given to provide support to the **institutionalisation** of civic education in the school system as we have seen was the objective of the DDPT project in Tanzania.

## 12

Generally, it was felt that there is the need for enhanced, continuous, strategic, well-coordinated and locally conducted civic education support in order to increase understanding of democratic principles and practice, and to encourage more meaningful participation in politics beyond the electoral exercise.

## 4.1. CONSIDERATIONS ON PERFORMANCE INDICATORS FOR CIVIC EDUCATION PROJECTS

This part of the Guide will deal with setting performance indicators on civil education support projects for effective monitoring and evaluation. The aim is to offer a reference tool for project design in this area of EU support. An indicator system is instrumental for a results-based management. The 2005 Paris Declaration in fact, made result-based management a condition for aid-delivery.

The EU most common tool for measuring project impact is the logical framework approach. Most EU-funded civic education projects establish a results framework that details expected outcomes, outputs and activities, and includes corresponding indicators for each level of measurement.

For the purpose of this Guide, a results framework is understood to be a tool used to monitor and manage assistance programmes. Output is the result of activities carried out in support of project objectives. An output indicator, for example, might include the number of training sessions held. An outcome is the change expected as a direct result of related outputs. An outcome indicator, for example, would include a measurement of the improvement resulting from the activity.

Indicators are generally defined as being SMART: Specific, Measurable, Attainable, Relevant and Time bound. Though quantitative measures of achievement are mostly relevant for outputs, to measure outcomes there is a need for both quantitative and qualitative indicators. Finally, a results framework needs to indicate how indicators will be measured. Detailing data sources and/or means of verification can help staff plan how indicators will actually be captured. Best practices of results framework also foresee an opportunity

to discuss assumptions underlying the project design, as they might potentially impact upon the chances for successful project implementation.

There is a need to improve the consistency and rigourousness of performance indicators. Typically there is a gap between the tracking of project activities and the aspiration to achieve broad objectives. Measurement of activities, while useful, does not capture project effectiveness, while broad democratisation goals cannot be realistically traced back to civic education support initiatives. It is most essential to enhance project design and monitoring and evaluation through establishing clear and realistic performance indicators that can be attributed to project activities.

As we have seen above, it is quite difficult to measure the impact of an educational project and the increase in knowledge and behaviour change which result from it, thus the need for developing a set of standard quality indicators that project managers can adapt to specific civic education projects to measure their effectiveness.

It must also be taken into consideration that impact takes time. It might often be that the impact being measured for one project is the combination of impacts of activities previously carried out. Further, project impact may be cumulative and only appear after a few projects with the last appearing to be the most effective. Whereas, a civic education project is usually long-term in nature and therefore difficult to measure within a project's timeframe, the relative measurement is represented by slow moving indicators that consolidates over time the impact of various underlying processes.

This is linked to the question of attribution; it is in fact difficult to establish the link between input and output, between projects assistance and the increased knowledge of citizens on civic education topics. This emerged even more in projects where civic education is incorporated in broader programmes such those providing assistance throughout the electoral cycle.

The quantitative indicators measuring educational attainment have to be informed by the use of transparent and effective system of administrative data. Statistical surveys are also used to collect direct measurable (quantitative) and qualitative information on population knowledge and participation in situations where data from

administrative sources are not available and are mentioned a number of times in the log frames below as a source of verification. However, the conduct of a statistical survey can be resource-intensive and might not be a common undertaking among civil society. Small surveys or those covering only certain population groups may be more feasible. However, these activities will need to be carried out specifically for the project and included at the level of project design.

Finally, performance indicators and general monitoring plans need to be flexible and iterative in order to reflect the changing environment and the changing activities, and to incorporate unexpected outcomes and challenges.

## 4.2. IDENTIFYING PERFORMANCE INDICATORS FOR CIVIC EDUCATION ACCORDING TO FOCUS AREAS

In the first part of the Guide, we have endeavoured to define the area of civic education.

This broad area is composed of various issues and provide for multi-disciplinary educational mandate. This led to the identification in the first part of the Guide, of five focus areas according to different content of the civic education mandate namely:

### 1. DEMOCRATIC PRINCIPLES

CONSTITUTIONAL BUILDING AND REFORM, DEMOCRATIC GOVERNANCE

### 2. RULE OF LAW

PRINCIPLES OF LAW; ACCESS TO JUSTICE

### 3. HUMAN RIGHTS

CIVIL AND POLITICAL RIGHTS; FUNDAMENTAL FREEDOMS

### 4. RESPECT AND EMPOWERMENT OF SOCIAL DIVERSITY

MINORITIES; PEOPLE WITH DISABILITIES (PWD) YOUTH; WOMEN

### 5. SUPPORT TO THE ELECTORAL CYCLE

CIVIC/VOTER EDUCATION IN VIEW OF ELECTIONS OF REFERENDUM

For each focus area a set of sample log frame charts will be presented. Each chart includes two or three sample outcomes, sample indicative activities, sample outputs and outcome/impact indicators, sample source and verification methodology, and sample assumptions. Each set of log frames is introduced by a short narrative providing an insight into the program logic.

The charts will indicate that there are potential overlaps between the focus areas. The activities identified for a given outcome correspond to the same educational issue but implemented with a different delivery method. As an example, the sample support to education for civil and political rights is provided in the sub-activities as being implemented through capacity building programmes or through audio-visual material or through the production of shows for theatre groups. Some other sample activities are examined according to different target groups such as those on the respect for social diversity which target respectively minorities and PWD, youth and women. Finally, support to the election cycle is described through different procedural phases such as voter registration, polling and electoral dispute resolution system.

The general overview of the five focus areas and the related outcomes is included here below.

FOCUS AREA		OUTCOMES
1	DEMOCRATIC PRINCIPLES Constitution Building and Reform Democratic Governance	<b>1.1:</b> Civic education target groups have increased their knowledge and ability to participate in the constitution building and reform process.
		<b>1.2:</b> Civic education target groups have increased their knowledge of principles of democratic governance and participation in public decision-making
2	RULE OF LAW Legal Principles Access to Justice	<b>2.1:</b> Civic education target groups have increased their knowledge of main principles of the law
		<b>2.2:</b> Civic education target groups have increased their knowledge of access to justice issues and avail of the judicial redress system
3	HUMAN RIGHTS: CIVIL AND POLITICAL RIGHTS Right to participate in public affairs Fundamental Freedoms	<b>3.1:</b> Civic education target groups have increased their knowledge of the right to participate in public affairs
		<b>3.2:</b> Civic education target groups have increased their knowledge of fundamental freedoms related to participation
4	RESPECT AND EMPOWERMENT OF SOCIAL DIVERSITY Minorities People with disabilities (PWD) Youth Women	<b>4.1:</b> Minorities and people with disabilities (PWD) groups have increased their knowledge and ability to participate in public life
		<b>4.2:</b> Youth groups have increased their knowledge and ability to participate in public life
		<b>4.3:</b> Women groups have increased their knowledge and ability to participate in public life
5	SUPPORT TO ELECTORAL CYCLE Voter Education	<b>5.1:</b> Citizens have increased their knowledge of voter registration procedures
		<b>5.2:</b> Voters have increased their knowledge of voting modalities and the electoral system and participation in the elections
		<b>5.3:</b> Voters have increased their knowledge and participation of the electoral dispute resolution (EDR) system.

The first of the focus area refers to the core principles of civic education: increasing knowledge of democratic principles and fostering a sense of citizenship by encouraging people to participate in the democratic process. Civic education programmes in this area aim at building a society aware of its rights and capable of defending them in a legitimate way. By becoming aware of their standing in the community they will be able to advocate for democratic values and participate positively in the democratic process.

In addition to knowledge of constitutional and democratic governance principles, education in this focus area aims at building participation and advocacy of key issues to be included in a democratic Constitution. Civic education is in fact widely recognised as an important part of constitution-making processes especially highly participatory processes.

The area can be divided into two main interlinked components:

#### ● CONSTITUTIONAL BUILDING AND REFORM

Constitutional building and reform has become a characteristic part of intrastate conflict resolution, peace building, democratic reform and equitable economic development. In order to increase legitimacy and sense of ownership, the process should be as participatory as possible by including citizens, civil society, media and other stakeholders. To raise awareness and empower people to participate in public affairs will contribute to sustained peace, democracy and development. The issues at stake along with the challenges and constraints of the process and the opportunities for political and social transformation must be clearly understood to enable effective participation.

#### ● DEMOCRATIC GOVERNANCE

Principles of democratic governance are also instrumental for effective and participatory citizenship and should be nested in democratic Constitutions.

There is no single and exhaustive definition, but there is consensus that democratic governance – earlier defined as ‘good governance’- should include the following characteristics: a pluralistic institutional structure; an efficient public service; an accountable administration of public funds; an independent public auditor responsible for representative legislature; an independent judicial system and a legal framework to enforce contracts; respect for law and human rights; free press; participation in decision-making, decentralization, and efficient and transparent public administration<sup>14</sup>. The role of elected representatives is also part of this educational mandate including ways of making them accountable to citizens. In order to be able to provide inputs in decision-making citizens need to be informed on how and why decisions are being made.

14- OECD, Glossary of Statistical Terms, 2007

United Nations Office of the High Commissioner for Human Rights, Resolution 2000/64

Principles of Good Governance, Governance White Paper, Communication 2001, 27 July 2001.

World Bank, Governance and Development, 1992

The implementation of support to civic education projects in this focus area is usually taking place in newly formed countries or in emerging democracies where the Constitution requires substantial reforms to include principles of democratic governance, or in newly formed states in the process of building a new Constitution.

The following sample project outcomes have been identified for this focus area:

**1.1.**

**Civic education target groups have increased their knowledge and ability to participate in the constitution building and reform process.**

**1.2.**

**Civic education target groups have increased their knowledge of principles of democratic governance and increased participation in decision-making.**

**OUTCOME 1.1:  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE AND PARTICIPATION IN THE CONSTITUTION BUILDING AND REFORM PROCESS**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>1.1.1</b> Support to capacity building programmes aiming at building knowledge and skills for the citizens and CSOs to participate in the process of Constitution building	<ul style="list-style-type: none"> <li>- Number of capacity building sessions conducted</li> <li>- Number of CSOs and citizens participating</li> <li>-Number of network of CSOs established</li> <li>- Number of constitution building manuals and information paper distributed</li> </ul>	<p><i>Measurable:</i></p> <ul style="list-style-type: none"> <li>- Number of proposals submitted to the Constitutional Commission</li> <li>-Number of communications (letters, emails, calls) of citizens and CSOs with the Constitutional Commission</li> </ul> <p><i>Qualitative:</i></p> <ul style="list-style-type: none"> <li>- Participants are able to participate actively in the process of constitution building</li> <li>- Citizens concerns are heard in the constitution making process</li> <li>-CSOs have established a common platform on constitutional issues</li> <li>- The perception of national ownership of the democratic process has increased</li> </ul>	<ul style="list-style-type: none"> <li>-Capacity building sessions reports</li> <li>-Report of advices put forward by target group</li> <li>-Media reports covering the CSOs campaign on constitutional process</li> <li>-Participants feedback/ evaluation of the sessions</li> <li>-Published draft texts of the constitution</li> </ul>	<ul style="list-style-type: none"> <li>-Political environment undertaking constitutional building</li> <li>-Political environment conducive to participation of citizens in the process of constitution building</li> <li>-Citizens readiness and availability to participate in the process of constitution building</li> <li>-Willingness of CSOs to cooperate with each other</li> </ul>

**OUTCOME 1.1:  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE AND PARTICIPATION IN THE CONSTITUTION BUILDING AND REFORM PROCESS**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>1.1.2.</b> Support to capacity building sessions to increase participation and public knowledge of citizens and CSOs in the constitution amendment process	<ul style="list-style-type: none"> <li>- Number of events organised</li> <li>- Hand outs on the constitutional amendment process distributed during sessions</li> <li>- Number of participants attending the sessions</li> <li>-Number of network of CSOs established</li> </ul>	<p><i>Measurable:</i></p> <ul style="list-style-type: none"> <li>- Number of amendments drafted and submitted to Constitutional Commission by CSOs &amp; citizens</li> <li>- Number of communications (letters, emails, calls) of citizens and CSOs with the Constitutional Commission</li> </ul> <p><i>Qualitative:</i></p> <ul style="list-style-type: none"> <li>- Participants have increased their understanding and skills of engagement of the constitution amendment process</li> <li>- Participants have increased their level of participation in the amendment process</li> <li>-CSOs have established a common platform on constitutional issues</li> <li>- Public perception of national ownership of the democratic process has increased</li> </ul>	<ul style="list-style-type: none"> <li>-Interviews with members of Constitutional Commission</li> <li>-Capacity building session reports</li> <li>-Civic society web-site open for citizens to submit amendments to the constitution</li> <li>-Participants feedback/ evaluation of the sessions</li> </ul>	<ul style="list-style-type: none"> <li>-A state undertaking the process of constitutional reform</li> <li>-Political environment conducive to participation of citizens in the process of constitutional reform</li> <li>-Citizens interest, availability to engage in the process of constitutional reform</li> <li>-Willingness of CSOs to cooperate with each other and establish a common platform</li> </ul>

**OUTCOME 1.1:  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE AND PARTICIPATION IN THE CONSTITUTION BUILDING AND REFORM PROCESS**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>1.1.3.</b> Support to civic education imparted into school system aiming at increasing the knowledge of constitutional principles	<ul style="list-style-type: none"> <li>- Number of hours for civic education inserted in the school curriculum</li> <li>- Frequency and periodicity of classes</li> <li>- Number of targeted schools and students</li> </ul>	<p><i>Measurable:</i></p> <ul style="list-style-type: none"> <li>-Number of exams/essays undertaken on constitutional principles</li> <li>- Number of students attending classes</li> </ul> <p><i>Qualitative:</i></p> <ul style="list-style-type: none"> <li>-Students have increased their understanding of constitutional principles which will enable them to participate in political life</li> <li>- Students have increased their level of participation in the classes</li> <li>- Material distributed during classes was clear and simple to understand and adequate to the level of the class</li> </ul>	<ul style="list-style-type: none"> <li>- School attendance sheets</li> <li>-School examination results</li> <li>- Students feedback of civic education classes</li> </ul>	<ul style="list-style-type: none"> <li>-A Constitution including the right to education</li> <li>-Educational system allowing for inclusion of civic education issues</li> <li>-Interest in the students to learn about constitutional principles</li> </ul>

<b>OUTCOME 1.2</b> <b>CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF PRINCIPLES OF DEMOCRATIC GOVERNANCE AND PARTICIPATION IN DECISION-MAKING</b>				
INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>1.2.1.</b> Support to capacity building sessions and information material production aiming at increasing public knowledge of main principles of democratic governance	- Number of capacity building sessions organised -Number of participants in the events -Number of hand outs distributed during sessions -Number and range of printed material (poster, leaflet, brochures)	<i>Measurable:</i> -Attendance of target group -Number of persons reached by the information material <i>Qualitative:</i> -Educational attainment of the target group on issue of democratic governance through effectiveness of the content of the capacity building sessions and clarity and simplicity of material produced	- Report of capacity building sessions - Participants feedback/ evaluation of the sessions -Survey on the level of knowledge of people on principles of democratic governance	-Political situation enabling free flow of information -Constitution providing for principles of democratic governance -Interest of citizens to be informed about principles of democratic governance
<b>1.2.2.</b> Support to civic education imparted into University system aiming at increasing the knowledge of principles of democratic governance	- Number of lectures on civic education inserted in the University curriculum - Frequency and periodicity of lectures in the University curriculum	<i>Measurable:</i> -Number of exams/essays undertaken on the issue of democratic governance - Number of students attending classes <i>Qualitative:</i> -Increase knowledge of students on issues of democratic governance emerging from level of participation in the lectures and effectiveness of the content of lectures. -Increase participation of students in the democratic governance lectures due to participatory methodology of lectures	- University examination reports - University attendance sheets	- A democratic Constitution including rights to education - A University system enabling inclusion of civic education lectures - Interest of students and teachers to increase knowledge of principles democratic governance

**OUTCOME 1.2**  
**CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF PRINCIPLES OF DEMOCRATIC GOVERNANCE AND PARTICIPATION IN DECISION-MAKING**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>1.2.3.</b> Support to the establishment of community focal points for democratic governance through capacity building sessions aiming at increasing participation in decision-making	-Number of training sessions held - Frequency and periodicity of sessions	<i>Measurable:</i> -Number of persons reached by focal points in their area of responsibility -Number of qualified focal points persons - Number of people participating in decision-making process in different levels of government and non-government agencies -Proportion of target population reporting satisfaction with their participation in decision-making  <i>Qualitative:</i> -Community level people have increased their knowledge of principles of democratic governance through community meetings organised by focal points -Level of participation in decision-making of the target groups reflected in the changes at community level	- Reports of training sessions on democratic governance. -Reports of community meetings organised by focal points	-Political situation enabling free flow of information -Democratically elected local government enabling focal points to carry out community meetings -Citizens' interest and availability to participate to focal points information sessions -Focal points able to achieve the trust of the local communities.

EU Support to Rule of Law education has been implemented in a variety of countries even though it has not been the main area of focus of the EU support to civic education as we have seen in mapping part with only four projects falling into this category.

Rule of law includes the following principles:

- **SUPREMACY OF LAW AND THE HIERARCHY OF NORMS (CONSTITUTION, LAWS, REGULATIONS);**
- **EQUALITY, ACCOUNTABILITY, ENFORCEABILITY AND FAIRNESS IN THE APPLICATION OF THE LAW AND LEGAL CERTAINTY;**
- **ACCESS TO JUSTICE INCLUDING, INDEPENDENCE OF JUDICIARY, CONFLICTS RESOLUTION MECHANISM; AVOIDANCE OF ARBITRARINESS IN DECISIONS AND TRANSPARENCY OF JUDICIAL PROCEEDINGS.**

Parts of this area are also issues of access to justice and transitional justice with the outcome of developing a broad constituency of well-informed citizens able and equipped to create social demand and to advocate effectively. This was the main content of the case study of Afghanistan as we have seen in the first part of the Guide.

To increase knowledge in these areas will result in more responsible citizenship and will increase the participation in public life. Access to justice education will enable citizens to seek redress against wrongdoing and injustice.

Education for Rule of Law and Access to Justice will be especially needed in situations where a new Constitution is enacted or amended, and new democratic principles and an independent Judiciary system have been included. This is typical of emerging democracies and post-war countries. Support to transitional justice education will be advisable in countries in transition from conflict and/or state repression in order to redress the legacy of systematic human rights abuses.

The following sample project outcomes have been identified for this focus area:

**2.1. Civic education target groups have increased their knowledge of main principles of the law**

**2.2. Civic education target groups have increased their knowledge of access to justice issues and avail of the judicial redress system**

**OUTCOME 2.1.  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF MAIN PRINCIPLES OF THE LAW**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>2.1.1.</b> Support to capacity building sessions aiming at increasing the level of public knowledge of main principles of the law	- Number of capacity building sessions conducted - Frequency and periodicity of sessions - Number of hand outs distributed during sessions	<i>Measurable:</i> - Number of participants attending the sessions - Record of attendance of target group  <i>Qualitative:</i> - Presence of key stakeholders in the sessions - Educational attainment of target group on main principles of law through effective and participatory capacity building sessions	- Report of capacity building sessions - Participants feedback/ evaluation of the sessions	- Political situation enabling free flow of information - Constitution providing for respect of principles of rule of law - Interest of citizens to be informed about rule of law issues
<b>2.1.2.</b> Support in the production of information material on rule of law principles	- Number and range of information material produced and distributed - Outreach plan adopted and implemented	<i>Measurable:</i> - Number of communities reached as a result of implementation of outreach plan  <i>Qualitative:</i> - Target group increased its knowledge of rule of law through educational material which was effective and language simple and adequate to the local community	- Survey on level of knowledge of people on principles of rule of law	- Political situation enabling for free flow of information - Constitutional text providing for rule of law principles

**OUTCOME 2.1.  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF MAIN PRINCIPLES OF THE LAW**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>2.1.3.</b> Support to the establishment of community focal points for rule of law in charge of developing a broad constituency of well-informed citizens	-Number of training sessions held -Frequency and periodicity of sessions -Adoption and implementation of plan for community meetings	<i>Measurable:</i> - Number of persons participating to the community sessions organised by the focal points - Number of persons qualified for focal points duties  <i>Qualitative:</i> - Level of education of persons participating in the sessions - Target groups increased their level of understanding and participation to sessions which is reflected in the changes at community level - Training sessions are effective participatory and conducted in local languages	-Training sessions' for focal points reports. -Community meetings reports organised by focal points. -Participants feedback/ evaluation of the sessions - Focal points reports of community meetings	-Democratically elected local government enabling focal points to carry out duties -Political situation enabling free flow of information - Citizens' interest and availability to participate to community meetings -Focal points able to obtain the trust of local communities

<b>OUTCOME 2.2</b> <b>CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF ACCESS TO JUSTICE AND AVAIL OF THE JUDICIAL REDRESS SYSTEM.</b>				
INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>2.2.1.</b> Support to capacity building sessions to increase public knowledge of issues of access to justice	-Number of capacity building sessions organised -Frequency of sessions -Number of hand outs distributed during sessions	<i>Measurable:</i> -Number of people attending sessions - Number of cases filed in front of the judicial redress mechanism after the sessions  <i>Qualitative:</i> - Presence of key stakeholders in the sessions - Level of participation during the sessions testifying the increased knowledge of target group - Quality of the cases submitted	-Capacity Building sessions reports -Report of attendance of sessions -Administrative data of judicial bodies	- Constitutionally provided access to justice -Gratuity and user-friendly access to justice-mechanism -Transparency of judicial system
<b>2.2.2.</b> Support to the establishment of an Information Centre and a Hotline to receive information on access to justice	- Number of information centres and lines established - Number of trained operators -Number of formularies available to submit cases	<i>Measurable:</i> - Number of visits to the information centres -Number of calls received by the hotlines -Number of cases filed in front of judicial redress mechanism using the Information Centre and Hotline services  <i>Qualitative:</i> - Quality of cases submitted - The cases submitted are according to the legal procedures explained by the information centre and the hotline	- Result of survey/ feedback on user's satisfaction -Proportion of adjudicated cases during reporting period -Administrative data from judicial system	-Political situation enabling for free flow of information -Constitutional principles providing access to justice -Gratuity and user-friendly access to justice mechanism -Transparency of judicial system

<b>OUTCOME 2.2</b> <b>CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF ACCESS TO JUSTICE AND AVAIL OF THE JUDICIAL REDRESS SYSTEM.</b>				
INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>2.2.3.</b> Support to the establishment of community focal points for access to justice through capacity building sessions	<ul style="list-style-type: none"> <li>- Number of sessions held</li> <li>- Frequency and periodicity of sessions</li> <li>- Number of applications for submission of cases explained</li> </ul>	<i>Measurable:</i> <ul style="list-style-type: none"> <li>- Number of citizens and communities reached by the focal points</li> <li>- Number of cases filed in judicial redress mechanism</li> </ul> <i>Qualitative:</i> <ul style="list-style-type: none"> <li>- Communities increased their level of understanding and use of judicial redress system</li> <li>- Quality of cases filed in judicial redress mechanism as a result of the focal point community meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Focal points training sessions' reports.</li> <li>- Community meetings reports organised by focal points</li> <li>- Proportion of adjudicated cases during reporting period</li> </ul>	<ul style="list-style-type: none"> <li>- Gratuity and user-friendly access to justice mechanism</li> <li>- Democratically elected local government enabling focal points to carry out community meetings</li> <li>- Citizens' interest and availability to participate to focal points community sessions</li> </ul>

Education to citizenship requires well-informed people on Civil and Political Rights. They can be defined as the rights that generally restrict the powers of the government in respect of the actions affecting the individuals and their autonomy and grant them an opportunity to contribute to the determination of laws and participate in the public life. The rationale of this educational mandate is to increase the quality of life of citizens by enabling them to participate to political life and be more active in shaping their future.

This focus area is underpinned by the right to education provided by Art. 26 (2) UDHR stating that: *Education shall be directed....to the strengthening of respect for human rights and fundamental freedoms.*

While human rights are universal and every individual regardless of the location has the right to enjoy them equally, there will be instances where indicators might need to be tailored to suit the context of application as countries and regions have different political attainments as long as they fall within the framework of the universally applicable human rights standards. Nevertheless, generally, civil and political rights indicators may be relevant worldwide as the normative entitlement is well defined as we will see below.

Civil and Political Rights can be divided in two categories:

- **RIGHT TO PARTICIPATE IN PUBLIC AFFAIRS: RIGHT TO ELECT AND TO BE ELECTED;**
- **FUNDAMENTAL FREEDOMS RELATED TO PARTICIPATION: FREEDOM OF OPINION; FREEDOM OF EXPRESSION; RIGHT TO INFORMATION; RIGHTS TO ASSEMBLY; AND RIGHTS TO ASSOCIATION.**

These rights are protected by the Universal Declaration of Human Rights of 1948 (art. 19, 20, 21, 23, 26) and the International Covenant for Civil and Political Rights of 1966 (art. 25) and in most regional instruments.

The education in this focus area should introduce the target group to the means and mechanism of building a society aware of its rights and capable of defending them in a legitimate way. Education on civil and political rights includes the right to vote, the right to stand and to choose representatives and holding them accountable. Civil and political rights entail immediate obligations as well as aspects of progressive realisation and traditionally have been enforced mainly through judicial processes.

EU projects are generally focused on broader issues of human rights including economic, social and cultural rights, falling more under the human rights education definition. However, the distinction is essential as the approach for monitoring the realisation of these two sets of human rights differ substantially. While progressive realisation is used for economic, social and cultural rights, a violation approach has traditionally being used for civil and political rights claiming that the normative entitlement is explicit and those rights can be enjoyed as soon as they are inserted in the legal framework. Thus, any outcome that violates the

legal provisions can be used as an indicator to monitor the implementation of that right. For instance, the number of complaints put forward for violation of fundamental freedoms can be used to monitor the implementation of those freedoms. Nevertheless, as we have seen above, that aspects of progressive realisation are also present in civil and political rights. For instance, the proportion of applications for candidacy for parliamentary seats can help assess the realisation of the right to participate in public affairs.

The following sample project outcomes have been identified for this focus area:

**3.1: Civic education target groups have increased their knowledge of civil and political rights and participation in public affairs**

**3.2: Civic education target groups have increased their knowledge of fundamental freedoms related to participation i.e. Freedom of movement; Freedom of expression Rights to assembly; Rights to association.**

**OUTCOME 3.1  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF CIVIL AND POLITICAL RIGHTS AND INCREASED PARTICIPATION IN PUBLIC AFFAIRS**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>3.1.1.</b> Support to capacity building sessions aiming at increasing the level of knowledge of civil and political rights and participation in public affairs	-Number of capacity building sessions organised -Frequency and periodicity of sessions -Number of hand outs distributed during sessions	<i>Measurable:</i> -Number of applications for candidacy for seats in parliament elections put forward in target areas - Number of cases on the right to participate in public affairs submitted to human rights institutions <i>Qualitative:</i> -Presence of key stakeholders in the sessions - Quality of applications for elections candidacy submitted according to the procedures explained during sessions	-Report of training sessions -Applications for candidacy to the elections accepted in target areas during the reporting period	-Constitution and Electoral Law providing for civil and political rights -Interest of citizens to participate in political life -Transparency of administrative data
<b>3.1.2.</b> Support to the production of TV spots and Radio programme on civil and political rights	-Number of TV spots and radio programmes produced and aired - Frequency of TV and radio programmes	<i>Measurable:</i> -Number of persons who viewed/heard the audio-visual programmes - Number of spots and radio programmes transmitted during pick times - Number of applications for candidacy submitted according to the procedures explained in the TV radio programmes <i>Qualitative:</i> - Educational attainment of the target group on civil and political rights - Clarity and simplicity of material produced - Quality of cases submitted to human rights institutions or ombudspersons against violations of civil and political rights	- Audience survey on number of viewers/listeners to the TV/Radio programmes -Survey on level of knowledge of people on civil and political rights -Number of applications for candidacy accepted in target areas during reporting period	-Political situation enabling for freedom of media -Constitutional and electoral law including provisions for civil and political rights - Electoral Law or Regulations containing timeline and procedures for right to vote and right to stand -Interest of citizens to participate in political life

**OUTCOME 3.1  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF CIVIL AND POLITICAL RIGHTS AND INCREASED PARTICIPATION IN PUBLIC AFFAIRS**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>3.1.3.</b> Support to the production of shows for theatre groups on civil and political rights	-Number of shows held -Frequency and periodicity of shows	<i>Measurable:</i> - Number of persons attending the shows -Number of location reached by theatre group according to the outreach plan  <i>Qualitative:</i> -Increased knowledge of the target group on civil and political rights through effectiveness of the shows organised in local languages and according to the local culture	-Media reports on the shows - Feedback from people attending the show	-Political situation enabling free flow of information -Constitutional and electoral law including provisions for civil and political rights -Citizens' interest and availability to follow <i>impromptu</i> shows of theatre group

**OUTCOME 3.2  
CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF FUNDAMENTAL FREEDOMS RELATED TO PARTICIPATION**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>3.2.1.</b> Support to capacity building sessions aiming at increasing the level of public knowledge of fundamental freedoms related to participation	-Number of sessions organised - Frequency and periodicity of sessions - Number of hand outs distributed during capacity building sessions	<i>Measurable:</i> - Number of people participating in the sessions - Number of cases put forward against violations of fundamental freedoms  <i>Qualitative:</i> - Level of trainers conducting the sessions - Quality of cases put forward against violations of fundamental freedoms submitted according to the information material	-Report of capacity building sessions - Participants feedback on the quality of sessions -Teachers feedback on the level of interaction -Administrative data	-Political situation enabling free flow of information - Constitution providing for protection of fundamental freedoms -Willingness of citizens to put forward cases of violations of fundamental freedoms

**OUTCOME 3.2**  
**CIVIC EDUCATION TARGET GROUPS HAVE INCREASED THEIR KNOWLEDGE OF FUNDAMENTAL FREEDOMS RELATED TO PARTICIPATION**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>3.2.2.</b> Support to the production of information material on fundamental freedoms related to participation	-Number of information material produced and distributed -Number of booklets produced and distributed -Adoption and implementation of outreach plan	<i>Measurable:</i> -Number of persons reached by the information material - Number of cases put forward against violations of fundamental freedoms <i>Qualitative:</i> - Increased knowledge of the target group on fundamental freedoms through effectiveness of the content of the material distributed - Suitability of information material to the context - Cases against violations of fundamental freedoms are presented according to the timelines and procedures contained in the information material	-Survey on the level of knowledge of people of fundamental freedoms - Number of adjudicated cases against fundamental freedoms in the target areas	-Political situation enabling for free flow of information - Constitutional principles providing for protection of fundamental freedoms
<b>3.2.3.</b> Support to the production of shows for theatre groups on fundamental freedoms	-Number of shows held -Frequency and periodicity of shows	<i>Measurable:</i> - Number of persons attending the shows -Number of cases submitted against violations of fundamental freedoms -Number of locations reached by the theatre groups <i>Qualitative:</i> - Suitability of show to the context - Education attainment of the target group on civil and political rights through effectiveness of the shows organised in local languages and according to the local culture	-Media reports on the shows -Feedback of participants on the quality and effectiveness of the show	-Citizens' interest and availability to follow <i>impromptu</i> shows of theatre groups -Political situation enabling free flow of information - Constitutional principles providing for protection of fundamental freedoms

This focus area refers to the rights of Minorities, Persons with Disabilities (PWD), Youth and Women to be informed and to be able participate in the political life.

Whereas the law upholds various rights that protect citizens against discrimination, most systems lack protection mechanism for minorities, PWD, Youth and Women both in the legal framework and in the society. While it is necessary that vulnerable groups be protected by a legislative and regulatory framework it is also necessary that those categories are empowered to understand their rights and also to protect and defend them. They need to acquire the skills necessary to engaged in the democratic process and to advocate with decision makers. The protection of these human rights and ways and means to redress when those rights are infringed should be addressed by means of civic education.

Included in this category are all the rights protected by the Convention on the Political Rights of Women (CPRW) (1952); Rights protected by Art. 4.7 of the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and art. 21 and 29 of the Convention on the Rights of Persons with Disabilities (2006) and the Declaration on the Rights of Persons Belonging to National or Ethnic Religious and Linguistic Minorities (1992).

With regard to women participation, it is no longer acceptable for a country to disenfranchise them. In addition to the right to vote there is also the right to participate fully in political affairs. While women form the majority in many countries, they are often under-represented in political life. It is also worth mentioning that women's development is also a pillar of the United Nations Millennium Development Goals (MDGs).

The intervention logic is the consolidation of democracy by increased equity and fairness in democratic representation. Marginalisation and disempowerment contributes to instability by fuelling sense of injustice and inequality. At the same time, different groups might bring different issues and provide an added value in the political arena. As an example, women often advocate for better public services, transparent government, education and health issues, and measures to alleviate poverty and youth employment.

The main assumption of this focus area is the availability of disaggregated data and its collection and dissemination through independent and transparent procedures reinforcing accountability.

The following sample project outcomes have been identified for this focus area:

**4.1: Minorities and People living with Disabilities (PWD) groups have increased their knowledge and ability to participate in public life**

**4.2: Youth groups have increased their knowledge and ability to participate in public life**

**4.3: Women groups have increased their knowledge and ability to participate in public life**

**OUTCOME 4.1  
MINORITIES AND PEOPLE WITH DISABILITIES (PWD) GROUPS HAVE INCREASED THEIR KNOWLEDGE AND ABILITY TO PARTICIPATE IN PUBLIC LIFE**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>4.1.1.</b> Support to capacity building programmes for minority and PWD candidates on campaigning skills	- Number of capacity building sessions - Frequency and periodicity of sessions	<i>Measurable:</i> - Number of minority and PWD candidates participating in the capacity building sessions - Number of campaign managers for minorities and PWD participating - Proportion of elected minority and PWD candidates in national and local elections  <i>Qualitative:</i> - Minorities and PWD have increased their skills and knowledge of campaigning effectively - Minorities and PWD have increased visibility and political activities in the political arena	- Disaggregated Elections results - Media reports	- Part of the population excluded from key political processes - Political climate favourable to the development of new protections and to provide equal opportunities
<b>4.1.2.</b> Support to capacity building sessions for minorities and PWD to obtain leadership positions in the party	- Number of party members' representatives of minorities and PWD participating in the capacity building sessions	<i>Measurable:</i> - Increase in numbers of minorities and PWD in political party leadership  <i>Qualitative:</i> - Increase understanding of minorities and PWD added value among political parties and in the political arena - Minorities and PWD issues are included in the political agenda of the parties	- Political Party membership disaggregated data and records - Political Parties' platform	- Part of the population excluded from political party leadership - Political Party system committed to minority and PWD groups issues - Political Party internal rule enabling transparent election process

**OUTCOME 4.1  
MINORITIES AND PEOPLE WITH DISABILITIES (PWD) GROUPS HAVE INCREASED THEIR KNOWLEDGE AND ABILITY TO PARTICIPATE IN PUBLIC LIFE**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>4.1.3.</b> Support to capacity building sessions for elected minorities and PWD to better perform in Parliament	-Number of elected minorities and PWD representatives participating in the capacity building sessions - Number of hand outs distributed during training	<i>Measurable:</i> -Number of minorities and PWD representatives heading parliamentary groups -Number of elected minorities and disadvantaged candidates putting forward motions in Parliament  <i>Qualitative:</i> -Enhanced visibility of minorities and PWD in Parliament -Enhanced understanding in Parliament of disparity and obstacles of minorities and PWD to public life and means to overcome it -Minorities and PWD issues are included in the political agenda	-Public interviews, speeches and publications on social network by minorities and PWD elected candidates -Parliamentary record of sessions	-Legal framework and political situation enabling for an environment respecting minorities and PWD rights

**OUTCOME 4.2**  
**YOUTH GROUPS HAVE INCREASED THEIR KNOWLEDGE AND ABILITY TO PARTICIPATE IN PUBLIC LIFE**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>4.2.1.</b> Support to capacity building programmes for youth to join political life	-Number of youth participating in the capacity building sessions -Number of hand outs distributed during sessions	<i>Measurable:</i> -Number of youth joining political parties -Proportion of youth participating in the elections  <i>Qualitative:</i> -Increased awareness of youth regarding their role in the society -Increased visibility of youth in the political arena	-Political Party membership record and disaggregated data -Political party programme	-Political environment favourable to youth participation -Willingness of youth to be engaged in political parties
<b>4.2.2.</b> Support to capacity building sessions for youth to obtain leadership positions in the party	-Number of people participating in the capacity building sessions	<i>Measurable:</i> -Numbers of youth leaders in political party  <i>Qualitative:</i> -The understanding of youth added value among political parties members and in the political arena is increased - Youth issues are included in the party's programme - Influence of youth wing in influencing party's decision and internal party's election	-Party membership record and disaggregated data	-Political Party system is committed to further youth issues -Political Party internal rule enabling transparent leadership election process

**OUTCOME 4.3**  
**WOMEN GROUPS HAVE INCREASED THEIR KNOWLEDGE AND ABILITY TO PARTICIPATE IN PUBLIC LIFE**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>4.3.1.</b> Support to capacity building sessions for women candidates on campaigning skills	-Number of candidates women participating in the capacity building sessions -Number of women campaign managers or persons campaigning for women participating in capacity building sessions	<i>Measurable:</i> - Number of elected women in national and local level - Proportion of public service positions held by women - Proportion of women voting in elections  <i>Qualitative:</i> -Women have increased their skills and knowledge of campaigning effectively. - Women have increased visibility and political activities in the political arena by being active participants in public decision-making through campaigning, voting and involvement in public debate	- Percentage of women candidates and elected women in previous and present national and local elections	-Part of the population excluded from key political processes -Legal framework favourable to equal access to men and women
<b>4.3.2.</b> Support to capacity building sessions for women to obtain leadership positions in the party	- Number of party members' women participating in the capacity building sessions - Number of educational material distributed	<i>Measurable:</i> - Numbers of women appointed to leadership positions in political parties  <i>Qualitative:</i> -Increase awareness of women added value among political parties and political arena - Women issues included in the party's programme - Women increased visibility in the political arena	-Disaggregated data on party membership -Political Party programme	- Political party system committed to gender issues -Political Party internal rule enabling transparent election process -Male dominated party leadership ready to accept women leaders in the party

**OUTCOME 4.3**  
**WOMEN GROUPS HAVE INCREASED THEIR KNOWLEDGE AND ABILITY TO PARTICIPATE IN PUBLIC LIFE**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>4.3.3.</b> Support to capacity building sessions for elected women to better perform in Parliament	-Number of elected women participating in the capacity building sessions -Number of educational material distributed	<i>Measurable:</i> -Number of women heads of parliamentary groups -Number of motions in Parliament put forward by women  <i>Qualitative:</i> -Enhanced visibility of women in Parliament -Enhanced awareness and understanding in Parliament of gender disparity - Inclusion of gender issues in the parliament debate	-Public Interviews, speeches and publication on social network -Media Reports -Parliamentary proceeding records	-Political situation enabling for an environment respecting women issues -Parliamentary proceedings and rules are transparent

This focus area refers to projects providing technical assistance to electoral authorities in all phases of the electoral cycle including voter/civic education. The EU support to the civic/voter education to the Election Management Body (EMB) would generally be part of a broader mandate and usually delivered with the assistance of EU experts. Thus, it is an example of direct implementation of EU support projects.<sup>15</sup>

Whereas voter information and education is usually imparted in view of an electoral process, civic education is typical of an upcoming referendum.

Voter/Civic Education is usually carried out by the EMB often in cooperation with CSOs. In some cases the electoral laws do not specify who has the power and the competence to conduct voter and civic education. This usually results in an unclear mandate and in a plurality of actors including political parties to implement educational efforts. It would therefore be advisable that the EMB's mandate is established by the legal framework governing the elections or the referendum.

Voter education can take place at every stage of the electoral process such as during the registration process, polling, and the complaints and appeals period with a full variety of delivery methods. Those three phases have been utilised for the sample activities in the log frames below.

The following sample project outcomes have been identified for this focus area:

**5.1: Citizens have increased their knowledge of voter registration procedures**

**5.2: Voters have increased their knowledge of voting modalities and the electoral system and increased their participation in the elections**

**5.3: Voters have increased their knowledge and participation of the electoral dispute resolution (EDR) system**

15- For definitions of voter information and voter education please see the chapter of definitions at the beginning of this Guide.

**OUTCOME 5.1  
CITIZENS HAVE INCREASED THEIR KNOWLEDGE OF VOTER REGISTRATION PROCEDURES**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>5.1.1.</b> Assistance to the EMB in the production of voter education material (leaflets, posters etc) for voter registration	-Number of leaflets, poster and other information material produced - Numbers of leaflets, posters and other information material distributed at the local level	<i>Measurable:</i> -The outreach plan is finalised -Number of potential voters reached by the material produced -Number of objections against registration submitted  <i>Qualitative:</i> -The outreach plan is implemented -The level of understanding of target group regarding registration procedures and objections has increased - The material produced in local languages	-Number of materials produced in previous elections emerging from EMB Reports	-Legal framework providing for EMB competence in organising voter education campaign -Clear competence and procedure in the electoral law to address registration objections - Legal framework providing for periodic elections

**OUTCOME 5.1  
CITIZENS HAVE INCREASED THEIR KNOWLEDGE OF VOTER REGISTRATION PROCEDURES**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>5.1.2.</b> Assistance to EMB to plan and conduct a voter information campaign for voter registration	-Number of information sessions organised -Periodicity and frequency of sessions	<p><i>Measurable:</i></p> -The EMB operational plan for voter education is finalised -Number of potential voters attending the sessions -Number of citizens registered in the target areas -Number of objections on registration submitted  <p><i>Qualitative:</i></p> -The operational plan for voter education is adopted and implemented - The standards set in the operational plan are adhered to -The level of understanding of target group regarding registration procedures and objections has increased - The information material is produced in local languages - The objections on voter registration are submitted according to the timeline and the procedures explained in the information material -Modifications on the voter registry as a result of objections has increased	- Number of registered voters in the target areas in previous elections -Number of objections and modification on the voter registry in previous elections	- Legal framework providing for EMB competence in organising voter education campaign -Legal framework providing for periodic elections - Adequate preparedness of EMB to implement voter education campaign -Clear competence and procedure in the electoral law to address registration objections - Interest of citizens to participate in the registration process - Legal framework providing for periodic elections at the national and local level

**OUTCOME 5.1  
CITIZENS HAVE INCREASED THEIR KNOWLEDGE OF VOTER REGISTRATION PROCEDURES**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>5.1.3</b> Assistance to the EMB to establish a web-site providing fast information on voter registration	- Number of information pages available on the web-site on voter registration - Number of formularies for objection that can be downloaded from the web-sites	<i>Measurable:</i> -Number of potential voters accessing the web-site - Number of objections submitted  <i>Qualitative:</i> -The level of understanding of target group regarding registration procedures and objections has increased due to comprehensive and accurate information provided on the web-site -The quality of objections submitted are of high quality and according to the timeline and procedures included in the web -Modifications on the voter registry as a result of objections increased	- Number of registered voters in previous elections -Number of objections and modification on the voter registry in previous elections	-Availability of Internet country-wide - Legal framework providing for EMB competence in organising voter education campaign -Clear competence and procedure in the electoral law to address registration objections - Legal framework providing for periodic elections at national and local level

OUTCOME 5.2 VOTERS HAVE INCREASED THEIR KNOWLEDGE OF VOTING MODALITIES AND THE ELECTORAL SYSTEM AND INCREASED PARTICIPATION IN THE ELECTIONS				
INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>5.2.1.</b> Assistance to the EMB in the production and distribution of printed materials for voting modalities and electoral system	-Numbers of leaflets, posters and other information material produced - Numbers of leaflets, posters and other information material distributed at the local level	<i>Measurable:</i> -Number of reported irregularities during the elections -Voter turnout in the elections - Number of valid votes in the elections  <i>Qualitative:</i> -The level of understanding of target group regarding voting modalities and electoral system has increased -The information material is produced in local languages and effectively distributed	-EMB data and reports containing information regarding the number of pieces of information material produced in previous elections -Average voter turnout in previous elections; -Proportion of valid votes in previous elections	-Legal framework providing for EMB competence in organising voter education campaign -Interest of citizens to participate in the elections - Legal framework providing for periodic elections at national and local level
<b>5.2.2.</b> Assistance in the conduct of voter information campaign on voting modalities and election system	- Number of sessions organised -Periodicity and frequency of sessions -Number of hand outs distributed	<i>Measurable:</i> - Voter Turnout in the elections - Number of valid votes in the elections -Operational plan for voter education is finalised  <i>Qualitative:</i> -Operational plan for voter education is adopted and implemented - The standards set in the operational plan are adhered -Improvement is attained in the voting modalities in the electoral process due to clarity and simplicity of material distributed.	- EMB Reports containing information regarding the number of sessions on information campaign produced in previous elections -Voter Turnout in previous elections; -Proportion of valid votes in previous elections -Observers Reports	-Legal framework providing for EMB competence in organising voter education campaign -Availability of voters to attend the voter information sessions -Interest of citizens in the electoral process - Legal framework providing for periodic elections at national and local level

OUTCOME 5.2 VOTERS HAVE INCREASED THEIR KNOWLEDGE OF VOTING MODALITIES AND THE ELECTORAL SYSTEM AND INCREASED PARTICIPATION IN THE ELECTIONS				
INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>5.2.3.</b> Support to the production of TV spots and Radio programme on voting modalities and election system	-Number of TV spots and radio programmes produced and aired - Frequency of TV and radio programmes	<i>Measurable:</i> -Number of persons who viewed/heard the audio-visual programmes  <i>Qualitative:</i> - Increased knowledge of the target group through the clarity and simplicity of message aired	- Statistics on number of viewers/listeners to the TV/Radio programmes -Survey on level of knowledge of election modalities and election system	-Political situation enabling for freedom of media - Access of people in rural area to audio-visual media -Interest of citizens to participate in the elections - Legal framework providing for periodic elections at national and local level

OUTCOME 5.3 VOTERS HAVE INCREASED THEIR KNOWLEDGE AND PARTICIPATION OF THE ELECTORAL DISPUTE RESOLUTION (EDR) SYSTEM				
INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>5.3.1.</b> Assistance to EMB in the production of information material for EDR	-Number of leaflets, posters and other information material produced; -Number of leaflets, posters and other information material distributed to the field	<i>Measurable:</i> - Number of complaints submitted - Number of potential voters reached by the material produced - Number of communities reached by the information material according to the outreach plan  <i>Qualitative:</i> - Suitability of the voter education material to the context -Quality of complaints submitted according to the procedures and timelines included in the information material	-EMB Reports and data -Observers reports -Number of complaints submitted and accepted in previous elections	-Legal framework enabling free and user-friendly access to EDR -Clear competence and procedure in the electoral law to address EDR - Legal framework providing for periodic elections at national and local level

**OUTCOME 5.3  
VOTERS HAVE INCREASED THEIR KNOWLEDGE AND PARTICIPATION OF THE ELECTORAL DISPUTE RESOLUTION (EDR) SYSTEM**

INDICATIVE ACTIVITIES	OUTPUT INDICATORS	OUTCOME INDICATORS	SOURCE & MEANS OF VERIFICATION	ASSUMPTIONS
<b>5.3.2.</b> Assistance to EMB in the conduct of voter information campaign on EDR	<ul style="list-style-type: none"> <li>- Number of sessions organised</li> <li>-Periodicity and frequency of sessions</li> <li>-Number of educational material distributed</li> </ul>	<i>Measurable:</i> <ul style="list-style-type: none"> <li>-Number of voters attending the sessions</li> <li>-Adoption of outreach operational plan</li> </ul> <i>Qualitative:</i> <ul style="list-style-type: none"> <li>-Suitability of the voter education operational plan to the context</li> <li>- Improved quality of complaints submitted according to the timelines and procedures</li> </ul>	<ul style="list-style-type: none"> <li>- EMB Reports and data</li> <li>- Observers Reports</li> <li>- Number of complaints submitted and adjudicated in previous elections</li> </ul>	<ul style="list-style-type: none"> <li>-Availability of voters to attend the session</li> <li>-Clear competence and procedures in the electoral law to address EDR</li> <li>- Legal framework providing for periodic elections at national and local level</li> </ul>
<b>5.3.3</b> Assistance to EMB to establish a web-site providing fast information on EDR	<ul style="list-style-type: none"> <li>-Number of information pages available on the web-site on EDR</li> <li>- Number of formularies for complaints available on the web-site</li> </ul>	<i>Measurable:</i> <ul style="list-style-type: none"> <li>-Number of potential voters accessing the web-site</li> <li>- Number of complaints submitted and adjudicated</li> </ul> <i>Qualitative:</i> <ul style="list-style-type: none"> <li>-Improved understanding and participation to EDR due to comprehensive and accurate information provided in the web-site</li> <li>-Quality of complaints submitted</li> </ul>	<ul style="list-style-type: none"> <li>-EMB Reports and data</li> <li>-Observers Reports</li> <li>- Data on the number of complaints submitted and solved in previous elections</li> </ul>	<ul style="list-style-type: none"> <li>-Availability of Internet country-wide</li> <li>-Clear competence and procedure in the electoral law to address EDR</li> <li>- Legal framework providing for periodic elections</li> </ul>

There exists a plurality of tools that can be of assistance in supporting civic education projects in developing and implementing performance indicators. Evaluation tools and performance monitoring resources for democratic development projects, frequently incorporate measures of performance resulting from civic education activities, and/or can be adapted for use in this sector.

Often, the most useful resource is to be part of a supportive practitioner network. Ideas can be shared, information about useful materials and methodologies gathered, and details obtained of experts in the field.

The most specific in the area of civic education is the *ACE Encyclopedia* as mentioned above under Section 1.3 This is an online tool providing comprehensive information and customized advice on the electoral process and contains a special section on civic and voter education.

International IDEA has also established a Civic Education Research Database to provide youth with basic knowledge and understanding of the government and political process of their nation, and encourage them to be engaged in the wide range of activities including participation in decision-making, voting, party membership and work with local NGOs.<sup>16</sup>

The International Civic and Citizenship Education Study (ICCS), an on-going, comparative research program of the International Association for the Evaluation of Educational Achievement (IEA) investigates the ways in which young people are prepared to undertake their roles as citizens. ICCS has issued technical and international reports during the 2009 cycle on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their value beliefs, attitudes, and behaviours. The next cycle in 2016 will focus on how the modalities of implementation of civic and citizenship education participating countries and what changed between 2009 and 2016, and the extent of students' engagement in different spheres of society and the factors within or across countries that are related to it.<sup>17</sup>

Another important tool could be the Capacity4Dev knowledge sharing platform on development, the European Union's own online development community, which is sponsored by the European Commission<sup>18</sup>. Capacity4Dev has a number of sub-

16- See [www.civiced.idea.int](http://www.civiced.idea.int)

17- <http://iccs.iea.nl>

18- <http://capacity4dev.ec.europa.eu>

communities, including the Design, Monitoring & Evaluation Topic<sup>19</sup> and numerous sub-groups including, for example, the Results Oriented Measurement group that brings together much of the information on performance measurement being produced by and for the European Union. Capacity4Dev also acts as a repository for the Tools and Methods series of EU handbooks on development practice that provide consolidated and practical advice on development themes.

Other, broader online network that can be particularly useful is the portal *iKnow Politics*, *International Knowledge Network of Women in Politics*, which has considerable information focusing on empowering women in politics.<sup>20</sup>

The UN Office of the High Commissioner for Human Rights (OHCHR) has issued a *Guide to Measurement and Implementation of Human Rights Indicators*. The document was drafted according to the principles of universality, impartiality, objectivity and cooperation to strengthen the capacity of Member States in meeting their human rights obligations. This process was built on a multidisciplinary approach and involved consultations with a wide range of international and national actors, including government agencies, national human rights institutions, statistics offices and civil society organizations.<sup>21</sup>

The United Nations Development Programme (UNDP) has been working in the area of democratic development for many years and has a range of resource materials include discussion papers and guidance and practice notes on evaluation and impact measurement. UNDP's Oslo Governance Centre focuses particularly on sharing analysis and learning on democratic governance and has published extensive material on indicators and evaluations. It is worth mentioning again that given the EC-UNDP partnership on electoral assistance, *Guidelines for the Use of Indicators in Country Performance Assessment* were drafted jointly by EC, EU, Member States, the World Bank, UNDP and the OECD-DAC in 2002.

The list of resources is by no means comprehensive, and there are many other useful references on performance indicators, including a number of documents referenced in the bibliography at the end of the Guide.

19- <http://capacity4dev.ec.europa.eu/topic/design-monitoring-evaluation>

20- [www.iknowpolitics.org](http://www.iknowpolitics.org)

21- [http://www.ohchr.org/Documents/Publications/Human\\_rights\\_indicators\\_en.pdf](http://www.ohchr.org/Documents/Publications/Human_rights_indicators_en.pdf)

This Guide has offered a comprehensive analysis on EU civic education projects and identified a set of log frames and performance indicators for EU staff in Delegations and other practitioners involved in project formulation. In designing civic education projects, one needs to understand how the political, institutional, historical, religious and political culture of the beneficiary country. Impact assessment and Monitoring & Evaluation need to be properly integrated into project design.

Civic education is a long-term activity based on continuity of effort. Oftentimes, objectives are not realistic and are not properly resourced. Few civic education programmes have had enough lead-time and resources. Moreover, sometimes they lack specific awareness about what the task entails.

Some projects also fail to reach minorities and marginalised groups especially in less-developed countries as this entails additional resources. As a result, a civic education campaign may contribute to increased societal inequalities by further empowering those who already have access at least a certain extent, to public affairs and resources.

The main challenge however, is the respect of the principle of neutrality. Civic education is rarely completely neutral. Although in certain cases civic educators have signed codes of conduct obliging them to deliver the official curriculum in a neutral way, Government agencies, civil society members, political parties and the media have often used civic education to promote their own agendas. Moreover, if the project is funded by foreign donors this might result into educators trying to sell the donor system of governance and values ignoring the specific cultural contexts of the country thus limiting the extent of local analysis of the problems as well as consideration of locally derived solutions.

The last and main section of this Guide presents a comprehensive set of log frames, with outputs, outcomes, indicators, means of verification and assumptions. As one of the leading actors in the

field of support to civic education, it is essential for the EU to develop tools able to demonstrate the effectiveness of such support. These log frames are not mandatory or prescriptive. Flexibility in applying and adapting them is advised, based upon the evolving national and political context.

Testing knowledge is not an easy task and the impact of an educational campaign is difficult to measure. Asking people whether they feel they have acquired a better understanding of certain civic education issues might elicit an attitude rather than a measure of knowledge attainment. Normally, people who already had some knowledge may be able to judge whether they know more but this is more difficult in case they knew nothing about certain issues.

While recognizing their usefulness, one also needs to downplay the importance of log frames and indicators. It is more important to get the change strategy right. A “narrative of change” approach may enable providers to articulate explicit theories of change or an intervention logic that demonstrates how selected activities are expected to lead to certain results and to identify if the effort made is both necessary and sufficient for bringing about the intended change. Since this is difficult to capture in a log frame, sometimes a less formal process lends itself better to reporting on the impact of project interventions. A narrative approach may also facilitate how providers program for political will, underlying incentives and power dynamics. The Political Economy Analysis (PEA) tools may be very helpful in such an approach.

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# ANNEX

## TABLE OF 50 EU CIVIC EDUCATION PROJECTS (YEARS 2007-2013)

2007

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
1	DDH/2007/138-116	GEORGIA	Civic education for youth for voting	DEM PRI	24	Nat. Institution/ NGO	Youth	Training secondary school teachers and students	€89,558.64
2	DDH/2007/139-478	ZIMBABWE	Educating people to participate in constitutional reform	DEM PRI	22	Nat. Institution/ NGO	General public	Media reports Reports from civic organizations Reports from public opinion polls	€82,373
3	DDH/2007/139-857	IVORY COAST	Projet d' éducation civique et de sensibilisation des populations aux processus électoral	DEM PRI	18	Nat. Institution	Youth Illiterate Rural Population	Training Radio Messages Evaluation	€96,368.66
4	DDH/2007/140-001	PALESTINE	Enhancement of Democratic Principles in Palestine through the Enhancement and development of the electoral Process	DEM PRI	15	Nat. Institution/ NGO	P. Parties	Roundtable discussions Drafting and amendments sessions to the laws; public awareness sessions; television programs; advocacy activities	€80,851.50

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
5	DDH/2007/140-017	PALESTINE	Promoting the Democratic Concepts and Human Rights for the Youth through Arts, Drama	HR	12	Nat. Institution/ NGO	Street-working and marginalised children	Training and educational activities	€79,847.55
6	DDH/2007/140-033	PALESTINE	Promoting the Democratic and Active Participation among Young Population in Gaza strip	DEM PRI	19	Nat. Institution/ NGO	Youth	Production and performance of plays	€87,579.16
7	DDH/2007/140-048	PALESTINE	Promoting the Democratic Process for the Youth of the Gaza Strip through Drama	DEM PRI	7	Nat. Institution/ NGO	8000 Students 80 Teachers	40workshops 40 shows	€88,595.05
8	DDH/2007/143-082	RWANDA	Promoting the democratic process in Rwanda through development of the electoral process, freedoms of association and expression, and capacity building	DEM PRI	14	Nat. Institution/ NGO	LocalAuthor; LDFs; police; army; Judicial offic; observers; Teachers; journalists; women; students; Tanzania returnees; ex-genocide prisoners	2 seminars ToT 12 radio talk show Leflets; T Shirt Monitoring Sessions	€79,847.55
9	DDH/2007/146-350	JORDAN	Promoting democracy and political participation	DEM PRIN	24	Nat. Institution/ NGO	Youth between ages 12-18 in youth centers	Training programmes	€ 99,637
10	DDH/2007/146-382	JORDAN	Raising awareness among Jordanian youth regarding their rights to participate in the political life	DEM PRI	14	Nat. Institution/ NGO	Youth	Training Programmes	€ 80,000

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
11	DDH/2007/146-475	JORDAN	Promoting the Democratic Practice	DEM PRI	24	Nat. Institution/ NGO	College students; Parliament members; Political Parties; NGOs, Media	Workshops ToT	€ 98,617.49
12	DDH/2007/145-881	SUDAN	Fostering the Culture of Human Rights and promoting the Democratic Process	DEM PRI HR MIN EMP	12	Nat. Institution/ NGO	IDP settlements in Kassala State	Training programmes, puppets show; role play, theatre groups; radio drama; establishment of school libraries.	€74,343.46
13	DDH/2007/146-106	SUDAN	Promoting Democratic Culture in the Sudan	DEM PRI	16	Nat. Institution/ NGO	University students, young politicians, young journalists and writers and community leaders women.	Production of visual material; Publications: Dictionary of Democracy, Elec. Guide, 3 booklets on democracy; Citizenship, Tolerance; Training courses; Establish. Of an Internet Portal.	€68,515.20
14	DDH/2007/146-243	SUDAN	Windows of Hope (Films for the Future)	DEM PRI HR	18	Nat. Institution/ NGO	3000 IDPS	Training programmes, Puppetsshow role play, theatre groups; radio drama; establishment of school libraries	€95,333.07

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
15	DDH/2007/146-680	SUDAN	An initiative to promote democracy, human rights, peace through involvement of youth	DEM PRI HR YOUTH MP	24	Nat. Institution/ NGO	Secondary schools and university students, teachers and parents council mem.	Training programmes ToT	€74,540.80
16	FED/2007/197-179	TANZANIA	Deepening democracy: civic and voter education	ELE CYC	48	UNDP Basket Fund	Citizens NGOs Political Parties Women	Training Production of printed material; Small grants to NGOs	€1,440,000

2008

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
17	EIDHR/2008/155-694	BOSNIA	Promoting human rights in schools	HR	25	Nat. Institution/ NGO	Students	Training and Awareness raising	€79,996,76
18	DCI-ASIE/2008/157-811	MALDIVES	Support of voter education and complaints and appeals	ELECYC	3	Elections Commission of Maldives	Maldivian Voter	Assisting Maldivian Election Commission in VE Progr.	€154,269.39
19	EIDHR/2008/157-967	MOZAMBIQUE	Civic education and election observation	DEM PRI	24	Nat. Institution/ NGO	Ordinary Citizens	Training	€139,538
20	EIDHR 2008/167-133	MOLDOVA	Learning Democracy	DEM PRI	36	Nat. Institution/ NGO	Youth	Training	€143,599

2009

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
21	EIDHR/2009/216-791	FYROM	Promoting access to justice, human rights education, training and awareness-raising	RoL	12	Nat. Institution/ NGO	Victim of Police Abuse	Training	€38,000,00
22	EIDHR/2009/222-448	VENEZUELA	Education in values and human rights: school and University Leadership	DEM PRI HR	18	Nat. Institution/ NGO	Youth	Training and awareness raising	€91,992.00
23	EIDHR/2009/171-797	VENEZUELA	Building Citizenship and Human Rights	DEM PRI HR	12	Nat. Institution/ NGO	Youth	Training	€73,894,00
24	EIDHR/2009/165-422	LEBANON	Awareness-raising of human rights, civic and inter-cultural issues among educational professionals and students	HR	18	Nat. Institution/ NGO	Students	Training Awareness Raising	€185,216,00
25	EIDHR 2009/ 214-918	ANGOLA	Promotion of access to justice, Human rights education, training and awareness-raising	RoL	24	Nat. Institution/ NGO	Civil Society	Training Awareness Raising	€300,000
26	EIDHR 2009/223-949	BURUNDI	Civic education and awareness of citizens to the elections in Burundi in 2010	DEM PRI	13	Nat. Institution/ NGO	Population of Burundi	Training	€ 258,528

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
27	EIDHR 2009/223-991	BURUNDI	Electoral education and civic education for youth for fair, transparent and violence free elections in Burundi in 2010 elections	DEM PRI	15	Nat. Institution/ NGO	Youth	Training	€ 196,064
28	EIDHR 2009/169-627	EGYPT	Supporting Women Leadership and Participation in Elections	WOM EMP DEM PRI	24	Nat. Institution/ NGO	5 groups including women candidates Campaign managers; NGO leaders; Monitors and Observers	Training Workshops Production of printed material for campaigning	€141,592
29	EIDHR2009/169-994	AFGHANISTAN	Supporting Demands for Transitional Justice Processes in Afghanistan	RoL	24	Nat. Institution/ NGO	TJ stakeholders; Victims of past and present violations; Governm. officials and state Institutions	Printed material; Promoting debates; citizens platform; trainings	€296,323.20
30	EIDHR/2009/168-221	CHINA	Political participation by citizens and democratic political representation, human rights education, training and awareness-raising	DEM PRI	36	University of Ireland, Galway	Civil Society	Training Awareness Raising	€1,499,897

2010

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
31	EIDHR 2010/228-821	PAPUA NEW GUINEA	Empowering disadvantaged groups through human rights and equality training	MIN EMP	18	Nat. Institution/ NGO	CSOs working with vulnerable or marginalised groups	Training sessions Establishment of focal points in the 10 provinces	€79,598,00
32	EIDHR 2010/ 234-681	GHANA	Promoting Democratic Citizenship to enhance election peace, transparency and credibility in Ghana	DEM PRI	36	Nat. Institution/ NGO	Ghanian Population	Training	€279,545.68
33	EIDHR 2010 234-685	GHANA	Promoting Democratic Citizenship to enhance election peace, transparency and credibility in Ghana	DEM PRI	36	German NGO	Ghanian Population	Training	€297,104.33
34	EIDHR 2010/ 234-735	GHANA	Increased Women's Participation and representation in Parliament	WOM EMP	20	Nat. Institution/ NGO	Women	Training	€299,190
35	FED/2010/257-579	LIBERIA	Support to the Liberian Electoral Cycle 2010-2012. Including civic education	ELE CYC	40	UNDP Basket Fund	N. Election Commission (NEC)	Technical Assistance to Civic and Voter Education	€7,000,000

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
36	EIDHR/2010/216-502	KYRGYZSTAN	Training youth in awareness of rights leadership and civic participation	DEM PRI	24	Nat. Institution/ NGO	Youth	Training	€187,305
37	IFS-RRM/2010 264-519	TUNISIA	Electoral assistance to Tunisia including voter education	ELE CYC	7	Election Commission	Voters	N/A	€799,842

2011

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
38	EIDHR/2011/257-146	DJBOUTI	Sensitise peasants to human rights through the organisation of the event education to citizenship	DEM PRI HR	12	Nat. Institution/ NGO	Peasants	Training Awareness Raising	€80,360
39	EIDHR/2011/258-557	ISRAEL	Strengthen the understanding of connection between democracy and human rights among teachers and students	DEM PRI HR	30	Nat. Institution/ NGO	Human Rights Defenders	Training Awareness Raising	€168,314
40	EIDHR 2011/251-102	NICARAGUA	Citizen participation and preparation for Election Observation of National Election 2011	ELE CYC	12	Nat. Institution/ NGO	Students Observers	Training	€272,259
41	EIDHR 2011/254-356	CENTRAL AFRICA REPUBLIC	Project support for strengthening human rights and good governance in the Central African Republic	RoL	14	UK NGO	Population Civil Society	Training Capacity Building	€250,000

2012

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
42	EIDHR/2012/307-489	FIJI	Towards Sustainable Constitutional Democracy Empowering citizens to make the correct political decisions and to participate in the political process as a political right and freedom.	DEM PRI	24	Nat. Institution/ NGO	Community leaders, lomen group leaders; all society leaders	Workshops on good governancehuman rights and citizenship	€200,000
43	EIDHR/2012/307-834	KAZAKHSTAN	Supporting educational policies in democratic citizenship and human rights education	DEM PRI HR	18	Conseil de L'Europe	Gov/ment Officers	Technical Assistance	€300,000
44	EIDHR/2012/307-873	ARMENIA	Raising awareness and building the capacity of future voters	DEM PRI	19	Nat. Ins./ NGO	Voters	Training	€150,000
45	EIDHR/2012/309-247	MACEDONIA	Active for Democracy. Contributing towards empowerment of the youth by promoting their election rights and freedoms and the importance of active participation in the democratic processes.	MIN EMP	12	Nat. Institution/ NGO	Youth	Training	€78,492

N.	CRIS NUMBER	COUNTRY	TITLE	AREA	MONTHS	BENEF	T GROUP	ACTION	AMOUNT
46	EIDHR/2013/294-975	NIGERIA	Promoting Women and Young People's Rights through Knowledge Building and Community Organising	WOM EMP	N/A	N/A	Women Youth	Training	€74,665,12
47	EIDHR/2013/306-487	INDONESIA	A More Inclusive Democracy: Strengthening Women's Participation for the 2014 Elect.	ELEC CYC	24	Int. NGO	Women	Training	€300,000
48	EIDHR/2013/313-727	MONGOLIA	Women Leadership Seminar	WOM EMP	24	Int. NGO	Women	Training	€24,973
49	EIDHR/2013/318-438	MYANMAR	EU Technical Assistance to the Union Election Commission of Myanmar	ELEC CYC	5	Int. NGO	Election Authority	Technical Assistance	€281,774
50	EIDHR/2013/321-940	PALESTINE	Empowering Palestinian Human Rights Defender including indigenous human rights defenders	MIN EMP	36	Nat NGO	HRs Defenders	Training Monitoring	€300,471

## ABBREVIATIONS

DEM PRI	DEMOCRATIC PRINCIPLES
ROL	RULE OF LAW
HR	HUMAN RIGHTS
WOM EMP	WOMEN EMPOWERMENT

MIN EMP	MINORITY, DISABLED AND YOUTH EMPOWERMENT
YOU EMP	YOUTH EMPOWERMENT
ELEC CYC	ELECTORAL CYCLE

# THEMATIC SUPPORT TO EU DELEGATIONS: MAPPING, PERFORMANCE INDICATORS, TRAINING IN THE AREA OF SUPPORT TO POLITICAL PARTIES AND CIVIC EDUCATION

## MAPPING AND STUDY ON PERFORMANCE INDICATORS FOR EUROPEAN UNION SUPPORT TO CIVIC EDUCATION

Contract No 2013/321058  
EUROPEAID/129783/C/SER/multi  
FWC Comm Lot 1: Studies and Technical assistance in all sectors

This project is funded by  
The European Union



A project implemented by  
Business and Strategies Europe



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