



# Evaluation of the Southern and Eastern Africa Regional Centre for Women's Law (SEARCWL)



Photo: Bodil Maal

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**EVALUATION OF THE SOUTHERN AND  
EASTERN AFRICA REGIONAL CENTRE  
FOR WOMEN'S LAW (SEARCWL)**

by

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## Preface

The report is an independent evaluation of the impact and sustainability of the Southern and Eastern African Regional Centre for Women's Law (SEARCWL) based in Harare, Zimbabwe. The evaluation has been commissioned by the Department for Economic Development, Gender and Governance. The Terms of Reference (TOR) requested the consultants to review whether the situation of women in Eastern and Southern African has been improved by enhancing their legal and social status. The Centre has been funded by Norway for 25 years, starting as a programme within the Department of Private Law at the University of Zimbabwe and its mandate and profile has evolved over the years. Previous evaluations and reviews have demonstrated that the master's programme has in general had a positive influence on professional networks and has potentially affected law development in several countries in the region. Evaluations and mid-term reviews have shown that the education changes the mindset and skills of the graduate students. The extent to which there has been broader impact upon the policy and legal landscape effecting woman is, however, much less clear and is looked at in this evaluation.

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This report is the product of its authors, and responsibility for the accuracy of data included in this report rests with them. The findings, interpretations, and conclusions presented in this report do not necessarily reflect the views of Norad's Department for Economic Development, Gender and Governance.

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## Acronyms and Abbreviations

FIDA	Federation of Women Lawyers (Kenya)
GBV	Gender Based Violence
NGO	Non-Governmental Organisation
INGOs	International Non-Governmental Organisations
LRF	Legal Resources Foundation
MTR	Mid Term Review
MWL	Master's in Women's Law
NOMA	Norad's Programme for Master's Studies
Norad	Norwegian Agency for Development Co-operation
NORHED	Norwegian Programme for Capacity Building in Higher Education and Research
RNE	Royal Norwegian Embassy
SEARCWL	The Southern and Eastern African Regional Centre for Women's Law
UiO	University of Oslo
UNICEF	United Nations Children's Fund
UNHCR	United Nations Humanitarian Council for Relief
UoZ	University of Zimbabwe
SADC	Southern Africa Development Community
TOC	Theory of Change
WAG	Women's Action Group
WLSA	Women and Law in Southern Africa
ZGNU	Zimbabwe Government of National Unity
ZLHR	Zimbabwean Lawyers for Human Rights
ZWLA	Zimbabwe Women Lawyers Association

# Executive Summary

## Background

The purpose of the evaluation is to critically assess the interventions undertaken by the Southern and Eastern African Regional Centre for Women's Law (SEARCWL) and which have been funded by Norway for over 25 years. Support originated with the first post-graduate Diploma Course in Women's Law that took place at the Institute of Women's Law at the University of Oslo in 1987. From 1990 the course was transferred to the Department of Private Law at the University of Zimbabwe (UoZ). The Centre was created as a regionally focused research and teaching institution in 2002/3 and called SEARCWL. The funding has come through the Royal Norwegian Embassy (RNE) in Harare and with the Norwegian Agency for Development Co-operation (Norad) participating in related activities such as reviews, annual meetings and appraisals. From 1993 to 2012, Norway supported the programme with approximately NOK 67,4 million. In addition to the funding from Norway, the Centre has received support from UoZ. To date there have been 202 students sent from countries throughout the region and, of which, approximately 195 have graduated.

The overall goal of SEARCWL (stated in the 2008 -12 funding phase) is 'to improve women's legal and social status as well as research capacities in women's law in the Eastern and Southern Africa region'.

The objectives of the evaluation are to assess the following two elements:

- Impact- the long-term impact of the support to the women's law program
- Sustainability-the academic, regional, technical (infrastructural) and financial sustainability.

The scope of the evaluation is centred upon assessing the impact and sustainability of the Centre's work. The main evaluation questions are grouped according to two key areas:

- Has the programme achieved its long-term objective?
- Has the Centre the strength to survive and develop so it can fulfil its functions on a permanent basis?

## Methodological approach

*Field work* took place in Zimbabwe, Zambia, and also with a shorter visit to Kenya. A mixed methods approach was used: An email based *survey* to all graduates, with a respectable response rate of 48 percent and whose sample characteristics are highly representative of the graduate cohort; *key informant and graduate interviews* (51), with respondents intentionally approached, considering their work, gender, and other aspects; *Group discussions* (2); *Strengths and Weakness- Opportunities and Threats* exercise conducted with all relevant Centre staff; and *Programme document analysis* was an initial step to see how SEARCWL works.



## Findings

### *Programme logic*

SEARCWL and its advisory board place most emphasis on its teaching and educational mandate. Academic objectivity and independence can be considered a valuable commodity in the politically unstable context that has characterised Zimbabwe. Nonetheless, given the funding is developmental, it is therefore surprising that the issue of the ‘mechanism’ for how the programme was intended to bring about development and improve the status of women and function as a regional hub is an omission in the programme documents.

### *Satisfaction with Course*

The clear majority (90 percent) of respondents rated the different aspects of the Programme very highly, which is quite outstanding satisfaction with a Master’s degree course. Graduates expressed one particular recurring theme: that they have benefited from the course in their current work due to the methodological approach and the research skills gained through having taken the course.

### *Women’s law as a discipline and approach*

A striking feature of the course is its methods for contesting gender roles and raising gender awareness. It did so at a personal level to encourage a necessary shift in outlook and attitudes with respect to the gendered nature of society and the role of the law. Considering the proven limits of the law alone in addressing violations of women’s human rights in the region, this is an important outcome and one which is an innovation of the Centre. These findings are particularly significant in view of the Centre’s assumption that by strengthening this discipline you establish a cadre of highly skilled women (and men) who through their respective employment and personal decision making will improve the status of women. In other words, the assumption has more chance of being correct the stronger the graduate capacity built.

### *Personal level*

Many graduates describe rather dramatic impacts upon their personal development. The survey and interviews capture common phrases such as the course ‘opened my eyes’ or ‘was a door opener’. Confidence was also an important by-product.

### *Individual level*

One of the most visible impacts seen from the survey concerns graduate career mobility: 80 percent of respondents felt their career had advanced since graduation (and bearing in mind some respondents had only recently graduated in 2012, so this figure might be even higher). Graduates tend to move on to higher level analytical positions and with greater responsibilities and opportunities than they had before the course.

### *Institutional level*

Though difficult to attribute to the Masters alone, respondents did relate a wide range of impacts to which they claim contribution. Influence was found in the legal and Parliamentary processes concerning gender equilibrium laws in particular in

Kenya and Zimbabwe. Another area of impact concerns the deliberations involved in court judgements, and legal assistance in Zimbabwe. The course had helped employees to highlight 'gaps' in current legal practice and in using a 'gender lens' directed at reworking judgments and altering decision making. Institutional impact in Zambia is most apparent in the police force, where there are examples of how the graduates have improved the work on women's issues, in particular on gender based violence. The NGO sector employer respondents indicated how graduates in their employment had been highly beneficial in contributing a more proactive and evidence based approach to their work.

#### *Limits to impact*

Though the Centre is described as a key resource, most notably for its graduates, there remains, nonetheless, the assumption that graduates are able to impact institutional structures. Not only is this outside of SEARCWL's control, but it also underplays the nested nature of power within institutions. As explained by graduates, institutional relations were extremely difficult to alter, especially due to hierarchy. One highly relevant avenue was that the findings in dissertations could be made better known to maximise potential for impact. More accessible and strategic knowledge could be an asset to state and civil society actors.

SEARCWL is active mainly if not almost entirely in Zimbabwe and the alumnae graduates are also relatively well networked in Zimbabwe but networking decreases the further one moves to other countries. The need for strategic interventions with alumnae was keenly felt in Zambia and Kenya.

#### *SEARCWL response*

The evaluation finds that though there appears to be discussion amongst Centre staff, there is lack of a strategic document or policy vision for the Centre's activities as a whole (i.e. over and beyond the Masters itself), especially, discussion of outreach. Often this was put down to sheer time and human resource constraints that are certainly important considerations. However, there might be certain issues or areas where the Centre could concentrate its efforts year to year more proactively rather than appearing to react to situations as they arise. Again, the further away from Zimbabwe, the more rapidly the presence of the SEARCWL diminishes, which also suggests the need for higher degree of strategic prioritisation.

#### *Financial governance*

The agreement has been adhered to in a timely and efficient manner, as recognised by all parties. Furthermore, annual audits are up to date with no signs of irregularities. However, there have been a number of different financial funding arrangements over the years. These have largely been a creative response to challenges of financial management in Zimbabwe. Though there is also a gradually more stable situation in Zimbabwe since dollarization and with the Government of National Unity in 2009, the future is still very uncertain.

#### *Regional Advisory Board*

The board has provided professional and highly competent advice for steering the course related activities in particular. It also appears to have become more vocal on

key issues at the last meeting. It does not appear particularly proactive in terms of directing research nor course related finances. It remains, therefore, advisory and should be, but could extend the areas where it provides advice. It may though be beneficial for an individual from outside the university sector -perhaps with experience of regional research, dissemination and/or advocacy at a regional level- to be invited on to the board.

### *Sustainability*

The issue of sustainability should be one of the priorities for the Centre. There has been very limited discussion of this, and that was only during the last regional board meeting. There is little doubt that the regional component would suffer as a result of funding cuts. It is clear that options for sustainability have not been fully explored by SEARCWL largely because they have not had to and this now requires urgent attention. Based on an estimation –albeit rudimentary and merely indicative- on balance the Master's is neither any more particularly expensive nor cheaper than ones funded by Norad's Programme for Master's Studies (NOMA).

The effectiveness and value of regional collaboration and its sustainability is less evident with respect to research, publications and especially outreach, than it is with respect to teaching (and teaching related products, some also published or in preparation). Notwithstanding the time consuming demands of establishing MOUs with regional universities, what has been a significant achievement is in establishing a cadre to teach women's law in the region. Outside of course related texts, and key publications by the SEARCWL staff, there is relatively little emerging from the regional research component.

### **Conclusion**

A solid and even innovative Master's programme has been created by SEARCWL and through its regional collaboration. We cannot overstate that in difficult and trying circumstances SEARCWL and its leadership have provided both excellent steering and also an exemplary level of dedication to its students and in strengthening woman and the law as an academic discipline. The predictable funding and indeed loyal support from RNE, as well as other partners in Norway, notably UiO, in a highly volatile political and economic situation, has also contributed to making SEARCWL an asset not only for Zimbabwe but also for the region as a whole.

The report finds that the Centre has been very creative in terms of meeting challenges in day to day organisation and even survival. Certainly, conceived as educational and academic, it is very apparent that this is where considerable effort and energy has been placed by SEARCWL staff and rightly so. Findings show that a fine tuned methodological approach has been developed that focuses upon the uneven power relations between men and women. This approach has been transferred from the course and into graduates own thinking and thereby back into institutions. Creating a cadre of approximately 195 graduates is a major contribution to improving the legal and social status of women in the region. However, there is scope for greater impact by harnessing the considerable resources that the Centre has at its disposal.

Perhaps one of the biggest assumptions remains, however, that the cadre of predominantly middle income men and women graduates will interact differently

with and in a manner more pro-active for the marginalised sectors of society. Though there is no guarantee, the findings do show the indirect impact of more beneficial interactions through the kinds of important legal and policy changes and decision-making documented.

There is clearly a major threat if funding arrangements alter. Scholarships, regional teaching, top-up of SEARCWL salaries, and infrastructure maintenance would all be threatened. Furthermore, the political and economic situation of Zimbabwe continues to be uncertain in the run-up to elections in 2013. In effect, the funding has given the Centre a critical degree of autonomy, which makes them much less dependent on the situation facing UoZ as a whole. That said, it is clear that funding arrangements have precluded the need for exploring sustainability options.

In conclusion, the SEARCWL has created solid foundations and an excellent product. Predictable long term funding has contributed greatly to these foundations. However, conversely, the solidity now requires a more dynamic response to tackling programmatic assumptions and several areas identified here that might be improved. In spite of challenges to sustain funding this may well prove to be an occasion for invigorating and exploring efforts for more innovative means to establish the Centre as a genuine regional hub with a regional vision.

### **Recommendations**

The SEARCWL should strengthen its profile and potential for impact:

#### *Academic and regional sustainability*

##### Strategic planning

- The SEARCWL prioritise plans for its strategic vision (including a mission statement for its website) and more strategic focus outside of the course itself, and also one that includes options for financial sustainability (see also under financial sustainability). The possibilities for outreach should be part of the strategic planning, albeit with the understanding of possible trade-offs or additional resource needs this may incur. Nonetheless, there should be more structured discussion of the pros and cons of and contingencies for outreach.

##### Regional collaboration

- To encourage greater regional ownership, there should be an enhanced role for regional academic partners to co-supervise students from their sending countries. Furthermore, steps should be taken to explore a flag ship regional research programme (not necessarily course-related).
- The governing structure as a whole should be reassessed. One suggestion is that it may be beneficial for someone from outside the University sector, perhaps with experience of regional research, dissemination and/or advocacy at a regional level, to be invited on to the board.
- Steps to be taken to strengthen the Alumnae association. Though this process would realistically need to be driven by Alumnae, it requires some facilitation, mentoring and support. SEARCWL, for example, could provide a country visit to be organised by Alumnae, perhaps an event once per year in a selected country.

### Profiling

- There should be increased attention to dissemination and accessibility of student research, in particular the dissertations. This is under discussion. But one additional avenue could include a process of identifying dissertations particularly relevant to current policy debates and converting them to policy briefs. SEARCWL should consider a series for policy briefs, linked with dissertations that produce high quality but accessible information on highly relevant themes for both state and civil society.
- Another means is by providing free open access to the *Women & Law* book on their website as well as past publications of the Centre. This would significantly broaden the reach of the materials throughout the region. Another is to consider the establishment of an academic peer-reviewed journal to further promote the discipline. A journal would provide an avenue for increased regional academic collaboration whereby members of the regional advisory board, teachers, and students can publish their ground-breaking research.
- Though recognising capacity limitations some of the processes are in any case relatively low cost and additional funding could be sought from other sources for extra staffing as new initiatives are undertaken (for someone to establish and edit a journal for example). Furthermore foreign (or domestic) interns could be made use of as another option.

### *Financial sustainability*

- The SEARCWL should prioritise proactive searches for alternative sources of funding. One obvious avenue is like minded donors, in which RNE can assist, to attract such donors to course related activities. Another is the Norwegian based NORHED programme- which appears open for regional applications.
- SEARCWL should strategies with regional board members concerning lobbying at these regional collaborating universities to dedicate one of their Masters scholarships for a student attending the SEARCWL Masters programme to create regional ownership.
- With different financial governance systems over the years, it would appear advisable to have a systems audit. This is not to suggest any irregularities but rather to safeguard against any potential threats that could be avoided in attracting new donors.
- Cuts would inevitably impact on SEARCWL's ability to run the regional component. It is therefore recommended that the regional component is allowed to function. One interim response could be to have fewer courses (e.g. to reconsider those less popular); or, to scale down number of students scholarships in the short term.

### *Succession*

- A clear statement and decision needs to be made by the University of Zimbabwe endorsing the succession process to provide a clear signal to potential donors concerning the governance of the Centre.

# 1 Introduction

## 1.1 Background and scope of the evaluation

The purpose of the evaluation is to critically assess the interventions undertaken by the Southern and Eastern African Regional Centre for Women's Law (SEARCWL) and which have been funded by Norway for over 25 years. The funding has come through the Royal Norwegian Embassy (RNE) in Harare and with the Norwegian Agency for Development Co-operation (Norad) participating in related activities such as reviews, annual meetings and appraisals.

The overall goal of SEARCWL (stated in the 2008-12 funding phase) is: 'to improve women's legal and social status as well as research capacities in women's law in the Eastern and Southern Africa region'.

The objectives of the evaluation are to assess the following two elements:

- Impact- the long-term impact of the support to the women's law program
- Sustainability-the academic, regional, technical (infrastructural) and financial sustainability.

The Terms of Reference (TOR) requested the consultants to review whether the situation of women in Eastern and Southern African has been improved by enhancing their legal and social status through the work by the Centre. The scope of the evaluation is thus centred upon assessing the impact and sustainability of the Centre's work. In addition to the comprehensive questions presented in the TOR, NIBR has added a brief section on Women's Law as a discipline. This addition is deemed necessary particularly in light of the core mandate of the SEARCWL which is, after all, first and foremost, an educational and academic research centre.

Identifying therefore what is being transferred to the students is potentially highly significant. The main evaluation questions are summarised from the TOR and grouped according to two keys areas:

- Has the programme achieved its long-term objective?
- Has the Centre the strength to survive and develop so it can fulfil its functions on a permanent basis?

The evaluation report is organised in such a way as to answer these questions.

## 1.2 The Southern and Eastern Africa Centre for Women's law

### 1.2.1 Chronology and Organisation

Support has been given over 25 years through the following chronological phases:

- The first post-graduate Diploma Course in Women's Law took place at the Institute of Women's Law at the University of Oslo in 1987.
- In 1990 the course was transferred to the Department of Private Law at the University of Zimbabwe. From then on the University of Zimbabwe (UoZ) has had the responsibility for the implementation of the Women's Law Programme (WLP), with the support of University in Oslo (UiO).
- In December 1993, Norad and the University of Zimbabwe entered into a contract that later has been referred to as "the main contract". In the description of the programme for 1993 to 2003, there was also an objective to establish a collaborative programme that would undertake training, teaching, research and publication in women's law and promote academic capacity building and networking within the region and to engage in an extensive publication programme on women's law.
- In 2000 the Women's Law Centre at the University of Zimbabwe was established as a Centre within the Faculty of Law. The Centre was formed from the earlier Women's Law Programme in the Department of Private Law within the Faculty of Law.
- In 2002 it was determined that the Centre should upgrade its core programme from a Diploma to Master's degree in women's law, largely targeted at lawyers, but also including non-lawyers.
- From 2003 a regional Master in Women's law was launched and a separate Regional Centre; the Southern and Eastern African Centre for Women's Law (SEARCWL) was set up. A regional programme through close cooperation with partner universities in the Eastern and Southern African regions was thereby created. A network of partner universities and academics were established and in addition to University of Oslo, five universities in eastern and southern African region, namely, University of Cape Town, Makerere University; Chancellor College, University of Malawi and the Nairobi and Strathmore Universities in Kenya became partners. Four universities have signed MOUs with UoZ. Later, the University of Zambia and the Open University of Tanzania have joined as partners.
- Between 1993 and 2001 157 participants from 9 countries completed the diploma-course in women's law. From 2003 until 2012 149 full course students successfully completed the Master's degree. Forty six (46) diploma graduates upgraded to Master's degree between 2003 and 2010. To date, of a total of 202 students, 195 have graduated.
- From 1993 to 2012, Norway supported the programme with approximately NOK 67,4 mill. The funds were used to support the participating students, payment for teachers from cooperating universities, infrastructure investments

at the Centre and cooperating universities and funds for financing the regional board-meetings, and meetings in collegiums etc. In addition to the funding from Norway, the Centre has received support from UoZ.

- In terms of Norwegian aid administration, the Embassy in Harare is the responsible entity. The funding channel from Oslo has seen some shifts. First, notably during its growth as a regional programme, support to the Centre came from the ‘Africa regional’ budget post in the Ministry of Foreign Affairs. This shift was explained as due the political instability in Zimbabwe and the sanctions concerning bilateral funding. In more recent years, with competition from other development issues, the funding was shifted to the Women’s Grant (‘Kvinnebevilgningen’) budget post which only became known to SEARCWL during the course of the evaluation process. This source, however, is supposed to go to new, innovative projects, but because it is one of the few avenues for the Centre to get funding, it is the principal source.
- In the last phase of the support to the programme, (2008-2012) the development of research capacity has been a major goal of the programme.
- An addendum to the contract was signed in 2012 with a further NOK13,5 mill. for another 2 year course (2013-14).

### 1.2.2 Programme documents

A review of the relevant programme documents reveals a number of pertinent issues. One of the key developments is that since 2003 the Centre has been transformed more explicitly as a regional centre. It is very unclear, however, from the documentation reviewed whether the stakeholders considered any advantages of being ‘regional’ rather than a national-level Zimbabwean entity. There is very little documentation available on the desirability of this, other than vagueness attached to concepts such as regional ownership and regional partnership but not thoroughly discussed. This omission is potentially significant given that the shift to a more institutionalised regional approach has incurred increased funding and which also has implications for financial sustainability.

Though readers are given a clear impression that the Centre is first and foremost an educational and research-based entity, review of the documents reveals there is very little discussion of the programme logic. Objectives are presented as descriptive deliverables. Again, the omission might be explained in terms of the stakeholders being very familiar with the intervention’s aims and objectives, and as such it is an implicit logic. We therefore refer to the Centre’s 2002 ‘Forward Planning Seminar’ document because it one of few occasions where the objectives are made more explicit. We mention this because it is important to identify what students are being assumed to be equipped with and what as evaluators we are identifying in the Centre’s approach. The teaching methods are made more explicit, of course, in the 2011 teaching book. But more emphasis in the programme documents would assist greatly in explaining and identifying the transfer of skills in what is essentially a capacity building intervention.

The descriptive approach extends also to the activities stated to build a collaborative regional academic infrastructure that is intended to strengthen both the course and the discipline. It is a circular logic that does not explore broader impact nor the end



of regional collaboration itself. The project document for this phase states- ‘the development of a truly regional Masters’ is the key focus but does not justify why this is needed. The application draws on the 2001 evaluation to justify ‘institutionalisation of regional cooperation’, but without exploring why this is required. The ‘Constitution’ document for SEARCWL, also only states ‘it should take the opportunity to create a truly regional programme’, but again the end is not identified, nor the means to get there.

Underpinning all of the above points, the programme documents reflect the explicitly academic role of the centre. Even this emphasis, however, assumes that academic activities will develop the discipline. The critical link here is, of course, the wider assumption **that the discipline – both through the course and academic development- will lead to legal and social status improvement**. SEARCWL of course cannot be at any fault for conceiving themselves as an academic centre whose primary function is to develop a regional Masters programme. On the contrary, this emphasis on its teaching and educational mandate and objectivity and independence can be considered a valuable if not necessary commodity in the politically unstable context that has characterised Zimbabwe. Nonetheless, in view of the Programme’s developmental goals the Evaluation Team considers it is important to evaluate whether the gaps between the course and research in relation to broader desired impact have been anticipated and dealt with by SEARCWL. It is therefore surprising that the issue of how the course was intended to bring about development or improved status of women is an omission in the programme documents.

### 1.2.3 Summary of previous evaluations and mid-term reviews (MTRs)

The SEARCWL’s work has been evaluated several times. Evaluations took place in 2001, 2007, and most recent mid-term review in 2010. The MTRs and evaluations are generally very positive to the Master’s in Women and the Law (MWL). There are some useful findings. There is useful mention of the recommendations for an alumnae association suggested by students and also for information dissemination about the course, amongst others. Contribution of graduates is mentioned but is not systematically presented, nor how representative it is of the graduates. Furthermore, there is neither discussion of the assumptions highlighted nor the role of the Centre itself, nor the discipline of women’s law. Reference is made to some graduate student observations that they thought the Centre could be more active in acting as a legal advisor to organisations but this does not lead to exploration of impact. These are particularly interesting because they all could form activities that potentially harness added value beyond the Master’s course itself. The 2007 evaluation, as stated, also did not pick up on the issue of broader impact and means to achieve this. The 2010 MTR, in line with previous evaluation, alluded to the contribution of the Centre as ‘substantial’. It also suggests the Centre is a ‘true regional hub’ and with a genuine regional character. The discussion about the desirability or purpose of being regional is again omitted.

But what is different in the findings of the 2010 MTR is that by way of conclusion some allude to areas that could contribute to broader impact in terms of growing its links with employers and former graduates in particular and in better publicity and dissemination in an overall finding. What is particularly relevant for the current

evaluation is how the 2010 MTR identified a critical mass of likeminded people and empirical knowledge on a range of topics had been created but nonetheless stressed:

‘The challenge is to implement initiatives that will coalesce and energies this rich resource and leverage its potential in order to start making a bigger impact at the policy level. This will require collaboration with activist, NGOs and CBOs. It could also be expedited if the graduates in the various countries form a formal or semi-formal association...’ (p. 21).

Whether this potentially represents a new role demanding more staff and fundraising remains to be seen in the evaluation presented here. Our contribution is to problematize these issues that were only implicitly raised in documentation associated with SEARCWL and to hopefully identify some ways to deal with them. In order to pose the question of whether something could have been done differently we therefore also need to look at some of the assumptions in the theory of change of SEARCWL.

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## 2 Methodology and analytical framework

The Evaluation Team approached the assessment of impact and sustainability by use of what is termed *theory of change* (TOC) and programme theory. TOC refers to how the objectives of a programme purportedly lead to specific outputs, outcomes and impacts and especially in ‘making assumptions explicit’ in the steps taken to achieve these ends. In many cases programmes/projects lack an explicit TOC, although the programme/project may be based on several robust assumptions about how things change through programme or project activities. We will therefore bring to the fore underlying assumptions in the Centre’s work, and discuss their internal validity. On the basis of the work by the Centre we will identify – schematically – how the intervention imagines the iterative sequence of actions that lead towards the objectives.

Our study will hopefully lead to robust conclusions about whether the work of the Centre (Master’s programme, graduates, regional collaboration) has worked in terms of improving women’s situation in the countries where the graduated students are working, and not least explore to what extent this work could be improved. There is the important issue of what the appropriate level to evaluate impact should be. Impact is primarily evaluated through the contribution to developing Women’s law, the Masters course and its immediate vehicle for influence beyond the course, namely, the graduates. This focus is particularly important in light of how the Centre perceives its role and its goals and objectives. In terms of the Programme theory the assumption made by the Centre is that by strengthening the discipline you establish a cadre of highly skilled women to advance women’s legal and social status. In addition to personal and individual impact, the application of knowledge therefore in respective institutional contexts becomes a key gauge of broader impact.

There appears to be a conceptual gap because little is provided in terms of programme approach. Upon closer reading, however, some limited evidence can be highlighted. Again, the 2002 ‘Forward Planning’ report mentions career advancement as one avenue for impact. Furthermore input from a person from the NGO sector raised concerns about how research knowledge should be applied (citing the role of dissertations in that case). It is these kinds of issues whereby we would hope for deeper discussion of avenues for impact and in close relation, sustainability.

For achieving the assessment of impact and sustainability we divide the work tasks into 4 overlapping components which require a mixed methods approach, namely, qualitative and quantitative, as follows:

1) *Document analysis* - key documents including funding application, reports, plans etc, were identified in the ToR, especially concerning evaluations and mid-term reviews

and also any strategic planning documents that set out the programme vision, were reviewed and where possible, any theory of change identified.

2) *Survey*- this largely quantitative method is the bedrock for the study because it informs almost all aspects of the intervention, especially the impact questions. Key characteristics of the graduate cohort and key themes from findings capture the beneficiaries' views and also their contribution to broader processes. As proposed by the ToR the survey provides background information on the candidates, the type of organisation/institution they worked for before attending the women's law diploma/master, information about the careers of the former students, their use of the theoretical knowledge in their current work, their consideration of the most useful aspects of their course in women's law, the impact of the training as assessed by themselves, examples given of how they have used their knowledge, their own outputs (publications, papers, newspaper, radio, TV, etc), their level of contact with other former students, and their opinions about how the effect of the training best could be improved. In addition to these questions, we have asked about concrete achievements and contributions made to women's law in particular and what kinds of networks they are in.

Some questions in the survey have gone to their current employers. Employers were asked to assess the usefulness of the training in the work of former participants of the programme as well as the usefulness of the training on policy formulation. In the two countries where field work was conducted, we followed up on these issues in interviews where it was deemed relevant and necessary in order to get more feedback to assess the impact. Some of the questions in the survey were open-ended, such as giving examples of how the candidates have used the knowledge gained and their opinions about how training could be improved.

The survey questions were formulated by Jones and Hellevik based on the questions outlined in the TOR and in the NIBR tender. Hellevik made the technical input into the survey instrument used, namely, the *Easyquest* programme. The *Easyquest* programme is a web-based electronic survey instrument which is user friendly, cheap and makes the client the proprietor of the raw data. Tronstad and Aasen acted as test users and gave feedback to the test questionnaire and the questions and their order in the questionnaire was further refined before it was sent out. Hellevik organised the final layout and technical issues regarding the questionnaire and it was distributed to 181 respondents on November 12, 2012. Two reminders were distributed to respondents before the survey was closed on December 13. The analysis of the data was also done by use of *Easyquest*, supplemented by use of Excel.

Previously the poor response rates in the MTR handicapped the validity of questionnaire sent out. The NIBR evaluation team were therefore aware that some decrease in response would be anticipated, which in some cases may be due to migration and HIV/AIDS. The major challenge the team anticipated was to get as up to date as possible contact information for respondents. We therefore started the work by sending out an early tracer e-mail to all former students for whom we had e-mail addresses, requesting people to reply "Yes" for having received the e-mail. This tracer e-mail also allowed us to see which e-mail addresses were out of use. Based on the results of this tracer e-mail, we followed up with the information manager of the Centre and the local consultant in Harare to find alternative e-mail addresses for

those which were not in use. The evaluation team managed to get new e-mail addresses for most people. Of the list of a total of 202 students, 181 was the final number of students for whom we had e-mail addresses (but with many not replying to the tracer email). The response rate of the survey was 90 people: 87 former students and 3 employers. In total there was therefore a response rate of 48,15 percent. Such a level of response can therefore be considered representative of the graduate cohort, especially given the good spread in relation to nationality, gender and educational background (i.e. lawyer or non-lawyer).

3) *Qualitative methods*- For impact and sustainability we also used qualitative methods. Interviews and focus group discussions were qualitative methods used which provided important feedback on the validity of the survey and vice versa. Informants were selected intentionally due to particular characteristics especially to do with type of work. In particular, findings supplemented those from the survey on personal and individual impact, as well as the institutional level. The total number of interviews conducted was 51, of these:

The total number of graduates individually interviewed was: 20 (9 Zambia, 9 Zimbabwe, 2 Kenya, plus one other not counted as a graduate but who wished to do the course).

The total number of employers interviewed was: 8 (4 Zambia, 4 Zimbabwe- and one of whom is double-counted because they were also a graduate).

Others, such as partners or key informants: 23 (4 Zambia, 14 Zimbabwe- including 2 University of Zimbabwe, 2 at RNE, and 5 at SEARCWL itself). This total figure also includes 3 Regional Board members (who were interviewed explicitly in that capacity) and 2 partners at the University of Oslo.

Topics depended on whether respondents were graduates, employers, or key informants, regional board members and so on. Interview schedules took this into consideration.

In addition 2 groups interviews were conducted: one in Zimbabwe (5 graduates, one of whom were interviewed separately) and the other in Zambia (4 of whom all were interviewed). In other words the group interviews added another 4 graduates to the make an overall total of 24 graduates spoken with. In all cases, as mentioned, respondents were intentionally approached for interview based on aspects such as their work.

4) *Academic sustainability* - first, we checked curriculum and research outputs, including teaching and academic related publications. The 'empirical knowledge' basis of the Centre was checked concerning the quality of research outputs and curricula development. This was done in conjunction with speaking with members of the regional colloquia responsible for course development and revision and regional 'peers'. This component inevitably overlaps with the scope and nature of networks and partnerships in meeting broader change objectives. In addition, we conducted interviews with key actors at the Centre, and also selected regional board members; RNE, Norad staff consulted; and also other partners, such as the University of Oslo; and significant institutional collaborators (see below).

An important factor for impact also concerns the nature of networks and partnerships formed by the Centre. Some of these issues will be followed up as they emerge from the survey and the organisational level. Interviews were important however, especially as previous evaluations had not interviewed the regional advisory board members. The networks for academic sustainability and quality were consulted. These included some of the 5 collaborating partners who either have MoUs or partnership roles and also members of their regional colloquia. In addition key supporting institutions include Women's Law at University of Oslo were also interviewed. Indeed the evaluators incorporated some visits as regional stop-overs in order to seek better coverage of the Centre's collaboration. But we also asked about networks for more policy and legal ends. For example, in the two country cases we attempted to speak with influential entities, such as the Law Commissions, and where appropriate Parliamentary Committees (dealing with Women's issues, for example) and also civil society actors to gauge the policy and legal 'reach' of Centre networks. Perceptions of the Centre in relation to the key actors or networks at national level (especially in Zimbabwe) but also regionally, in terms of regional women's rights and legal standards were raised.

5) *Strengths and Weakness- Opportunities and Threats* exercise: this was conducted in the participatory spirit of the Master course, with all relevant Centre staff. The objective was to prompt discussion as to the achievements and also any shortcomings etc. in the Centre's approach according to the Centre itself. It is a valuable technique in getting a lot of information quickly, and in a manner which enables expression of the evaluated entity's collective response and insights.

6) *Country case studies*- the ToR asked for two countries to be visited. A number of countries send out students but only two were to be chosen. One had to be Zimbabwe itself, as it is the location of the Centre and with the clear majority of graduates. The other was discussed with Norad and with the Centre. There were a number of considerations taken into account. An important factor was which country could show a degree of institutional impact. Though Zambia had been covered in a previous evaluation, the evaluators considered that its selection for the present evaluation would demonstrate some continuity with the previous reviews. Furthermore, through the presence of a large number of Zambian police over the years on the course, there is also real potential to show impact in a specific sector. In addition to these two cases, because Nairobi was a brief stop-over to interview the regional advisory board chairwomen, the opportunity was taken also to speak with some Kenyan graduates. Although not requested by the ToR, it did present a window on a group of graduates not previously included in an evaluation. In any case, the representativeness of the survey does, we believe, cover all sending countries.

Some limitations include that the study was limited to two country case studies, albeit with some limited findings added from a third. In general, responses of graduates are overwhelmingly but not exclusively of female graduates (especially in Zimbabwe). Furthermore, because identifying graduate influence and impact was a key priority, perhaps the study did not address those students who have not had any impact and why this may be so. Though the Evaluation Team believes that the survey provides a good vehicle to mitigate these issues, those students not demonstrating impact might be heavily reflected by the 52 per cent who did not respond. Nonetheless, drawing

upon the data collected across 1-6 the Evaluation Team will be able to conclude about the level of impact at these different levels but also ultimately, therefore, the broader legal and social status level of women in the region. The use of such a variety of data collection techniques has ensured cross validation of the data and information that have been gathered. By triangulating the methods used, in this way cross checking for accuracy and consistency across the methods, both the reliability and overall validity of the data and findings were ensured.

## 3 Findings: Impact of the SEARCWL

### 3.1 General findings from the survey

There have been a total of 202 students on the Programme. Of the 202, key characteristics are provided in the table below:

**Table 3.1 for all students:  
Nationality and gender**

	Total number	Female	Male
Botswana	1 (0, 5%)	1	0
Cameroon	3 (1, 5%)	3	0
Ethiopia	1 (0, 5%)	1	0
Kenya	27 (13, 4%)	23	4
Lesotho	3 (1, 5%)	3	0
Malawi	16 (7, 8%)	11	5
Mozambique	1 (0, 5%)	1	0
Namibia	1 (0, 5%)	1	0
Tanzania	28 (13, 9%)	23	5
Uganda	16 (7, 9%)	9	7
Zambia	27 (13, 4%)	10	17
Zimbabwe	78 (38, 6%)	73	5
TOTAL	202 (100 %)	159 (79%)	43 (21%)

This shows that 39 percent are Zimbabwean, and 79 percent are women. Concerning nationality, this is almost twice the 20 percent performance indicator that the SEARCWL has for regional composition of students. SEARCWL explained this composition in terms of mitigating factors in student recruitment, especially that the overall figure tended to be pushed up by last minute vacancies on the course and which are offered to Zimbabweans for practical reasons. Of the 202 in-take, 195 have graduated and 7 therefore have not completed graduation (and of these some may still complete). These figures show a very low rate of non-completion, probably reflecting high levels of support from SEARCWL staff.

In terms of the response rate of the survey itself- contact details were not available for 21 of the 202, most of whom we understand were 'upgraders' from the diploma taken in previous years. Therefore the sample for the survey was 181, of which 90 people responded: 87 former students and 3 employers. In total, this number gives a



response rate, as mentioned, of 48,15 percent. To ask how representative this response rate is, we can compare first the recipient sample (181) to the overall survey respondents that can be seen from the below:

**Table 3.2 with characteristics of survey sample (total: 181):  
Nationality, gender and educational background**

Nationality	Total No.	Gender		Lawyer	Non-lawyer
		F	M		
Botswana	1	1	0	1	0
Cameroon	3	3	0	3	0
Ethiopia	1	1	0	1	0
Kenya	26	22	4	25	1
Lesotho	3	3	0	3	0
Malawi	16	11	5	7	9
Mozambique	1	1	0	1	0
Namibia	1	1	0	0	1
Tanzania <sup>1</sup>	26	21	5	22	1
Uganda <sup>2</sup>	13	8	5	5	5
Zambia <sup>3</sup>	25	10	15	6	16
Zimbabwe <sup>4</sup>	65	61	4	54	7
TOTAL	181	143	38	128	40

**Table 3.3 with information on survey respondents:  
Nationality, gender, educational background and age**

Nationality	Total No.	Gender		Lawyer	Non-lawyer	Age			
		F	M			25-35	35-45	45-55	Above 55
Botswana	1	1	0	1	0	0	1	0	0
Cameroon	1	1	0	1	0	0	0	1	0
Ethiopia	1	1	0	1	0	1	0	0	0
Kenya	12	11	1	12	0	3	6	3	0
Lesotho	1	1	0	1	0	0	1	0	0
Malawi	9	5	4	6	3	5	2	1	1
Mozambique	0	0	0	0	0	0	0	0	0
Namibia	0	0	0	0	0	0	0	0	0
Tanzania	9	6	3	9	0	3	5	0	0
Uganda	4	2	2	0	4	3	0	1	0
Zambia	13	5	8	4	9	3	7	3	0
Zimbabwe	34	31	3	29	5	12	16	5	1
TOTAL	87	65	22	65	21	30	40	15	2

This shows that the distribution of the respondents across years was good: 24 percent of the respondents had completed the degree in 2012, 21 percent in 2010, 23

<sup>1</sup> We lack information about the occupational background for some of the students from Tanzania.

<sup>2</sup> We lack information about the occupational background for 3 of the students from Uganda.

<sup>3</sup> We lack information about the occupational background for 3 of the students from Zambia.

<sup>4</sup> We lack information about the occupational background for 3 of the students from Zimbabwe.

percent in 2008, 18 percent in 2006, and 14 percent in 2004. The distribution of gender in responding to the survey also approximates the 181. As the centre has had students from the entire region, the survey was sent out to students from several countries. The distribution of nationalities that responded closely corresponds to an overall total of 38 percent of (181) graduates being Zimbabwean. When it comes to the distribution across age cohorts, more respondents were between 25-35 than any other group, but a fair amount was also younger (35-45 years old) and older (45-55 years) and over 55. Moreover, as students have had diverse backgrounds, we had three questions in the survey to retrieve information about their background. One question was whether they were lawyers or non-lawyers. We then asked the lawyers to specify their sub-discipline/type of law in an open text box. The non-lawyers were asked to specify what discipline they have as their educational background. It appears that slightly more non-lawyers replied than lawyers (Annex 4 shows overall break down should be 79 percent and 21 percent respectively).

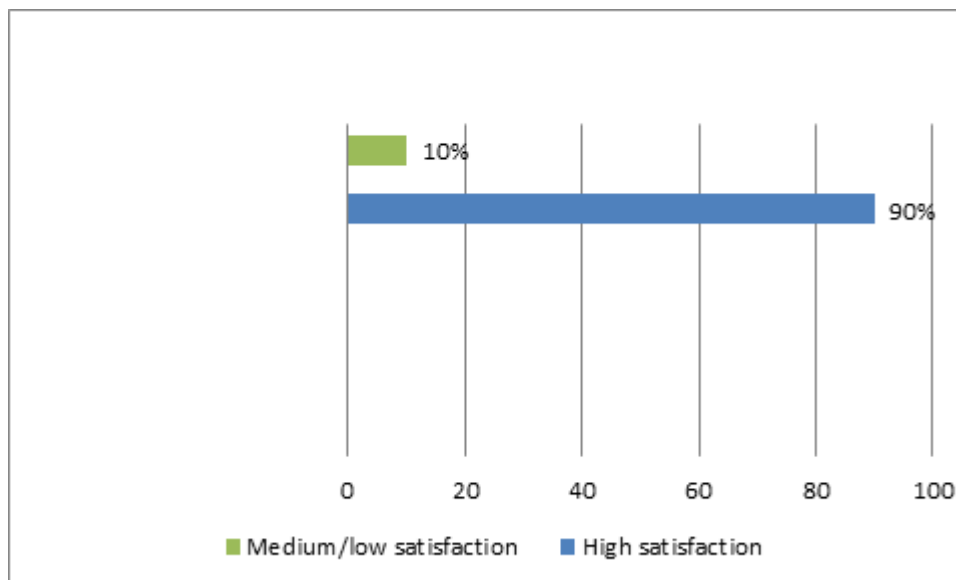
We then turned to ask whether their previous and present work was related to women's rights, with the alternatives of 'directly', 'indirectly', 'not related' or 'do not know' as response categories. 67 percent responded that their previous work was related to women's rights, while 66 percent responded that their present work is related to it as well. The same percentage of respondents- 32 percent- said that their previous and present work is not related to women's rights.

To reiterate the survey corresponds well to the overall graduate cohort. However, in addition, concerning students with disabilities, we are aware that at least two had visual impairments. Though there is not a policy or quota for such students, we are aware that SEARCWL made extensive provisions for those disabled students who have attended the course.

### 3.2 Overall Survey Findings on Masters Course

The survey contained some questions regarding the course. One question was why the graduates chose the course in Zimbabwe. Four options were listed: "reputation of SEARCWL", "bursary" (i.e. scholarship), "employment prospects", "location", "the regional nature of the course", "other, please specify". The responses show that people did the course for a variety of reasons, with no outstanding factor. However, the focus group in Zimbabwe and some interviews suggested that several had chosen the course because of the scholarship; that they had taken the undergraduate course in Women's Law at the University of Zimbabwe; and for some women the flexibility allowed for mothers with young children.

In addition, the graduates were asked to grade their satisfaction with the course from 1 to 5 (where 5 is the highest) which has been summarised as follows:



**Table 3.4: Overall satisfaction with course (High satisfaction being rated 4 or 5 )**

The clear majority of respondents (90 percent) rated the different aspects very highly, giving them a score of either 4 or 5, which is quite outstanding satisfaction with a Master's degree course (see Survey in Annex for full listing of components). In addition, the graduates were asked whether they had other comments and a text box was offered for extra comments. Several of the graduates who offered such comments did so in general positively, emphasising impressive individual impact that the graduates attributed to the course. Examples and further discussion of such individual impact is pursued in section 3.3.

There were four questions asking about satisfaction with the course in terms of its theoretical approach and its practical approach, whether it was practically oriented and which components were most useful to the graduate. The graduates thought the course to be satisfactory in terms of its theoretical approach, 55 percent rated it with the highest rate possible-5, while 40 percent rated it with 4, and 9 percent with 3. When it came to the question of whether they considered the course to be satisfactory in terms of its practical approach, a clear majority rated it highly- 74 per cent rated it with 5, while 22 percent with 4. Furthermore, to the explicit question of whether the course was practically oriented, an emphatic 98 percent responded "yes". Then, upon being given the option of choosing whether the practical or theoretical components of the course were most useful, 68 percent responded that the practical component was most useful, while 31 percent responded that the theoretical component was most useful. No one answered "neither" and 1 per cent replied "do not know". In general, these results demonstrate that graduates have an overall high level of satisfaction with the course and its approach. In interviews, in the open-ended questions in the survey and in the focus group, several graduates expressed a particularly recurring theme: that they have benefited from the course in their current work due to the methodological approach and the research skills gained through having taken the course.

### 3.3 Women's law as a discipline: Academic impact and relevance of the Women's Law Masters Programme

The Centre's Masters programme in women's law is academically relevant and the approach to teaching is deemed highly innovative and sound. The course curriculum is comprehensive with respect to women's law. Students are provided with a broad overview of relevant issues and debates in the first semester, and then provided with the opportunity to choose two electives in the second semester in order to gain a more in-depth understanding of selected themes, such as criminal law, commerce, sexuality, and family law. Emerging issues such as the intersection of women's human rights and HIV are included as they arise. There are also courses addressing pertinent socio-economic issues such as labour law and social security. The course also considers key jurisprudence in the region, as another way to contextualise the issues. The curriculum is critically reviewed every two years at the regional colloquia and responds to, and evolves from, feedback from the regional advisory board, teachers, and student evaluations. For example, past students had expressed a desire for the women's human rights course to be compulsory rather than optional and in response to this request the course became compulsory in 2011.

Particularly striking with respect to the programme, is the emphasis on facilitating personal transformation amongst the students whereby a process of 'breaking the [gender] mould' is applied. Stewart explains in the Centre's recent publication *Women & Law* that in order for students to be able to analyse how the law affects women they must become 'sharply sex and gender aware.' A number of practical exercises, some requiring deep personal introspection, are assigned in the first semester towards this end. There is evidence from interviews with staff and students, and documented evidence in the text book, that this necessary sex and gender awareness leads to a necessary shift in outlook and attitudes with respect to the gendered nature of society and the role of the law. Considering the proven limits of the law alone in addressing violations of women's human rights in the region, shifting views on gender is an important outcome and one which is an innovation of the Centre.

The teaching of research methodology is a very strong and successful component of the programme and includes a practical exercise in the field during the first semester and a dissertation in the third semester. A perusal of some of the dissertations on the SEARCWL website provides evidence of the acquisition of research skills by the students. The dissertations overall, are well written, and include well-articulated, relevant, and refined research problems. They also display an analytical approach to the problem that is aligned with the teaching methodology and objectives of the programme which evidences the transfer of knowledge from educators to the students. This is likely attributable, in part, to the high level of attention that the students receive in writing their dissertations. Not only are they carefully taken through the process from identifying the topic to the write up of findings, but they receive a visit from their supervisor at the site of their research in their home country where they receive hands-on support and teaching. This further exemplifies the Centre's innovative, dedicated and effective approach to teaching.

These findings are particularly significant in view of the Centre's assumption that by strengthening this discipline you establish a cadre of highly skilled women (and men)

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who through their respective employment and personal decision making will improve the status of women. In other words the assumption has more chance of being correct the stronger the graduate capacity built.

We find an extremely interesting and possibly unique approach to understanding the law. The course identifies gaps in law, involving some typical assignments such as choosing whether to advocate or litigate on particular issues. If litigating on women's rights issues, for example, students are challenged not just with finding legal arguments but to explore other reasons for why litigation might not work, whether social, such as a closed society, or cultural factors, related to customs, or otherwise. One could pose a counter argument that the course down plays more theoretical approaches. However, in view that it is intentionally very practitioner-oriented and deliberately targets those candidates who could achieve impact through their work experience, we feel that what is perhaps most important is the relevance to practitioners. What is also striking is how in the following accounts it is possible to see a clear connection, and hence knowledge transfer, from the course into the graduates world view and application of ideas and approaches.

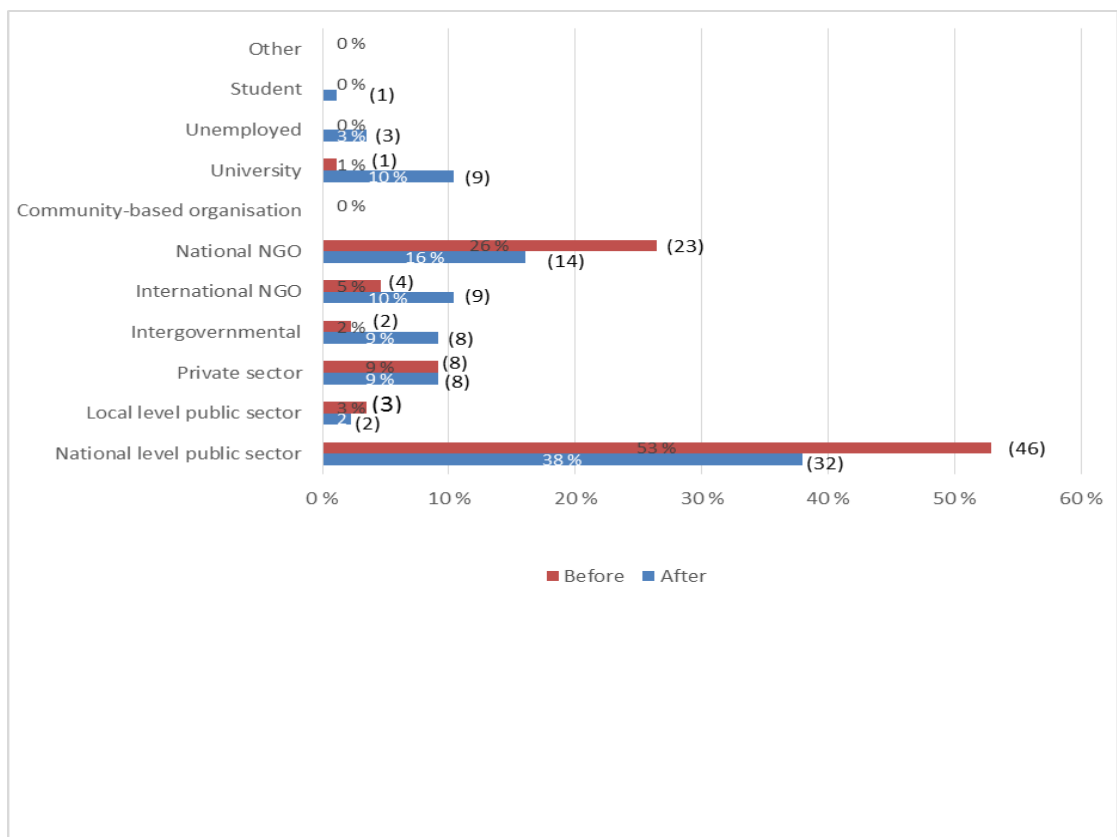
### 3.4 Individual impact

#### 3.4.1 Personal impact: "I have learnt to argue about biases now"

Many graduates describe rather dramatic impacts upon their personal development. The survey and interviews capture common phrases such as the course 'opened my eyes' or 'was a door opener'. Some respondents even saw their experiences on the course have played a role in their own personal circumstance. A common graduate refrain was how they benefited immensely from course related activities that contributed to instilling self-confidence. The self-confidence also appeared to be the foundation for the new found insight or explanatory power provided by the methodological approach of the course. In some cases graduates expressed how the confidence had impacted their domestic arena, precipitating challenges to gender relations in the home that had put them in an abusive or oppressive relationship. Graduates drew attention to how they had developed a 'gender lens' in looking at the world, including work related issues and that the Centre has completely changed the way they did things.

### 3.4.2 Career impact

One of the most visible impacts seen from the survey concerns graduate career mobility: 80% of respondents felt their career had advanced since graduation (and bearing in mind some respondents had only recently graduated in 2012, so this figure might be even higher). Career mobility may be attributed to a large number of factors (personal contacts push and pull factors, and other wise). But what can be said with a degree of certainty is that career mobility was greatly improved from before the course to after graduation. It is striking since graduation how many graduates have progressed in their career (a clear majority according to the survey). The survey reveals some significant patterns in mobility before and after graduation, depicted as follows:



**Table 3.5: Career change**

Major trends include the following:

There is a relatively large increase in graduates moving to international NGOs and intergovernmental agencies such as the UN and also EU, ICC etc. Graduates move on to jobs that are generally characterised by a higher level range of tasks, typically involving analysis, research, greater responsibility, such as for programme reporting, and/or, conceptualising projects, fundraising and other wise. As one non-lawyer respondent suggested, “as ‘semi-lawyers’ it is now easier to analyse projects involving laws, it has helped me understand the law and simplified it. The job required such a Masters. I now manage a human rights project, including some on gender equality, of 1 million Euros through UN Women. The skills added have helped me”. In the

context of increased demand for higher skilled people in Africa, the course is contributing significantly to meeting the demand for and by skilled Africans.

Another key trend appears to be the high increase in graduates going into the University sector. This pattern was particularly noticeable in Kenya and which was confirmed in interviews (see later on regional capacity). In addition, consultancy in these different arenas is another key development. All of these developments confirm greatly enhanced level of skills and with it, opportunities for increased earnings.

Conversely, there appears to be a significant movement away from the public sector. Though off-set to some extent by the move into the university sector- it nonetheless reflects an overall net loss to national state sector. There is also movement away from national level NGOs. There is also a very low number from local government undertaking the course.

Graduate mobility across sectors of course takes place for many reasons and should be regarded as affording graduates higher level opportunities. Nonetheless, the predominant shift, namely one from the public sector, is not necessarily win-win because it may weaken the duty bearer responsible for policy and legal implementation that impact women, namely, the state.

### 3.5 Institutional impact

Evaluating institutional impact is gauged largely by what individual graduates have done in the respective organisations where they are working. The section identifies the range of key fora where one would expect to find leverage for influencing and impacting in terms of decision-making. Such fora include policy-making and legislation across state and NGO sectors and other related areas. Furthermore, graduate contribution is augmented by the reflections of employees and other stakeholders related to women's issues to produce a triangulated picture of institutional impact (see annex of informants).

#### 3.5.1 Graduates in institutional spaces in Zimbabwe, Zambia and Kenya

We probed graduate responses in order to ask them to identify their contributions and to correlate these with institutional spaces influential in shaping woman's legal and social status. Like many of the responses recorded, and some of whose evidence is presented in this section, there is a very close link between course approaches and its transfer into the work place. For some additional examples taken from the survey concerning graduate publications and other outputs/achievements- please refer to Annex 5. Though difficult to attribute to the Masters alone, respondents did relate a wide range of impacts to which they claim contribution.

*Case Study One: Public spaces- Law, Parliament and Police in Zimbabwe, Kenya and Zambia*

A critical space for influencing policy making obviously concerns the constitutional and law making processes which determine legislation influencing women's issues.

These spaces for graduate influence appear especially significant in Zimbabwe and also Kenya. The example in the box is from the deputy minister for Women in Zimbabwe. She indicated several areas of influence specifically related to her training in women's law. The course had given her new insight. If she had stayed in private practice law without the Masters, this perspective would not have been added, she claimed. As a member of the Select Committee in Parliament she claimed personally to have been central in drawing up 30 essential issues which were considered 'musts' for the new constitution and in which impact is identified. Amongst the most salient of these (similar to Kenya) is the clause concerning 50% female representation in elected entities (clause 2.9, 'Gender balance'). Furthermore, proportional representation, whereby 60 women will be added, but which is currently being

"The course sharpened my focus and why things are the way they are. I utilise knowledge in my political life. One of the reasons to get elected is that so many gaps exist in the law and the legislature to fix things. Male lawyers are influential in Parliament across party lines. Male parliamentarians make a lot of noise and especially lawyers hold sway in Parliamentary politics. There were no female lawyers in Parliament. I was the first to be elected. I am encouraging more to join. Men can be converted. I have more patience with the counter arguments men have. I understand them better, whereas before I had no time for these, and now can get them on side. It is very important to work with them." Jessie Majome, graduate, Deputy Minister for Women, and member, Parliamentary Select Committee on the Constitution (COPAC), Zimbabwe.

contested; Senate will also have Proportional system; and additional features, such as an equality clause, equal citizenship, the right to security of person; and especially, noteworthy in light of previous obstacles to legal protection – customary law will now not be subordinate to human rights. In addition, further clauses make provisions for social economic and cultural rights, amongst others.

These findings have been strengthened by key informants. One includes the umbrella women's organisation, the Zimbabwean Women's Coalition, which though clearly regarding these outcomes as collective endeavours identified them also as vigorously pursued by the graduate(s) in question. Another key informant in the Law Commission suggested that the high calibre of graduates, including at least half a dozen in his own department, the Ministry of Justice, had made an important contribution across their respective sectors. He cited in particular the Domestic Violence Act 2006 (and in which the Zimbabwe Women Lawyers Association, ZWLA, and several other graduates were heavily involved). Another good example of synergies between graduates involved the SADC Gender Protocol. ZLWA provided technical advice, but then in terms political processes, the deputy minister wrote to her then Ministry of Women suggesting she move a motion and which paved the way for signing the Protocol by the Government of Zimbabwe.

In Kenya, there are also signs of impact in the political and legal landscape based on findings from interviews and survey. There is also contestation over a gender equilibrium clause (Article 81 (b)) whereby no more than two-thirds representatives of

"The two-thirds rule' in Kenya (a gender equilibrium clause/ Article 81 (b)):

"We want it immediately implemented. On Tuesday we met to discuss our submission to Attorney General regarding the Supreme court deciding on the '2 thirds rule' in the constitution". **Ruth Aura** (FIDA).



any elective body, whether - Parliament, various commissions, Supreme court, etc., can be of the same gender. The implications are that women should be at least one-third, whereas currently only 10 per cent, i.e. 22 out of 224 seats in Parliament, for example, are women. The Federation of Women Lawyers (FIDA, involving graduates), has held a number of activities, including a court case, whose verdict is being awaited. FIDA also held a one day workshop to sensitise all political parties to gender legislative and policy framework. Centre graduates, such as Ruth Aura and others, have been integral to the process.

*Case Two: Legal action*

Another area of impact concerns the deliberations involved in court judgements, and legal assistance in Zimbabwe. Again, analysing responses from the survey and interviews makes apparent what was identified earlier as the ‘gaps’ in current legal practice, and the need for a ‘gender lens’. An experienced labour court judge shared some insights into the impact of the course in her work (see box below). When one considers that the judge makes up to 20 judgements on average by the month’s ends –albeit on a diverse range of issues not always gender related- the impact is apparent for gender sensitive deliberations.

‘The impact of the course has been massive. I can now [she was a judge before and after the Master’s] link my work to the course and come up with a proper judgement in which a woman speaks up. It helps to understand the background and context of clients. A legal mind would not normally see the link between the offence and the complaint. My observation is that the hierarchy are all men. One case involved a women who was a security guard. There was a work policy that woman do not do night shifts. But she was told to do so and she said that due to advances of a man, which she refused, she was charged with misconduct. But I saw that there were shadows [over this appearance of misconduct] of sexual harassment.’

**Mrs. Betty Chidziva** (Labour Court Judge).

A former magistrate who had many years’ experience and had since become a DPhil student following her Master’s degree at the Centre, confirmed the shift in approach that underpins such examples. When a magistrate, she would do things repetitively and in a mechanical fashion, and never asked why a women did a certain thing. She generally did not go into factors that had shaped women’s experiences and preferred before the course to merely apply sentencing options. These ‘gaps’ were revealed following the course.

Lawyers in civil society legal aid provision also expressed the shift in approach and how issues were being framed before and after the Masters. Some reflected upon women’s perceptions of courts and the legal process as in itself ‘terrifying’. Since the course she claimed it is easier to relate to women’s issues, to understand their context, cultural factors and relationships and how option may influence each. An example of how this had improved interpretation of the law is seen in the box adjacent.

‘A client came to see me. She was in a polygamous marriage. The husband had sold their house, without consulting her, or, giving her anything from sale. He put her out in another house. He then wanted to sell that one as well- but she had not benefited previously and he had not been the care-giver for their children. She spoke with him and he agreed to give her money from sale. Getting women’s experiences and exploring this and their concerns and fears, was what I got from this course. The women didn’t want a divorce but just wanted a fair share. It is often not about law but experiences. She got fair compensation.’

**Portia Mabasa** (Legal Officer, WLSA)

A male senior law officer in the section for Legal Aid in the Ministry of Justice explained how his own 'gender lens' played a role now in dealing with his legal aid clients. He estimated that approximately 30 per cent of his case work involved using a 'gender lens' (see box below). Again, in considering half of his clients are women, this is significant.

'My level of argument has developed a different dimension. I can argue now with a gender dimension and identify stereotypes. Before I thought it was an ordinary problem but now I can critically examine if in fact the issue is gender based violence. In another case, a man wanted to divorce his wife because she had visual problems related to diabetes. He was the client but was planning to loot the property. But I advised the man instead to invite the women to a discussion and both parties got 50-50 split of the settlement. Before I would not have suggested this. I learnt best practices in international standards from the course and use these in arguments.' **Samuel Deme** (Principal Law Officer at Ministry of Justice and Legal Affairs)

Overall, other respondents working in the sector identified how more women friendly judgements are taking place in Zimbabwe.

In addition to these findings in Zimbabwe, in Zambia there has also been impact within its own Law Commission:

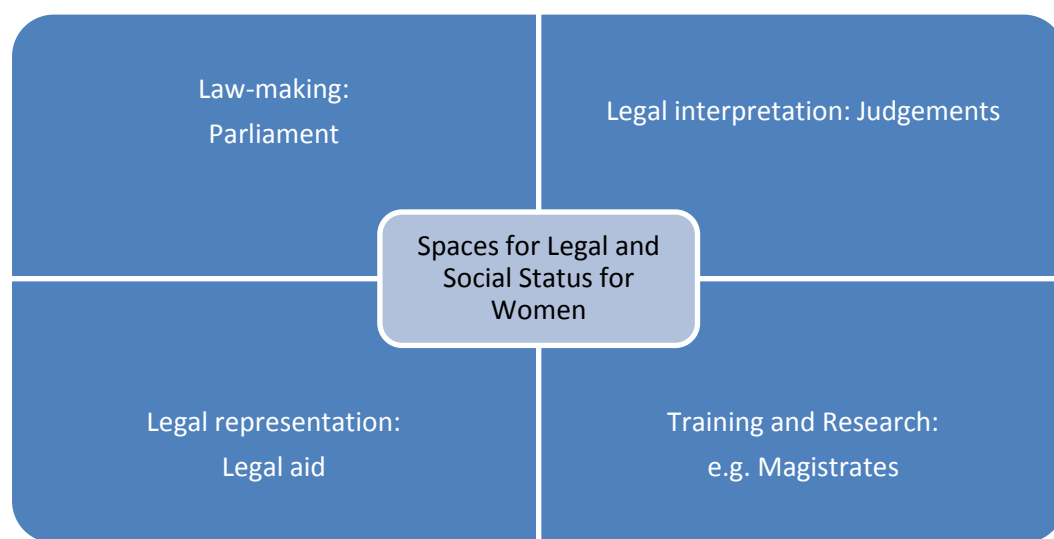
'After the SEARCWL, I noticed the shortcomings in our commission, in management, how we took on law reform and research. I spoke to the director. We have now had two training programs for colleagues in our department- in research methodology, issues of data collection and administration, issues for workshops- and projects to review the penal code and the criminal justice code. My responsibilities have drastically changed. I have become more reliable. Whenever there are serious assignments related to women human rights I get them'.

**Sam Mwapela** (Research officer, Zambia Law Development Commission)

Graduates also worked on access to justice in the Ministry of Justice in Zimbabwe and Zambia. One cited that in having done the course and also being a man, he is listened to more in pushing for social justice in this sector.

The public and institutional spaces identified have been also impacted by civil society and the NGO sector, especially in terms of legal aid and inputs on law reform. In addition, SEARCWL also adds synergy, in providing research and training, often working with its graduates in different organisations and sectors (and see later section on SEARCWL's role beyond the course). One such example concerns the recent training of magistrates in partnership with the NGO sector and work on Family Courts.

We therefore conclude this section by summarising the impact across diverse sectors and arenas visually in the following diagram:



From the diagram we can see that graduates are influential across four key areas highlighted and that have high significance for women. This influence multiplies when it intersects to create more 'spaces' that are beneficial to women's legal and social status.

#### *Zambia Case: Gender based violence and the Police*

Institutional impact is seen most in the police force in Zambia. There are several examples of how the graduates have improved the work on women's issues in particular on gender based violence in the police force. The graduates' contribution to work on gender based violence is found at all levels. One example of such impact is on training of police students at the Police College on women and gender issues in general, where it appears that gender based violence was given particular attention. Some of the graduates have assisted in developing curriculum on women and gender issues and have also taught police students on these issues. They have developed a training manual for police officers on GBV that all officers have to use, bringing it to all the country's provinces. Moreover, some of the graduates in the police have assessed services within the police in their dissertations and they have used their findings to influence training on these matters afterwards and to develop new programmes. One of the graduates, for example, used the research from her dissertation to develop a programme proposal for the Zambian Police to the UNICEF programme concerning police officers and gender based violence and which succeeded in getting funded.

Another impact that the same graduate mentioned was through her current work as the head of the Drug Enforcement Unit. In this, she sits on a joint committee chaired by Ministry of Health and National AIDS Commission in Zambia for most at risk populations. She believes without the depth of understanding from the course she would not know how to reach these populations with services. The police are also involved in a training programme in the region- supported by the Institute of Security Studies in South Africa, where they have trained police officers from other countries. The graduates were deemed to provide:

“massive knowledge. It has really helped us. The general value is capacity building; they can always use it to transfer information that they acquired to other officers. They are acting as models, so some other officers admire them, especially the men”. **Mr. Kasale**, (Head of National Victim Support Unit, Zambia).

An additional example of impact of the graduates is the training they have given to existing police officers in various regions in Zambia on women and gender issues, which includes domestic violence.

Furthermore, another example of what the graduates have done is the national education campaign on drug enforcement, and interventions have been made to reach out to the women being used as drug traffickers. The police have also established a programme and network among men concerning gender based violence and graduates have been involved in this work. These networks exist at different levels, some even at the village level.

The graduates are in the different provinces and they have trained others at that level. The number of reported cases of gender based violence has increased in recent years in Zambia, but there are still challenges in terms of many cases being withdrawn. In sum, there are several achievements within the police and the graduates have helped in raising the awareness of women’s issues within the police (see also section on employers).

### **Other sectors**

#### *INGOs and NGOs*

An increased number of graduates have joined international agencies, including intergovernmental organisations, as the survey demonstrates. In addition, several of the graduates have done consultancies or other short-term engagements for international agencies. This had led to a more proactive evidence based approach in several organisations. The Director of one NGO, Musasa, explained how this added capacity meant that they were no longer ‘just sitting there but that we are understanding, doing advocacy and research- in which evidence based work is now very important’. As one graduate in Zambia stated:

“This is my second job after SEARCWL. Immediately after SEARCWL I joined the UNHCR. There were over 160 applicants for the job at UNHCR. I would not have applied if not for the course. My self-esteem and self-confidence just went up after the course. The kind of job I was to do, we were to close the camp in the Northern part of Zambia, which had not been successful before and the refugees were to go back to the Congo. I applied the methodology learned at SEARCWL and I employed different communication strategies in the camp as I learnt at SEARCWL. We managed to close the camp. The challenge of women refugees is one I want to bring up at the next session of parliament. The most vulnerable refugees are women”. **Shadreck Banda** (Deputy Director, National Legal Aid Clinic).

Several graduates also pointed out the capacity added by the field work and research methodology component on the course. One described how, though she worked previously on research and advocacy on prisons that ‘I was writing on female prisoners but had never visited a cell!’ Following the course she felt equipped

methodologically to visit women in prisons and to ask directly about their experiences including everything from the quality of the water to even the colours of uniforms. This provided more understanding of holistic challenges women ‘on the ground’ encounter:

‘After dealing with politically motivated violence for so long, I struggled. I was always attacking government and saying it was a problem made by government. But with the course I came to see nuances. There are root causes, whether colonial land patterns or climate change. I now have an eye for issues. 2 days ago I was at a community workshop with women receiving seeds. I could see that while the seed was donated, it was wrong for that particular region. I saw other issues-like they had no water, and the hospital was far. I saw issues I learnt from the course. I now always think what is the nature of the problem for women, what are the legal, political and social issues? These women had not been consulted!’ **Maureen Sibanda** (Zimbabwean Lawyers for Human Rights).

### *Employer Views*

Some employers’ views have already been mentioned in passing. However, an additional number of employers made the following observations about graduates under their employment. First, a Women’s NGO noted how usually organisations identify issues and needs but that she (a graduate and employee) had graduates who now managed to link issues to funding and to think through project conceptualisation and to deal with sensitive issues. The issue was indeed sensitive as it dealt with politically motivated rape. Both a higher level analysis and also sensitivity was directly attributable to the graduate in question. The same employer also noted how another employee was confident and sufficiently knowledgeable to engage on legal issues following the Masters.

The Director of an NGO dealing with legal aid and other associated issues noted how one graduate in particular shows an ability to analyse and listen in regards to legal aid advice, which in general tends to stand out from other employees.

Another organisation Director commented that: ‘there is a huge difference reflected between those writing reports and also at a personal level. A more confident approach is brought. For example, our advocacy officer [a graduate] supervises and packages policy briefs she learnt to do from the Masters and uses these experiences to engage with duty bearers’. Unfortunately, given the career mobility mentioned earlier in the report, these same abilities are also losses to organisations should staff choose to move on. Still, despite the loss to those particular organisations, the Director did nonetheless suggest that: ‘But then at a higher level we have a pool of professionals who can critically analyse issues and push the agenda. They move on but tend to stay in the field’. These comments are supported by the survey that showed the majority stay working in the women and law ‘sector’ after graduation.

In terms of influence it is noteworthy to record some additional impacts in the Zambian police force, especially as this is a key area for women. The Director of Human Resources has recently written a letter to the Centre which was shared with the evaluation team (Annex 6). He suggested that due to graduates changes are now seen in the Zambian police force. Impact is through graduates work on gender based violence and also related to some of the graduates who are now in charge of various groups in leadership positions. This employer gave an example of a recent meeting on children trafficking and with the graduates contributing to this meeting and whose input he found ‘very important’. The police regard these graduates as a resource

group to do lectures, training, and to organise meetings, for instance. One graduate had been sent to the central province in a leadership position after they saw his capability following the Masters. The graduates do training in the Police College and they offer courses. The respondent stated that it is amazing what they have been able to do. He said that they would even prefer 20 Zambians to take the Masters. He believes that the course has contributed positively, even to the society and community policing. When asked about whether the work on gender based violence would have been developed without the graduates, one of the employers in the police stated that it would not have happened without them as they would not have the skills. Before that most women, he observed, thought that it was the right of the man to beat them.

### 3.5.2 Limits to Impact

The selection of findings reflects an impressive range of arenas and influence. There remains, nonetheless, the assumption that graduates are able to impact institutional structures beyond their individual actions and skills acquisition. Although out of the control of the Centre following graduation it is important to test these assumptions that graduates unleash influence in terms of the broader developmental impact of the programme. Beyond their own actions, many respondents stated it was simply difficult to identify broader institutional impact. Some went further in actively downplaying this type of impact. A significant correlation was made between the position held by the graduate and whether influence was achievable. In Zambia, for example, some of the graduates are in administrative positions, and may not influence as much as others in decision making or more political positions. One respondent, herself a graduate, suggested in Zambia that ‘the graduates impact is too small, it is scattered. I am not really seeing it.’

An interesting case in point concerns magistrates or judges identified above as making more gender sensitive judgements, as documented. This inevitably impacts on the cases that come before them. But whether a shift in institutional cultures comes about is highly questionable. One judge, for example, upon being pushed precisely on this issue by the evaluators, immediately claimed it was far too ambitious to expect an individual to exert wider influence in institutions. An individual is constrained (and, conversely, enabled, at times) by personal issues in the workplace. Graduates also encounter hierarchies and the general nesting of power relations within institutional structures. In her own case, the judge in question had had to deal with opposition from her superior to do the course.

Another graduate commenting on the situation of the judge in question showed that some employers opposed taking the course. In contrast, ‘as long as you are the top person, you can make institutional impact’, suggested one Zambian policeman. In close relation, one comment on the current deputy minister for Women’s Affairs, suggested as follows: ‘She (current deputy minister for Women’s) is even more powerful than the minister herself, they were very active, the ministry of women affairs: it has never happened before that during the week of awareness on gender based violence that the ministry would run a peaceful march in the streets on the issues of domestic violence and it came in the newspapers. It had never happened before. It would not have happened if not for the course and focus provided’. Another graduate pointed out how change ‘starts from individual contributions to

grow to become institutional impact'. The example of the role of training local justices in basic human rights was given, to illustrate that change does not come about quickly but rather gradually gathers momentum.

A key factor in the Evaluation Team's opinion is therefore whether there is scope for leverage that could be provided in filling the gap between graduates and institutional and structural change. Whether there is need for more of a role for the Centre beyond the course and graduates requires some reflection.

### 3.6 Role of the Centre beyond course and graduates

The Centre is described as a key resource, most notably for its graduates. In addition, however, it is literally a resource in terms of its facilities are clearly being used by undergraduates and respondents who also said they still used it after graduation and others who do so. In a broader sense, several informants perceive the Centre as an authoritative voice on Women's Law, one highly respected both by government and civil society. One key actor in government suggested the Centre is a 'fabulous resource for me in government work'. The Centre is playing various roles beyond the Master's degree and teaching. For example, there are initiatives to establish a draft bill for family law courts. This was seen as an asset by the Ministry of Women Affairs especially because the Ministry has few lawyers and the Centre's role in providing research into the process is very valuable. One well-placed women's organisation (WAG) suggested that the Centre is visible for those working in the women's sector. In addition, the Centre conducted a gender analysis with ZWLA of the new constitution. And many others portrayed them as filling in the gaps with their research. Sometimes when unsuccessful for funding, an organisation would approach the Centre regarding research or other proposals. In one particular case, in which SEARCWL plays an advisory role, through their influence as board member, one organisation told us: 'We had a problem with the chief magistrate avoiding us, but when we got partnership with Centre, Stewart was able to arrange meeting with them. Now we are training 87 magistrates'.

The evaluators are aware that the Centre staffs are very active in terms of involvement in activities and networks furthering women's issues in Zimbabwe. A few additional examples are that they can attend a range of relevant activities as diverse as the launch of the SADC Gender Barometer; a UN Women discussion forum; or, presenting at Zimbabwe Lawyers for Human Rights (ZLHR). Collaboration with ZWLA has been particularly noticeable. Most recently, this collaboration has involved magistrates training (see above) and, in addition, co-operation with government on Family courts. There has also been collaboration on a project on inheritance rights with the Legal Resource Foundation (LRF). Furthermore, SEARCWL provided input to the EU's gender support programme. SEARCWL staff have been, or, are Board members of various organisations (e.g. until recently, Musasa and also ZWLA). Staffs have also joined meetings with several more such as WAG who had come to them 3 times during the year; and are a member of the umbrella organisation, the Women's Coalition. They also work with Women in Law in Southern Africa. Often this work is directly at the request of or in conjunction with graduates of the programme.

### 3.6.1 Sufficiently harnessed?

Despite the activities, and especially for graduates expressing overwhelming satisfaction with the course, many respondents did nonetheless suggest that there is an underdeveloped potential in the Centre exerting its influence.

One highly relevant avenue highlighted was that the findings in dissertations could be made better known to maximise potential for impact. One observer in government described the dissertations as a vast and latent store with potential for use in evaluating policy implementation. The dissertations could be used to monitor what has actually changed following the Maintenance Act, or the Sexual Offences Act and so on. NGO employees, including Directors, also alluded to added value that such research could add by feeding into better focus and strategizing in their own work. The Deputy of the Centre also identified an additional issue in not following the logic of the grounded approach to its natural conclusion in terms of seeking better implementation of policy for women. The risk is that communities suffer research fatigue in light of little improvement evident in their circumstances despite being 'researched'. These findings tend to suggest two inter-related issues, namely, publicity and in association, accessibility, and more practical application to scrutinising implementation and hence directly policy relevant. These are also connected to a third, namely, profiling the Centre.

Though accessible to some extent through the web in recent years, comments by respondents, as well as the evaluators' own attempts to navigate the web site tends to point towards hard to find format (listed according to year, and not topic, for example). Presently, the profiling of work does not appear particularly user-friendly. Furthermore, an additional policy friendly format could be better utilised by stakeholders who may not have time or inclination to read full length dissertations. Some follow-up in terms of direct relevance to communities is also desirable.

It is fair to say that the Centre is active mainly if not almost entirely in Zimbabwe and not in the regional countries. One finds that the graduates are relatively well networked in Zimbabwe but this decreases the further one moves away geographically as explained by the previous comment in Zambia that 'we do not see the impact of graduates'. The need for strategic interventions for alumnae was particularly felt in Zambia and Kenya.

But what is reasonable to ask of the Centre over and above its clearly dedicated and highly focused attention to the course and its extra-curricular activities? We list several examples of elements identified by respondents in survey and interviews as the sorts of ideas that could potentially feed into a more strategic outreach to be determined by SEARCWL. Some of these may not necessarily demand more resources, others may:

- Should do more training with government, and women in private practice
- More outreach (Law Commission)
- Centre could mobilise its research and use it strategically: 'Research is located at the Centre and if we don't get it ourselves then it will stay there'.



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- The dissertations and the research shows some solutions are there for most African countries. The Centre should identify most of the findings that could be used within the countries. Perhaps the Board could be more involved to know how such work has been helping or otherwise.
  - The Centre should enrol more men as men tend to be gate keepers
  - A name change to reflect gender rather than women’s law
  - The Centre could use alumnae to put issues on agenda- linking research to alumnae
  - Better coordination of research to take this into policy and advocacy
  - Not enough interaction with civil society- to generate new theory
  - Not enough interaction with government
  - More staff would enable more write up and public platforms
  - Need audit of laws
  - ‘If Centre has more time it can be more strategic’
  - Students themselves could push the Alumnae networks, but we could put the relevant students together-if for instance, with Ministry of Justice- we could play a more active role in facilitating that process (Amy Tsang, Centre).
  - The Centre could monitor and look at for instance, the police or what happened in the courts and reflect on this.
  - Opportunities - how do we make use of the data that we have?
  - We have not addressed the issue of dissemination a lot in the board/colloquia (Regional Advisory Board - see later).

Whether these are realistic suggestions must be gauged in the context of the existing funding structure, and indeed, that the Centre’s activities having been conceptualised and operationalized for over 20 years first and foremost as an academic course. The Centre also drew attention –given current staffing and funding- to an inevitable trade off that would occur between enhanced outreach and the academic quality it has achieved. The Centre also cautions that a more proactive role may also undermine academic independence. These are all very valid concerns. Nonetheless, there may be issues and areas that *are* feasible for a greater role for Centre involvement.

### 3.6.2 Strategy, communication and information

In adjudicating such calls for a more strategic focus for the Centre as a whole, one does need to bear in mind resource constraints. Nonetheless, it would appear highly appropriate to ask how the Centre responds to such challenges through its strategic planning and communication. The Centre has no separate strategy document apart from the project document that it submits to the RNE before each new funding period. There does not appear to be an information or communication strategy. In response to questions about how the Centre priorities its ‘outreach’ functions, the Director suggested that the staff always talk together. Though this may well be the case, there is no strategic decision making document regarding what types of involvement the staff should prioritise; they tend to react as issues come up. With three teaching staff, this may be deemed adequate and a natural response. However,

like with the lack of discussion of programme logic, it appears that so much of what the Centre does is implicit, again, perhaps due to the long and sustained familiarity staffs have with the programme.

This was also made apparent in the SWOT analysis when the Centre had to be prompted several times to identify not only weaknesses but also to provide strengths. A more strategic direction would assist, however, in setting priorities for the calendar year - whether international academic conferences, interaction with government, training/capacity building for NGOs, initiation of more regional cooperation projects, dissemination of their work to the countries where students originate from, promotion of the course in the countries, interaction with the donor community in Zimbabwe and/or in the region- and so on. There may be certain issues or areas beyond the course in which the Centre could concentrate its efforts year to year and even country to country. The increasing lack of presence as we move away from the physical location in Zimbabwe and outwards to the region is a particular case in point to suggest the Centre undertakes more strategic reprioritisation.

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## 4 Sustainability of the SEARCWL

### 4.1 Financial Management

In terms of formal organisation of financial management, this is well structured by the programme agreement as follows: “The agreement provides for regular reporting by SEARCWL. The main reporting vehicle is the Annual Meeting that is held to review progress each year and approve plans for the following year. The Annual Meeting is held in December and is preceded by the submission of a number of reports. A progress report, which reports on the progress made against the work plan and budget, detailed financial statements for the programme which present a true picture of income and expenditure and reconciled positions of cash and bank balances, and a work plan and budget for the incoming year. The RNE responds to the reports before the meeting. The minutes of the meeting are signed by both parties after the meeting.” This agreement has been adhered to in a timely and efficient manner, as recognised by all parties. However, there have been a number of different financial funding arrangements over the years. These have largely been a creative response to challenges of financial management in Zimbabwe.

From 1990 until 2008 funding was channelled from NMFA/RNE to the UoZ, and then onwards to the SEARCWL. The UoZ Bursar’s Office was responsible for financial management and keeping the books of accounts and organising audits. The majority of the funds were transferred to the UoZ account, and SEARCWL drew on them when needed. A proportion of funds covering external payments were transferred into the UiO account. However, since the seizure of the UoZ funds in 2008 by the Reserve Bank of Zimbabwe (RBZ), and the subsequent loss of access to \$47 000, funds for regional expenditure were disbursed into and hence from the UiO account. Limited amounts were kept in the UoZ account in London and also in Gaborone. SEARCWL, the UoZ and the RNE are still following up with the Reserve Bank of Zimbabwe to recover the funds seized. Several letters have been written to the Governor, some copied to the Minister of Finance. To date, only USD\$2000 has been repaid. When the funds went through the Oslo account, SEARCWL was responsible for the maintenance of records and production of accounts.

In relation to the transfer of responsibility back to SEARCWL, according to the MTR in 2010 there was a delay in maintenance of records, the production of final accounts and external audits. This necessitated the engagement of an experienced though part-time Bookkeeper who the evaluators understand has since developed appropriate systems. External audits, for example, are now up to date. In 2013, three monthly disbursements have commenced, again, as a risk-aversion strategy to prevent the capture of funds by the banks. According to SEARCWL’s annual report

to RNE for 2012 the centre 'now only effects deposits into UoZ accounts for payment of fees, local staff salary top ups or Basil Fletcher Court [residential] rentals'. In view of the different arrangement and onus now on the Centre itself, but with a part-time bookkeeper, a thorough system audit would now be highly appropriate.

#### 4.1.1 Salaries

While the UZ funds basic salaries of the teaching staff, each receive a top-up on their salary from RNE funding. The top-up started in 2003 as the salaries were deemed so low, and at the time UoZ experienced a large brain drain out of the sector and country. In 2008, the situation was particularly critical as all UoZ staff received only \$100 in salary per month. The teaching staff at the Centre said that they would not have stayed at the centre without this top-up. Though the top-up appears modest when looked at in comparison to South African salaries, from interviews it nonetheless appears critical in retaining teaching staff at the Centre who otherwise would most likely of joined the brain drain.

#### 4.1.2 Technical

The Centre has developed very good premises through purchasing a house close to the Faculty of Law at UoZ but strategically located over the road. The location appears highly conducive to providing a restful work environment, as well as a central meeting point for students. Given that many are from other countries in the region, this provides an important locus. They have expanded the premises in recent years- notably, the library, and freeing up space for additional teaching rooms. The Centre has acquired a generator and borehole for reliable electricity and water supply, a necessity in the current situation in Zimbabwe. Students can connect to Wi-Fi both at the Centre's premises and in the halls of residence. SEARCWL convinced UoZ to rent an old stock of flats to them, not only below the market price, at \$150 per month, but also at the far end of campus that tends to avoid the worst of on-campus disruption when that occurs. SEARCWL maintains the flats.

The building is well maintained, with good grounds, good equipment for teaching, including interactive whiteboards in three teaching rooms. Staffs have contributed some items, such as furniture, themselves. One of the teaching rooms is also used as a study room for students who come to the library. It was noticeable to observe that the facilities appear very well used by students and others who are not necessarily on the course. The Centre is therefore a significant resource for the University as a whole and even for those outside the University who come to use research sources available in the library, as several respondents attested to. The Centre has a well-resourced library that is attractive for users. The resources include course-related materials, but also extensive collections of case law, social science related literature and even fiction related to gender and women's issues. The chair of the regional board considered it was a particular asset to have so much regional research material centralised at one point. Unfortunately, due to the weak and expensive postal services across the region, the library is not able to loan books to other collaborating universities in the region.

The Centre has to rely on the university for repair and maintenance and lack of maintenance has been an issue according to previous MTRs and evaluations. The

maintenance by the UoZ is limited. This therefore means that the funding has given the Centre a critical degree of autonomy, which makes them much less dependent on the UoZ.

UoZ leadership said in interviews that they might cover some of the costs if RNE is decreasing the funding. Though the UZ leadership clearly appeared committed to supporting the Centre and recognised it as an asset, the recurrent budgets for the UZ as a whole is extremely limited. In 2011, for example, the entire recurrent budget for UoZ was \$1, 1 million. Faced by several competing demands for the limited budget, such as laboratories and other infrastructure, it is extremely unlikely that such high standards of the Centre's buildings and their infrastructure (i.e. library, teaching facilities, and offices) will be maintained by UoZ alone. Furthermore, the continuing politically volatile situation in Zimbabwe also places severe restrictions on the likelihood of adequate future funding from UoZ. In the event of RNE funding decreasing, or, worse, ending, it will clearly have a very dramatic impact on the likelihood of functioning as a regional programme. It is almost certain that the Centre will cease to function as a regional entity if it is not able to get other substantial funding from donors. This raises several overlapping issues concerning sustainability.

### 4.1.3 Efficiency

It is clearly very complicated to compare the efficiency of SEARCWL's Masters programme in comparison to other courses funded by Norway in the global South. Given first the variety of different costs – such as cost of living in different country contexts and differences in salaries and shifting Norwegian components (and also in the case also of SEARCWL funding for some research activities and materials), student bursaries, regional components etc. then comparing like for like is highly problematic. Second, there are very different kinds of courses, both in terms of length and nature of the course itself (e.g. whether classroom or laboratory based requiring specific equipment etc.). In order to say something on efficiency, however, we provide what must be regarded as only a rough comparison with the NOMA programme. To do this we take a very rudimentary measure: total programme funding divided by total number of graduates (and estimated graduate figures). On this basis, therefore, we can provide the following figures which do not claim to be fully accurate of actual graduate costs but instead are intended to be merely indicative:

- SEARCWL: NOK 332 566<sup>5</sup>

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<sup>5</sup> A very rough estimate would therefore be an approximate cost per graduate as follows: from 1993 to 2012, the total funding to the SEARCWL programme was NOK 67.4 million divided by 195 graduates (as of the end of 2012). This calculation is very crude because we need to bear in mind at least the following: a) Since 1993, funding covers also diploma students before the Masters was introduced, and many, but not all of whom upgraded to Masters and b) The total figure for funding also includes additional costs beyond the Masters programme, such as the SEARCWL Dphil programme. The above calculation is therefore based on total funding less the Dphil component (2008-2012 which equals approximately NOK2,549,475) i.e. total of NOK64.8 million divided by 195. It is harder to deduct the diploma costs because, as mentioned, many students upgraded to a

- Regional Masters programmes<sup>6</sup> e.g.:
  - Master's in Public health research: NOK348 016
  - Southern African Masters in Mathematical modelling: 203 481.
- Masters in Democracy in Indonesia<sup>7</sup>: NOK482 236.
- Masters in Policy and Health Management<sup>8</sup>: NOK263 676 per graduate.

To reiterate, costs diverge, and we cannot be conclusive about these figures especially because number of graduates for final year (s) of the NOMA programmes are also speculative. However, all this taken into consideration, as a rough indication, it appears on average that the SEARCWL Masters is neither necessarily any more expensive nor cheaper than NOMA funded programmes. Though this may have implications for weighing up sustainability issues, we are also not suggesting all SEARCWL Masters costs can be covered in the post-NOMA funding arrangement, i.e. NORHED (see under). It is simply, as stated, to provide a crude indication.

## 4.2 Regional and academic sustainability

### 4.2.1 Regional board

The overall mandate of the regional advisory board is to provide course related advice. The document 'Constitution' of SEARCWL mentions 5 specific functions pertaining mostly to teaching-related issues. One issue, however, is also 'to determine the general parameters of the policy governing research and academic priorities for the Regional Centre'. The evaluators have not seen any such policy documents other than those descriptive functions mentioned in the funding application. Speaking with half a dozen board members, the impression is that the board's primary function is quality assurance of the course. So for example, the major input of the board appears to be a very thorough review of course objectives and content. The research colloquia that take place back-to-back with the regional board meetings are important means for quality assurance with several course improvements resulting. SEARCWL maintains that the programme has been heavily centred around the colloquia and level and quality of debate provided there. Documentation of the colloquia is,

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shortened Masters course based on having a one year course for the diploma. Furthermore, though there are costs also included that are not strictly direct costs of graduates, they are included because they contribute towards the total package of the programme that also contributes to producing graduates.

<sup>6</sup> A cursory reading of the NOMA 2011 report and selection of some comparisons for which necessary information was available or could be estimated, was undertaken for these selected examples. Figures respectively for: Integrated Master's Programmes in Public Health Research in Asia (Bangladesh, Nepal, Bhutan, India and Pakistan) (2006–2013), assuming 20 more graduates in the last 2 years; Project-id: NOMA-2010/13528'; and 'Southern African Masters Programme in Mathematical Modelling Project-id: NOMAPRO-2007/10057', assuming the final 2 years of programmes adds another 11 graduates per year in line with previous years.

<sup>7</sup> Assuming final years graduation are in line with previous ones.

<sup>8</sup> NOMAPRO-2006/10020, and is assuming a figure of ten more students in the final year of the programme do graduate.

however, not consistent with some years not being recorded. Otherwise, in general, the impression is nonetheless of a less proactive role in directing the Centre.

The board meetings are held every second year and some respondents had difficulties recalling and identifying issues emerging from the board meetings. In more recent years, especially the most recent meeting, more substantive issues do appear to be discussed and decisions taken. Some examples include that the human rights module was made compulsory. Other issues concerned deliberations over one particular lecturer whose contract was terminated. Another was the issue of succession, which again, was thoroughly discussed and resulted in the Board reluctance to accept the Director's decision to resign but finally endorsing the current Deputy of the Centre to take over the leadership. The Board being a core group who have known each other for several years, now appear able to take some difficult decisions and have grown more into the role a board should play. In general, therefore the regional board has performed a professional peer-review type role that has contributed to quality control of the course. It may though be beneficial for someone from outside the university system but with experience of regional research, dissemination and advocacy, working at a regional level to be invited on to the board.

The board is structured through MOUs that have shaped institutional collaboration between the Centre/UZ and participating entities. The MOUs have taken a long time to be realised and the time and effort should not be underestimated. Indeed, after several years MOUs are still to be formally made in the case of University of Nairobi. The MOUs are deemed necessary in terms of ensuring accountability especially when it comes to transfer of funds (for example, to libraries, and for research).

#### 4.2.2 Academic sustainability

Regional collaboration is evident in the teaching whereby teachers from the Centre's partner institutions, who are also regional experts on themes relating to women and the law, are invited to lecture at the Centre. This approach ensures that a regional perspective is included in the teaching and exposes the students to a number of experts in the field. In return there is the remuneration associated with teaching, while some felt it was prestigious to be associated with the course. There was some limited funding available for library materials but this was neither consistent nor received by all. There was also some limited funding for research (see below). What has been a significant achievement is in establishing a pool of qualified people to teach women's law in the region. For instance, in Kenya a relatively large number of graduates have taken their training into establishing gender related courses in their respective universities. The University of Nairobi, according to the regional board chair, would not have people to teach women and law if they had not graduated from the centre (citing she herself). Regional universities had also benefited, for example, the development of new course in a regional university in Zambia, and also a similar initiative at the University of Mount Kenya and others.

The recent publication *Women & Law* is a good example of regional collaboration with respect to research and publications. It is edited by the Director and Deputy Director of the Centre, and includes chapters from regional partners and makes an important contribution to the discipline by sharing innovative teaching experiences and methodologies of the Centre. Prior to this 2011 publication, a book forming part

of the Women's Law Series entitled, *Human Rights, Plural Legalities and Gendered Realities*, was published in 2007 and includes not only a regional perspective but a North-South one as well, reflective of the broader links of the Centre. There is a dearth of knowledge in the region on the subjects covered in these publications and the Centre is addressing this gap.

However, despite these examples, the effectiveness and value of regional collaboration is less evident with respect to research and publications than it is with respect to teaching and teaching related publications. Based on a search on the SEARCWL website and selected publications from the library, and interviews, it is apparent that the Director and Co-Director of the Centre have numerous publications to their names which have made a significant contribution to the discipline of women's law. Some of these publications are internationally recognised and cited relatively well in the discipline and also broader plural legalities literature. The concentration of regional experts that are formally affiliated with the Centre should, however, provide a regional niche. Yet, both the Centre's regional niche and ability to amplify academic voices on issues relating to women's law though substantial, is not strongly reflected in terms of research outputs.

The Centre's position as a regional hub for women's law would be strengthened therefore, if the participation of regional partners was channelled in this direction alongside the model collaboration in teaching. Indeed, some of this omission can be explained in terms of funding and publishing channels which are still globally heavily skewed towards the global 'north'. Several initiatives indirectly related to the programme do enhance North-South co-operation, as most evidently, and valuably, shown in the co-operation between UiO and SEARCWL.

However, these achievements notwithstanding, there is relatively little in terms of research initiated by and from the regional collaboration (with the important exception of Prof. Tamale's recent book). The latter publication is significant in that it appears to signal an emerging new generation of African scholars that are choosing to live and teach in the region. Whether these developments may also reflect something of a turning point for regional scholarship remains to be seen. Regional capacity has been added but whether this can be grown now represents a challenging but exciting new era for Centre. The Centre has developed the academic field of women's law in the region and fills an important niche in this respect.

In relation, a newer generation of teachers and researchers are starting to emerge from the PhD programme. One of these PhD graduates has been recruited as an additional staff member and who is clearly actively contributing to teaching, research and developing the Centre. Other candidates also contribute to the life of the Centre (as well as providing added value for NGOs and even UN level work). The Evaluation Team regard this specialist cadre of PhD candidates as particularly important for the higher level development of SEARCWL. One dilemma remains that the clear majority of candidates are Zimbabwean which detracts from the regional synergy that could be created. Furthermore, due to the SEARCWL's affiliation to the Faculty of Law and registration requirements, the candidates are also all lawyers. However, on both counts –nationality and discipline- selection clearly also reflect these this is also the profile of the candidates who have best grades for their Master's degree.



*Views on sustainability*

In light of the near total dependence upon Norwegian funding sources, and the obvious threat should that funding end or be reduced, the issue of sustainability should be a priority for the Centre. However, we have seen very limited discussion of this, and that was only during the last (2012) regional board meeting. The RNE has raised the issue of alternative sources of funding and financial sustainability of the centre in annual meetings since 2010, when Norad also flagged this up in a memo (dated, 2010). Management at SEARCWL consider the funding for the programme sufficient and as a result have ‘not found it necessary to seek additional funding’ (mid-term review, 2010). It also appears that the regional advisory board has only raised it in 2012. The process of getting to this point, we were told by the Director of SEARCWL, was because they simply had not had to make alternative arrangements whilst there was the predictable flow of funds from Norway.

The Centre’s staff said in the SWOT exercise and in individual interviews that they have started the process of considering potential donors, but that they had not arrived at any conclusions yet. There are various views on the possibilities of getting other donors for the Centre. The Director thought it might be challenging to find other donors given that more general democracy and human rights projects/programmes are more attractive to fund. Staff at the RNE, however, believed that it would be possible to find other donors, who could provide funding, at least contribute with part of the necessary funding and were willing to assist in means to achieve this. Professor Anne Hellum - the Centre’s collaborating partner at University of Oslo- and also board member, Prof. Himonga, University of Cape Town, were both of the opinion that it would not be difficult for the Centre to find other donors to fund their work. An obvious possibility is like minded donors.

In conjunction, an unexplored possibility concerns the NORHED programme. According to the Director at SEARCWL, the time frame for the most recent call concerning seed funding had been unrealistic due to an arduous 18 month course programme and that funding was already available for that period. One would also need to consider whether NORHED is open for regional programmes. However, upon closer reading NORHED states “projects may consist of one partner institution in a LMIC and one Norwegian partner institution. However, projects with more than one LMIC partner institution are encouraged, in order to create and strengthen regional academic networks” (page 11, NORHED draft programme document). Regional programmes and Master education programme form one criterion. All LMIC in Africa are qualified for support, including Zimbabwe. The evaluators have checked with the responsible person for NORHED in Norad that collaboration between Norwegian and Zimbabwean Universities as well as regional collaboration within Africa qualify for applying to the NORHED programme. Other indicators of the scope for NORHED funding include that there are at least 3-4 projects that have got seed funding that have a regional foundation, regional centres, etc. Currently, one project has got seed funding in Zimbabwe.

The NORHED programme supports a wide range of activities that the centre currently undertakes, ranging from curriculum development, teaching, and research by staff and collaborating partners, PhD scholarships, capacity building of technical and administrative staff, support to library, and technical equipment. The NORHED actively encourages the

development of new methods and even includes funding for supervision by Northern researchers at Southern-based institutions. Moreover, out of the six thematic priorities of the NORHED,<sup>9</sup> it is in particular the two priorities of ‘democratic and economic governance’, and ‘humanities, culture, media and communication’, which seem to include women’s law issues (see Norad, 2012: 21-24 for more details).

Though crude, the calculation of efficiency of the SEARCWL Masters shows that it is not necessarily any more expensive or cheaper than several NOMA programmes. The main challenge with the NORHED funding seems to be the limits to funding scholarships for Master’s students. The draft programme document states (on p. 28) that ‘scholarships for Master’s students from the South can be funded where the Master programme is taken as part of competence building for permanent staff at the partner institution in the South. NORHED does not fund Master Scholarships in general, due to challenges with sustainability for such incentives’ (Norad, 2012). However, opportunities for funding some Master’s scholarships from the NORHED and some by other funding sources may be a possibility for securing financial sustainability for the centre.

Finally, depending on level of funding constraints, some options might include to look at which courses are less popular and to then consider dropping these and to make more courses compulsory. Greater involvement of the board in looking into sustainability options linked to national scholarships should also be explored.

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<sup>9</sup> These thematic priorities are: education and training, health, natural resource management, climate change and environment, democratic and economic governance, humanities, culture, media and communication, capacity development in South Sudan.

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## 5 Conclusions and Recommendations

### Conclusion

A solid and even innovative Master's programme has been created by SEARCWL and through its regional collaboration. We cannot overstate that in difficult and trying circumstances SEARCWL and its leadership have provided both excellent steering and also an exemplary level of dedication to its students and in strengthening woman and the law as an academic discipline. The predictable funding and indeed loyal support from RNE, as well as other partners in Norway, notably UiO, in a highly volatile political and economic situation, has also contributed to making SEARCWL an asset not only for Zimbabwe but also for the region as a whole.

Findings show that a fine tuned methodological approach has been developed that focuses upon the uneven power relations between men and women. This approach has been transferred from the course and into graduates own thinking and actions. Key findings are that in terms of impact, this is therefore most notable at the individual level, especially with much greater career mobility. Though institutional impact is harder to achieve through an education-based intervention alone, there are nonetheless 'spaces' where graduates have contributed to impacts upon the political and legal landscape.

The report finds that the Centre has been very creative in terms of meeting challenges in day to day organisation and even survival. Certainly, conceived as educational and academic, it is very apparent that this is where considerable effort and energy has been placed by SEARCWL staff and rightly so. However, there is scope for greater impact by harnessing the considerable resources the Centre has at its disposal. Room for improvement concerns closing the gap between assumptions about graduates and what more that is required for greater likelihood of impact. There is very little discussion of developmental impact or sustainability in programme documentation. In particular, though the justification for the regional model was primarily to sustain Norwegian funding, the over-all rationale requires greater insight. Perhaps this omission explains why there has been relatively little research and impact at a regional level outside of course related publications and teaching. Creating a cadre of approximately 195 graduates is, nonetheless, a major contribution to improving the legal and social status of women in the region.

Perhaps one of the biggest assumptions remains, however, that the cadre of predominantly middle income men and women graduates will interact differently with and in a manner more pro-active for the marginalised sectors of society. Though there is no guarantee, the findings do show the indirect impact of more beneficial interactions through the kinds of important legal and policy changes and decision-making documented.

There is clearly a major threat if funding arrangements alter. Scholarships, regional teaching, top-up of SEARCWL salaries, and infrastructure maintenance would all be threatened. Furthermore, the political and economic situation of Zimbabwe continues to be uncertain in the run-up to elections in 2013. In effect, the funding has given the Centre a critical degree of autonomy, which makes them much less dependent on the situation facing UoZ as a whole. That said, it is clear that funding arrangements have precluded the need for exploring sustainability options. Based on a crude estimation, the SEARCWL Master's degree is neither any more particularly expensive nor cheaper than ones funded by Norad's Programme for Master's Studies.

In conclusion, the SEARCWL has created solid foundations and an excellent product. Predictable long term funding has contributed greatly to these foundations. However, conversely, the solidity now requires a more dynamic response to tackling programmatic assumptions and several areas identified here that might be improved. Indeed, with a changing of the guard taking place at SEARCWL and one generation giving way to the next, there are also encouraging signs of an emerging new generation of regional-based scholars. In spite of challenges to sustain funding this may well prove to be an occasion for invigorating and exploring efforts for more innovative means to establish the Centre as a genuine regional hub with a regional vision.

### **Recommendations**

The SEARCWL should strengthen its profile and potential for impact:

#### *Academic and regional sustainability*

##### Strategic planning

- The SEARCWL prioritise plans for its strategic vision (including a mission statement for its website) and more strategic focus outside of the course itself, and also one that includes options for financial sustainability (see also under financial sustainability). The possibilities for outreach should be part of the strategic planning, albeit with the understanding of possible trade-offs or additional resource needs this may incur. Nonetheless, there should be more structured discussion of the pros and cons of and contingencies for outreach.

##### Regional collaboration

- To encourage greater regional ownership, there should be an enhanced role for regional academic partners to co-supervise students from their sending countries. Furthermore, steps should be taken to explore a flag ship regional research programme (not necessarily course-related).
- The governing structure as a whole should be reassessed. One suggestion is that it may be beneficial for someone from outside the University sector, perhaps with experience of regional research, dissemination and/or advocacy at a regional level, to be invited on to the board.

- Steps to be taken to strengthen the Alumnae association. Though this process would realistically need to be driven by Alumnae, it requires some facilitation, mentoring and support. SEARCWL, for example, could provide a country visit to be organised by Alumnae, perhaps an event once per year in a selected country.

#### Profiling

- There should be increased attention to dissemination and accessibility of student research, in particular the dissertations. This is under discussion. But one additional avenue could include a process of identifying dissertations particularly relevant to current policy debates and converting them to policy briefs. SEARCWL should consider a series for policy briefs, linked with dissertations that produce high quality but accessible information on highly relevant themes for both state and civil society.
- Another means is by providing free open access to the *Women & Law* book on their website as well as past publications of the Centre. This would significantly broaden the reach of the materials throughout the region. Another is to consider the establishment of an academic peer-reviewed journal to further promote the discipline. A journal would provide an avenue for increased regional academic collaboration whereby members of the regional advisory board, teachers, and students can publish their ground-breaking research.
- Though recognising capacity limitations some of the processes are in any case relatively low cost and additional funding could be sought from other sources for extra staffing as new initiatives are undertaken (for someone to establish and edit a journal for example). Furthermore foreign (or domestic) interns could be made use of as another option.

#### *Financial sustainability*

- The SEARCWL should prioritise proactive searches for alternative sources of funding. One obvious avenue is like minded donors, in which RNE can assist, to attract such donors to course related activities. Another is the Norwegian based NORHED programme- which appears open for regional applications.
- SEARCWL strategise with regional board members concerning lobbying at these regional collaborating universities to dedicate one of their Masters scholarships for a student attending the SEARCWL Masters programme to create regional ownership.
- With different financial governance systems over the years, it would appear advisable to have a systems audit. This is not to suggest any irregularities but rather to safeguard against any potential threats that could be avoided in attracting new donors.
- Cuts would inevitably impact on SEARCWL's ability to run the regional component. It is therefore recommended that the regional component is allowed to function. One interim response could be to have fewer courses (e.g.

to reconsider those less popular); or, to scale down number of students scholarships in the short term.

*Succession*

- A clear statement and decision needs to be made by the University of Zimbabwe endorsing the succession process to provide a clear signal to potential donors concerning the governance of the Centre.

# References

## Project Documents

### *Applications*

Proposal for planning workshop for proposed masters- 2002  
 2003-7 SEARCWL application  
 2003-2007 SEARCWL application  
 2008-2012 SEARCWL application

### *Planning*

Forward planning seminar for Masters 2003  
 Forward planning seminar, 2002

### *Appropriation documents*

Undated- possibly 1998 (for phase 1998-2003)  
 2008 (for the 2008-2102 phase)  
 RAF 2208- Assessment of 2008-12 funding proposal  
 Workshop for Regional Curriculum development  
 Complete list Sent from Embassy 9/11/12:  
 2001, 2003, 2006, 2008, 2010, 2012 (funding for extra 2 years to 2014)

### *Contracts*

2003-2008, and 2008-2012  
 Sent from Embassy 9/11/2012  
 1999-2003  
 2003-2007; 2008-2012; 2010 Addendum 1 (MTR), 2010 Addendum 2 (MTR); 2010 Addendum 3  
 (Dphil course in UK)

### *Financial summary (from PTA)*

1998-2012  
 Audits: 2000, 2008-2011  
 SEARCWL Budgets (excel): 2003-2007, 2005-2011 (except 2007).

### *Appraisals:*

1995: Mid-term review of Woman and Law Project (in Ministry of national affairs, Zimbabwe).  
 1997 – Evaluation of the post graduate programme in Women’s Law at the University of Zimbabwe  
 2001/2 Review of the Diploma course in Women’s Law  
 2006 Mid-term review  
 2007 Evaluation  
 2010 mid-term review  
 Norad response to 2001(2) review.  
 Memo Norad to RNE, 2010.

### *SEARCWL Annual Plans*

2000 for Samarbeidsavtale NORAD/UIO: Women’s law and women’s human rights

### *SEARCWL Annual reports/ other reports*

1999 NORAD/UIO: Women’s law and women’s human rights  
 2001 Slutt rapport: Bistansrelevant kvinnerett  
 2001 Annual report  
 2004-20011 Annual reports

2008 Centre- end of phase report  
2011 Annual report  
2012 Draft annual report

*SEARCWL Course and research related*

Course Bulletin – January 2005 – March 2006.

Tsanga, A. and Stewart, J. (eds.) (2011) *Women and Law: Innovative Regional Approaches to Teaching, Research and Analysis* (Weaver press).

Tamale, S. (ed.) (2011) *African Sexualities: A Reader*. (Pambazuka press).

Colloquium Reports, 2012, 2008.

*Annual meeting minutes*

2000 WLC and Norwegian Embassy

2001 Norad and Kvin. Rett

2001. Bistandsrelevant kvin rett

2008, 2009, 2010, 2011.

*Regional board*

2004 Harare minutes

2006- Cape Town minutes

2008- Zomba minutes

2010- Mombasa minutes

2012- Livingstone minutes

Constitution: for SEARCWL (undated)

*Other*

Norwegian Centre for International Cooperation in Education (2012) The Norwegian programme for Masters Studies, Annual report 2011.



## Annex 1: List of Interviewees

### Kenya

<b>Informant</b>	<b>Position</b>	<b>Date</b>
Prof. Mbote	Universities of Nairobi, and Strathmore, and Chair, regional Advisory Board	22 November
Ruth Aura	FIDA, graduate	23 <sup>rd</sup> November
Monicah Owenga	University of Mt. Kenya, graduate	23 <sup>rd</sup> November

### Zimbabwe

<b>Informant</b>	<b>Position</b>	<b>Date</b>
Edinah Masiyiwa Employer	Director, Women's Action Group	26 November
Maureen Sibanda (graduate)	ZIMBABWE LAWYERS FOR HUMAN RIGHTS	26 November
Dorca Makasa (wanted to be a student)	WLSA	26 November
Portia Mabasa (graduate)	WLSA	26 November
Netty Musanhu (Director)-graduate and employer	MUSASA PROJECT 64 Selous Avenue/Cnr 7TH Street	27 November
Jessie Majome - graduate	Deputy Minister, Ministry of Women Affairs	27 November
Prof. Dyanda, with Registrar,	Pro Vice Chancellor, UoZ	27 November
Prof. Emmanuel Magade	Dean, Faculty of Law (and regional Board member)	27 November
SWOT	SEARCWL	28 November

SEARCWL		
Prof. Stewart	Director, SEARCWL	28 November
Prof. A. Tsanga	Deputy Director, SEARCWL	28 November
Netsai (National Coordinator), Key informant	<u>Women's Coalition</u> 9 Edmond Avenue Belvedere	29 November
Debra Barron (National Director) Employer	<u>LEGAL RESOURCES FOUNDATION</u> 16 Oxford Rd, Avondale	29 November
The Honourable Mrs. Betty Chidziva (Labour Court President)	<u>LABOUR COURT</u> First Floor, Robinson House	29 November
Ingeborg Støfring	<u>Ambassador, Royal Norwegian Embassy, Harare</u>	30 November
Rosalie Katsande	Phd student, and lecturer, SEARCWL	30 November
Cecilie Butenschøn	Librarian, SEARCWL	30 November
Felicity Neville	Alton Consultants, book-keeper for SEARCWL	30 November
Lucy Mazingi- Makaza, Graduate	Director-JEH	30 November
Elizabeth Lwanda- Rutsate, Graduate	Dphil student, SEARCWL	30 November
Kerry Appel	Royal Norwegian Embassy	3 <sup>rd</sup> December
Samuel Deme	Department for Legal Aid, Ministry of Justice	3 <sup>rd</sup> December
Joel Zowa Key informant	Deputy Chair, Law Commission, Ministry of Justice.	16 December

## Zambia

<b>Informant</b>	<b>Position</b>	<b>Date</b>
Lombe M graduate	Newspar (national NGO)	30 November
Lloyd Musonda graduate	Senior Staff Officer, Inspector General office, Police HQ Zambia	4 December
Greenwell Lyempe graduate	Min. Foreign Affairs	4 December
Shadreck Banda graduate	Dep. Dir. National legal aid clinic, under Law association Zambia	4 December

Sam Mwapela graduate	Research officer, Zambia law development commission	4 December
Elita Mbahwe Graduate	Head Drug enforcement Zambia police	4 December
Mr Mweene Employer	Director Human resource development, Zambian Police	4 December
Margaret Munalula	Board member	4 December
Winstone Chuunga Graduate	Special assistant to the Inspector General of Police Zambia Police Service (graduate)	5 December
Deputy Dir. Joyce Shezongo-Macmillan Key informant	Dep Director of Zambia Law Development Commission	5 December
Daphne Chabu Graduate	Private practitioner/national legal aid clinic (Private sector)	5 December
Gloria Mubita Graduate	police work	5 December
Mr. Tresford Kasale +260 955 850 854 Employer	National Coordinator of Victim Support Unit	6 December
Mrs. Justice Mugeni Mulenga Key informant	Justice + Zambia Association of Women Judges	6 December
Ms. Namuchana Mushabati +260 977 42 72 71 Key informant	WLSA Zambia	7 December

## Oslo

Prof. Anne Hellum, and Ingunn Ikdahl	Partner and Regional Board member, and partner, respectively, UiO	10 December
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## Cape Town

Prof. Himonga	Regional Board member	undated
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## Annex 2: SWOT analysis

Name	Position	E-mail
Blessing Makawa	Office and information manager	<a href="mailto:tsomondo@law.uz.ac.zw">tsomondo@law.uz.ac.zw</a>
Rudo C Makunitze	Administrator	<a href="mailto:rudo@law.uz.ac.zw">rudo@law.uz.ac.zw</a>
Cecilie B Mariri	Librarian	<a href="mailto:mariri@law.uz.ac.zw">mariri@law.uz.ac.zw</a>
Sesedzai Munyaradzi	IT person	<a href="mailto:sesemun@law.uz.ac.zw">sesemun@law.uz.ac.zw</a>
Rosalie K Katsande	Lecturer	<a href="mailto:rkatsande@law.uz.ac.zw">rkatsande@law.uz.ac.zw</a>
Amy S Tsanga	Dep Director	<a href="mailto:tsanga@law.uz.ac.zw">tsanga@law.uz.ac.zw</a>
Felicity M Neville	Bookkeeper	<a href="mailto:felicity@altenconsultants.zw">felicity@altenconsultants.zw</a>
Julie Stewart	Director	<a href="mailto:jessercwl@gmail.com">jessercwl@gmail.com</a>

The SWOT was undertaken at the centre's premises 28 November 2012, from 1-3 pm. The points identified by the centre's staff are summarised in the table below:

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
-financial management -human resources/regional staff -research capacity-graduates -building -infrastructure updated (internet) -UZ support, e.g. residences -WL/academic level, e.g. field research -dedication -library as resource -time for students (language facilities)	-follow up with dissertations (prompted) -UZ constraints (maintenance, funding) - congested/seminar 1/optional courses/seminar course 2 -donor funding (prompted) -specialists vs broadbase -maintanance e.g library -succession -inter-library loans	-strategic consultancies e.g UN Women -graduate conference -student experiences -context/realities -cases taken to conclusion -(open access) Regional Woman and Law journal (prompted) -policy brief? (prompted) -economic efficiency (low cost relative to activities and other entities) -response to funding	-funding – otherwise cannot do regional particularly core (the regional) -UZ funding -UZ financial management returns of course -reserve bank -political situation (relocation)

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-law in practice -information -student experiences -context/realities -disabled students also -methodology (prompted)	-partner universities -Accessibility (prompted)	(prompted) -could market our resources more efficiently- need a market manager (prompted)	
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## Annex 3: Zambia Field Work

One of the members of the evaluation team, Hellevik, undertook the case study in Zambia. Zambia has 25 graduates from the SEARCWL. There are more non-lawyers than lawyers coming from Zambia, with 7 lawyers and 16 non-lawyers. In addition, there are two upgraders where no status has been able to retrieve. 9 of the graduates were police officers when they undertook the masters. Except for two of the other graduates who worked in the NGO and INGO sector, the other graduates worked in various positions within the government, some on legal work, such as one being a legal practitioner, another working as a legal officer and a third being a divisional prosecutions officer. However, compared to Zimbabwe, it is striking that there have been no graduates from Zambia coming from the magistrates' court or from the Ministry of Justice directly (but from underlying organisations, such as from the Zambia Law Development Commission and from the divisional prosecutions office). The male participation from Zambia is higher than the female participation: 15 of the graduates are male, 10 are women. In the focus group that was held in Lusaka all participants were male.

In Zambia, both graduates working in Lusaka and some outside were interviewed to see whether there was any difference in terms of their involvement on women's law issues after having graduated. There was not such a substantial difference as the ones who were stationed outside Lusaka primarily worked in the police and worked on issues relate to women and children.

Moreover, two employers of graduates in the police were interviewed and some key informants, among them two female judges - one working in the Supreme Court the other working in the high court. The one working in the Supreme Court happened to be a graduate of the women's law diploma at University of Oslo from 1988. In addition, some key informants were from in organisations under Ministry of Justice, such as the deputy director of the law development commission and one from the NGO WLSA Zambia. In Zambia, the composition of graduates in terms of their work places and professional background is different from Zimbabwe. Several of the graduates have come from the police and have a non-lawyers background.

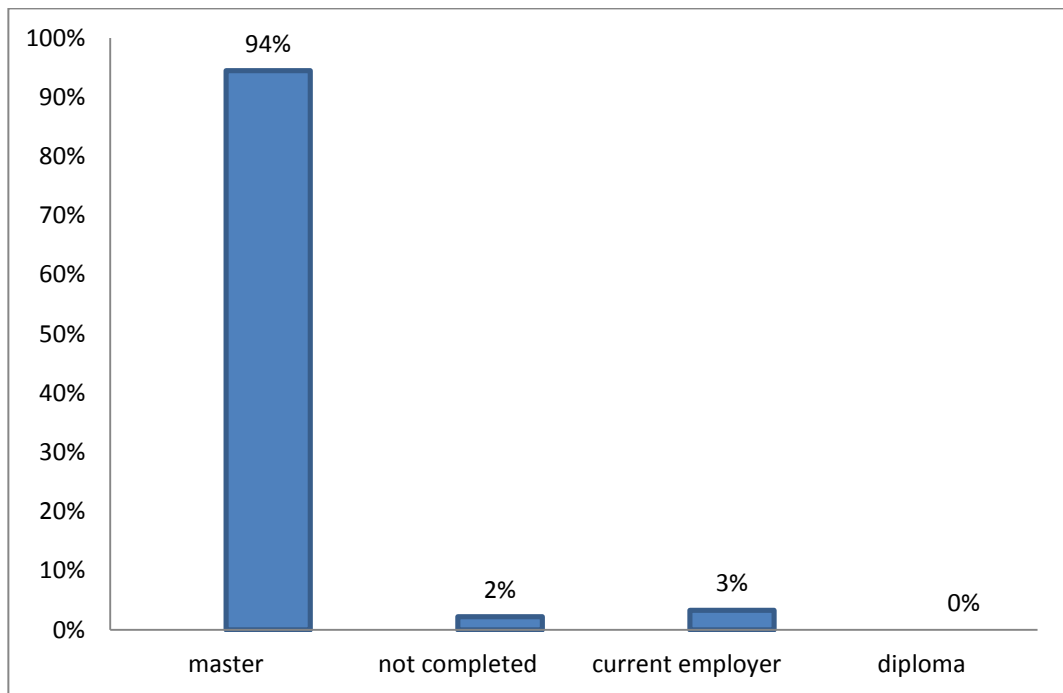
Some of the graduates work in organisations which are organisationally placed under the Ministry of Justice, such as the Law Development Commission, while others work in organisations associated with law practice, such as two graduates in the national legal aid clinics (In Lusaka and the central province). The national legal aid clinic is under the Law Association of Zambia and reports to the women's committee in the Law association of Zambia. The reason for the lack of recruitment from magistrates and ministry of justice are likely to be the self-recruitment among

the police, the reluctance to pursue a women's law master instead of a general master's in law as argued by the board member in Zambia and probably also the limited knowledge about this programme in the law community in Zambia. For instance, the key informant interviewed from the Law development commission in Zambia had heard about the centre as she had previously been working in WLSA Zambia, but was not in contact with them now.

## Annex 4: Survey Responses

1. Are you..

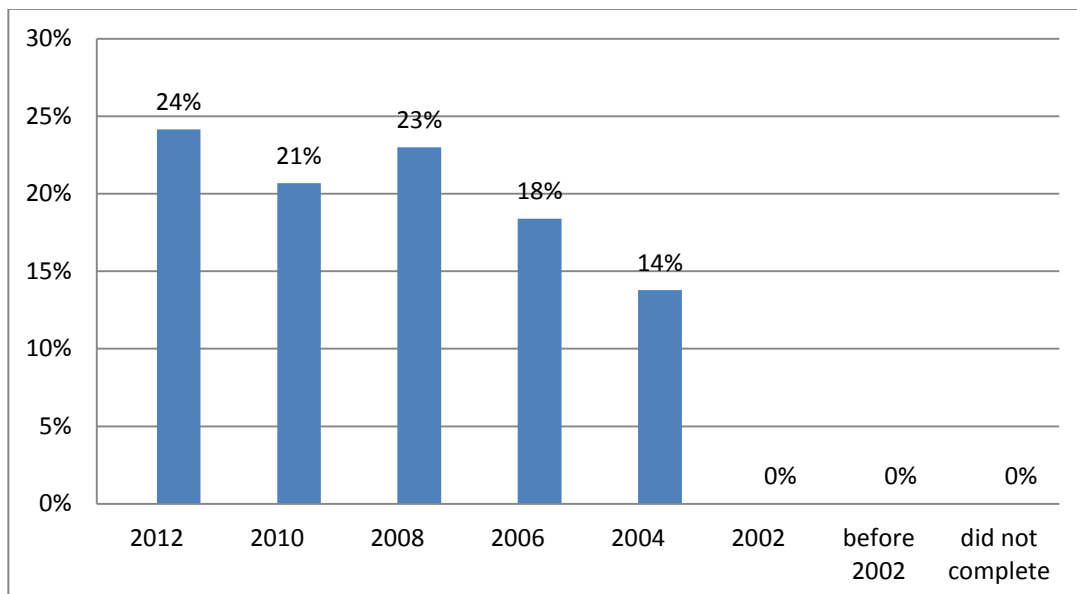
-a graduate of the master's programme?



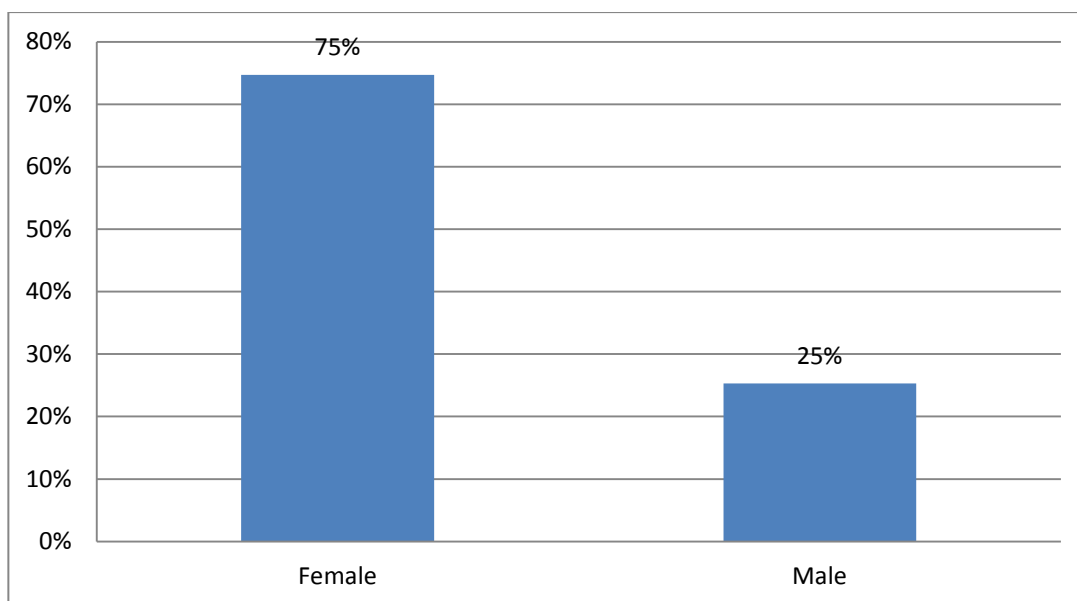
2. What is your name?

3. What year did you complete your studies?

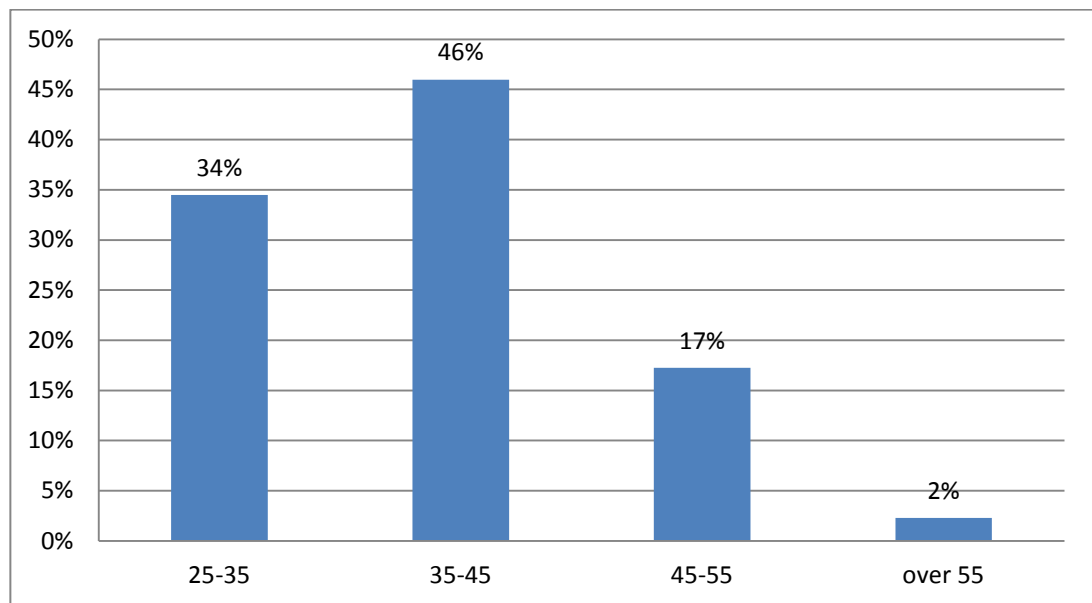




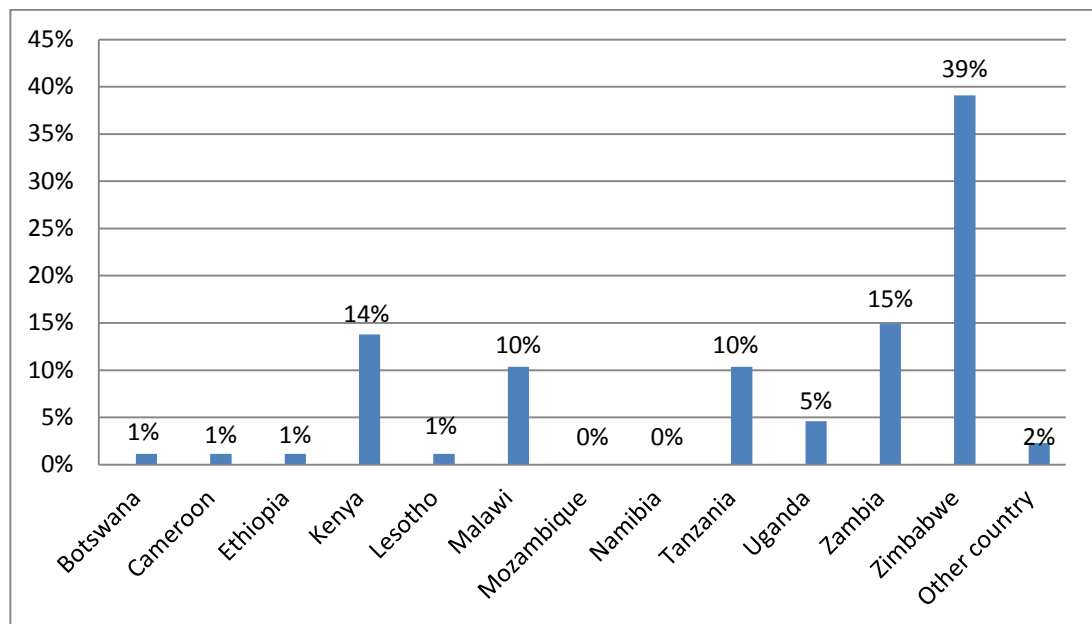
#### 4. Gender



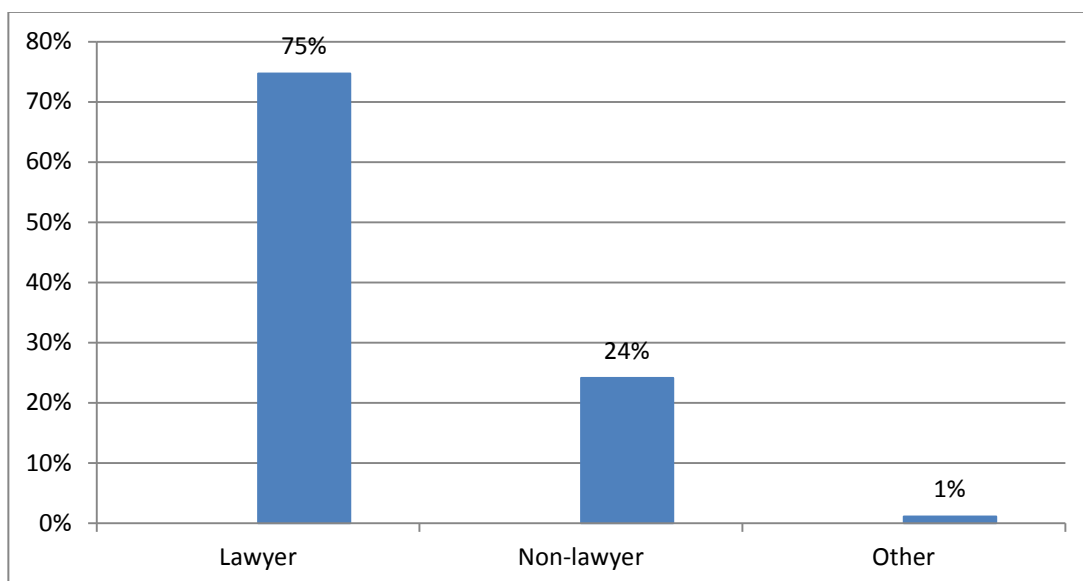
## 5. Age of respondents



## 6. Country of origin



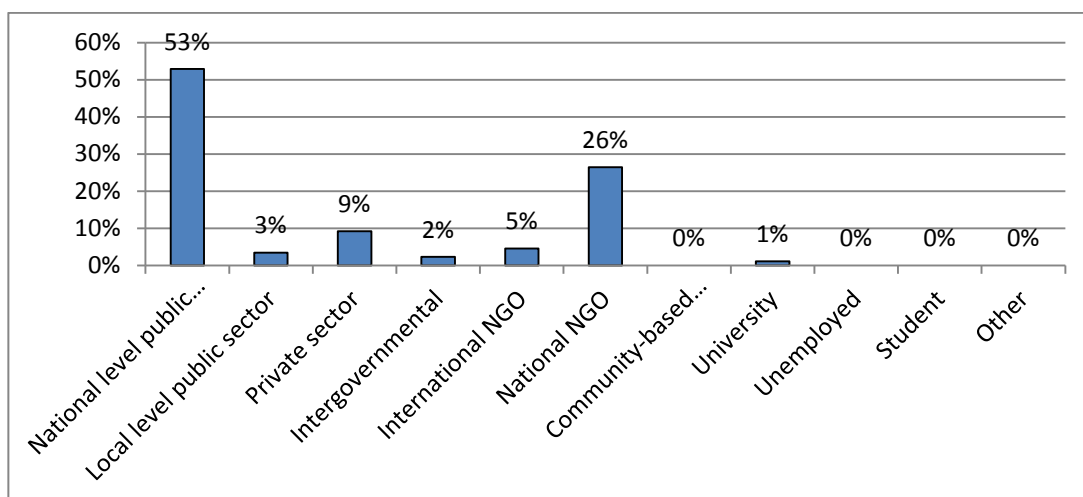
## 7. Educational background



8. For lawyers please specify your sub-discipline/type of law?

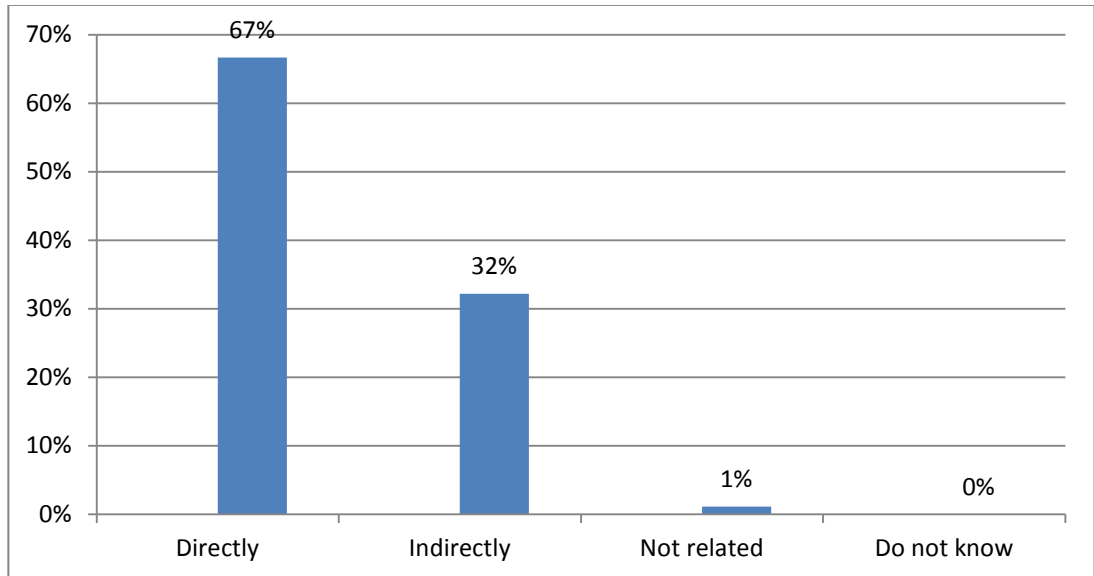
9. For non-lawyers please specify what discipline

10. Employment before the course

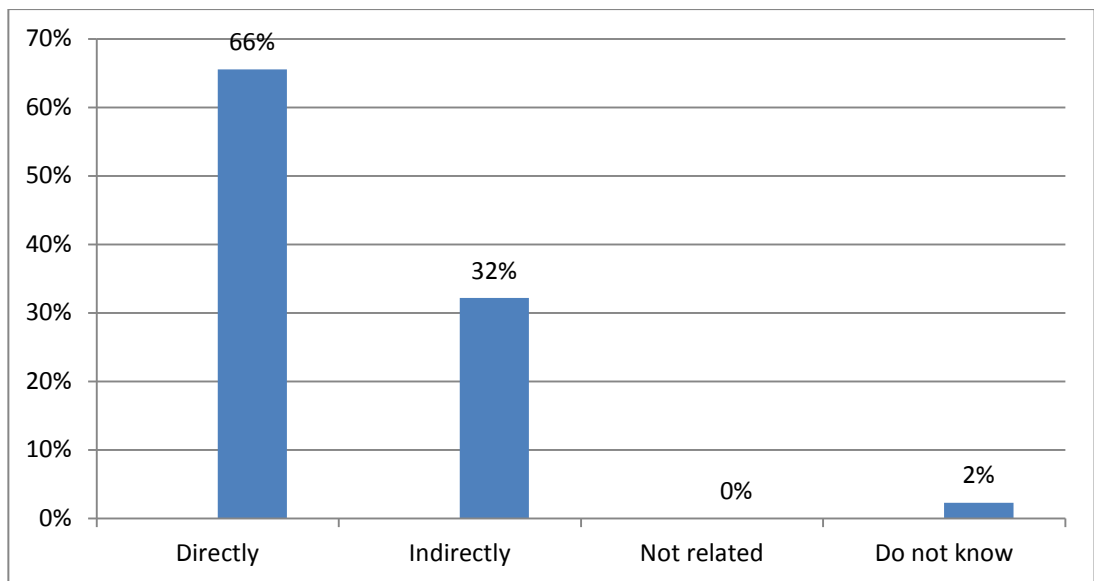


11. Please name and briefly describe your position at that time

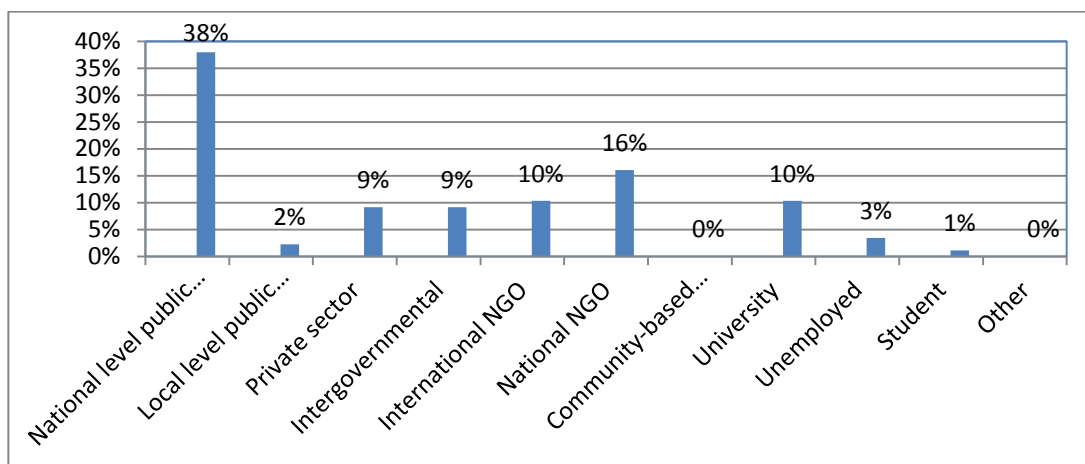
12. Did your previous work relate to women's rights?



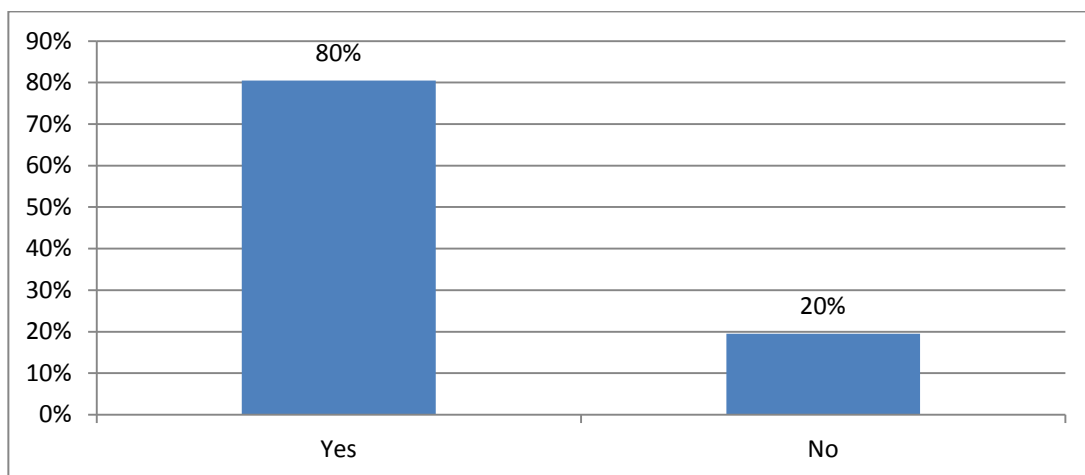
13. Does your present job relate to women's rights?



## 14. Employment after course



## 15. Have you advanced in position since completing the diploma/master's course?



16. Please name your current position whether employed or unemployed and briefly describe it

17. Why did you choose the course in Zimbabwe?

-Reputation of SEARCWL

-Bursary

-Employment prospects

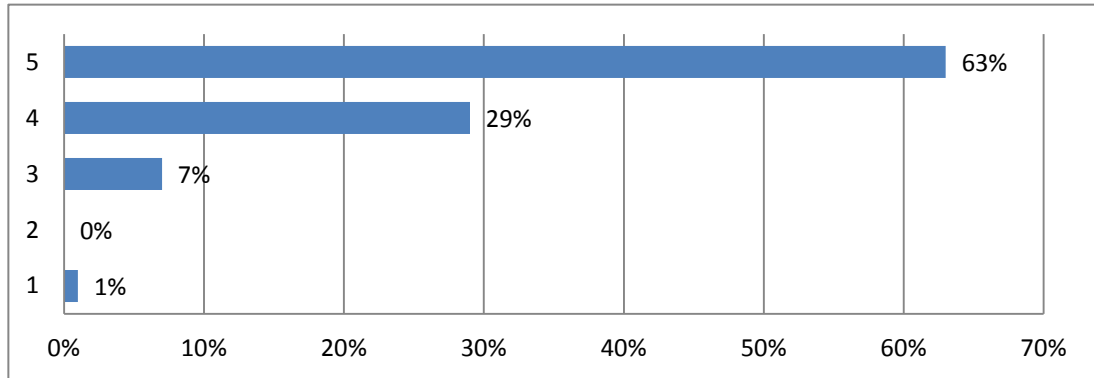
-Location

-The regional nature of the course

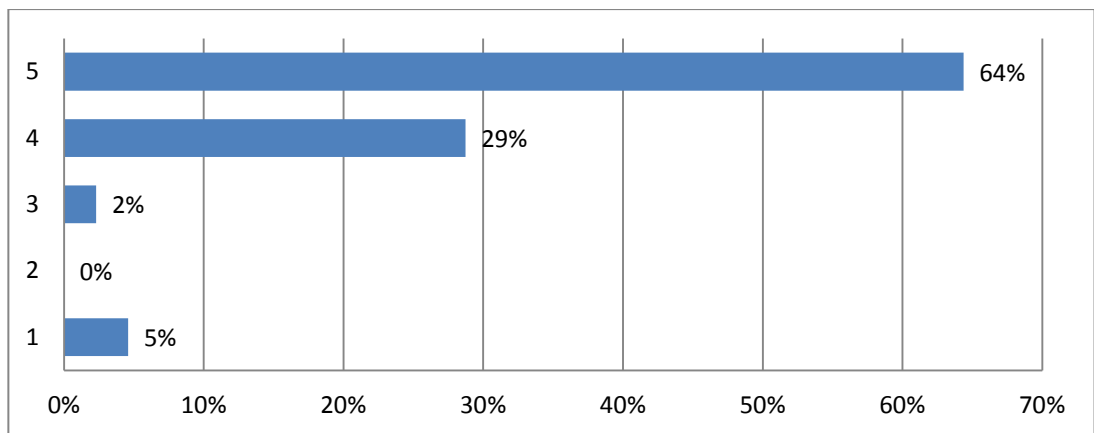
-Other, please specify (open text box)

18. Assess the quality of various parts and aspects of the course on a scale from 1-5 where 1 is the least and 5 is the most satisfactory

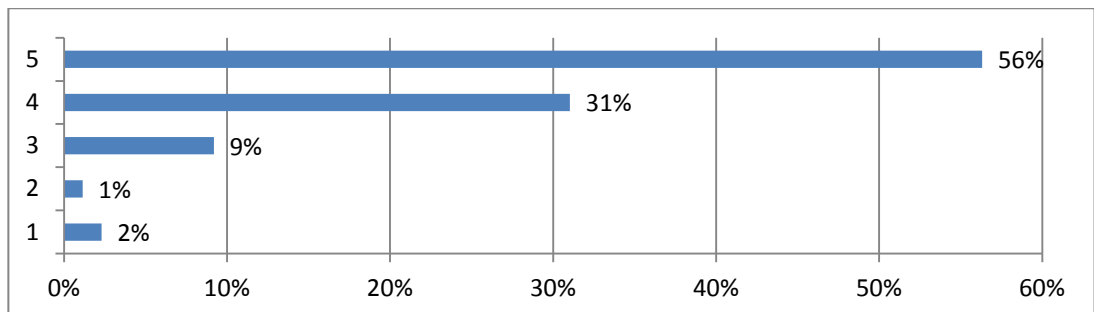
#### The field work



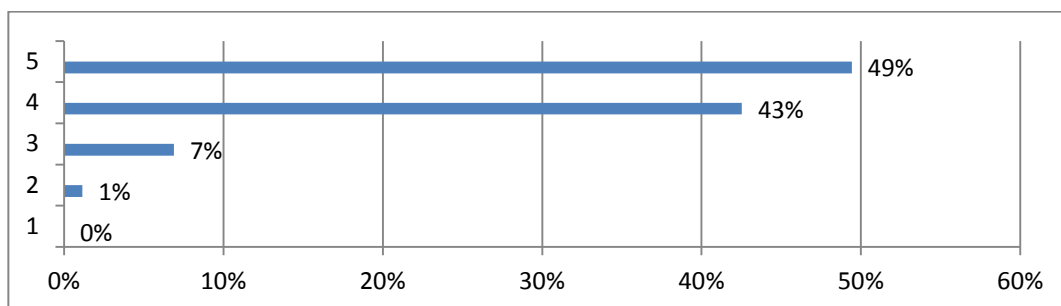
#### Dissertation supervision



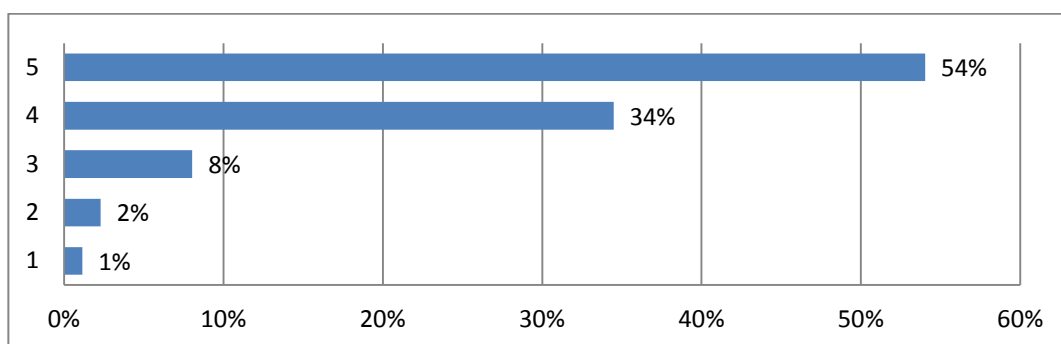
#### Being part of the centre as a community/collective



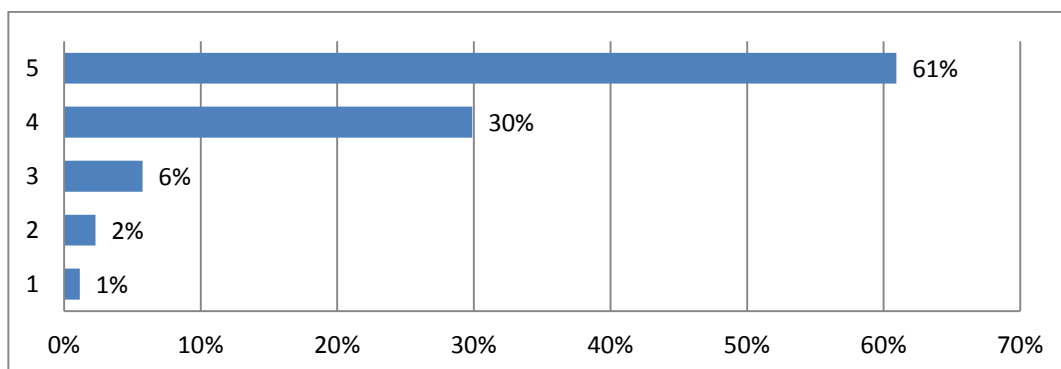
### The centre's research



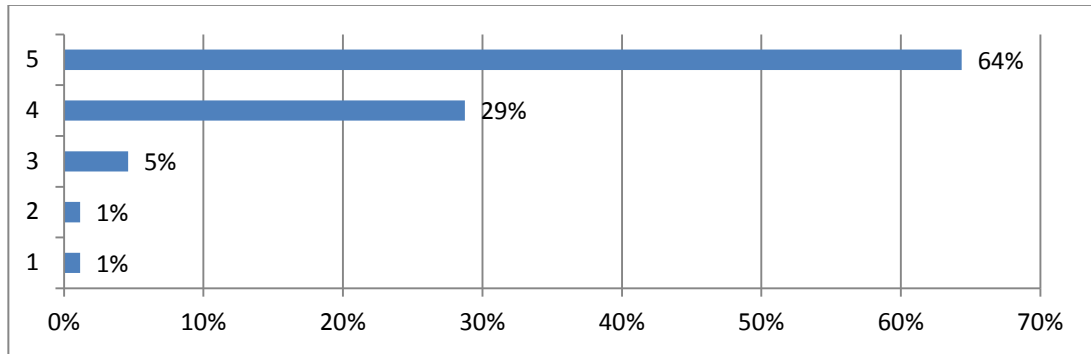
### Training on international human rights standards



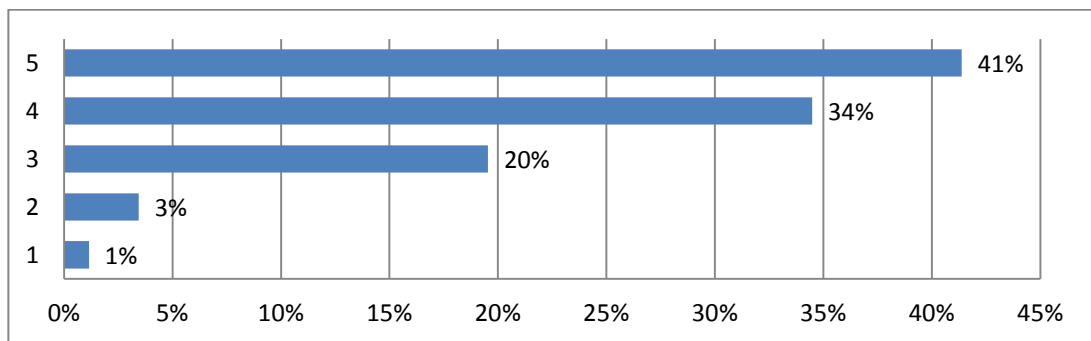
### Training on applying legal and human rights standards to the national context



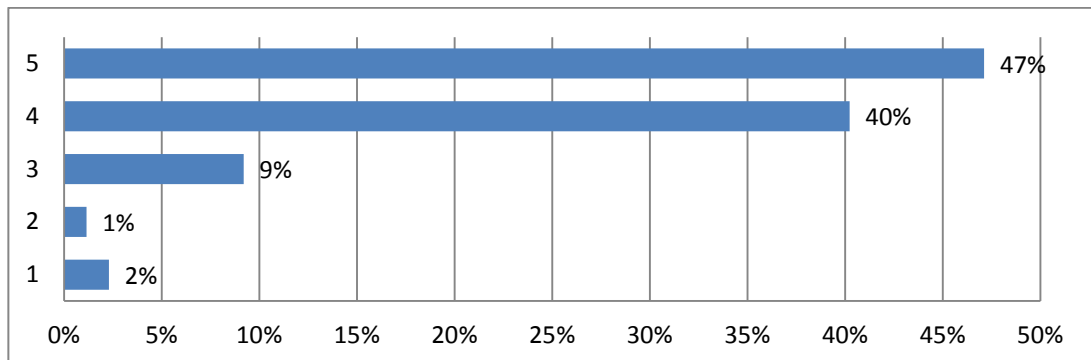
### Research methods



Course semester 1



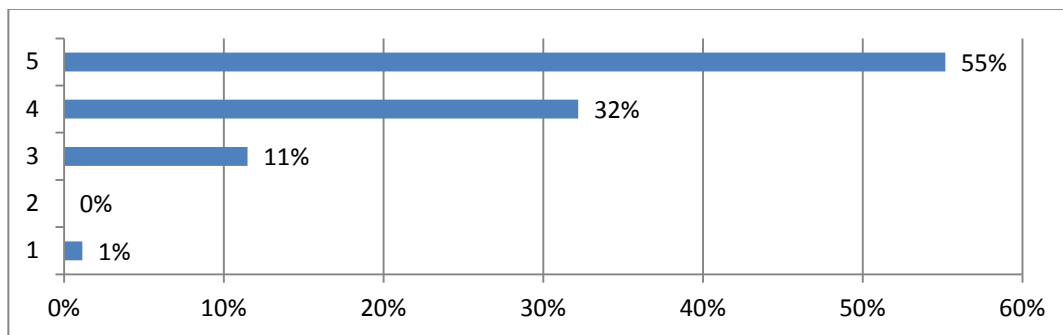
Course semester 2



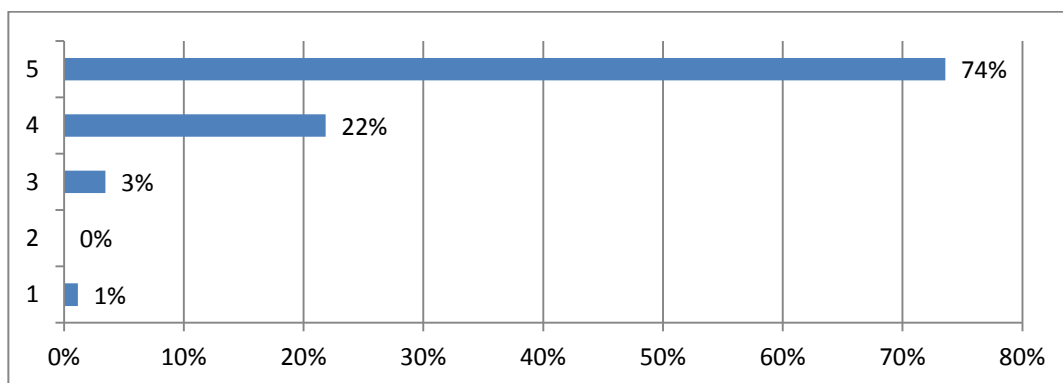
19. Do you have other comments about what you found particularly satisfactory or unsatisfactory and why?

20. Did you consider the course to be satisfactory in terms of its theoretical approach? Please rate from 1 to 5 where 5 is the most satisfactory.

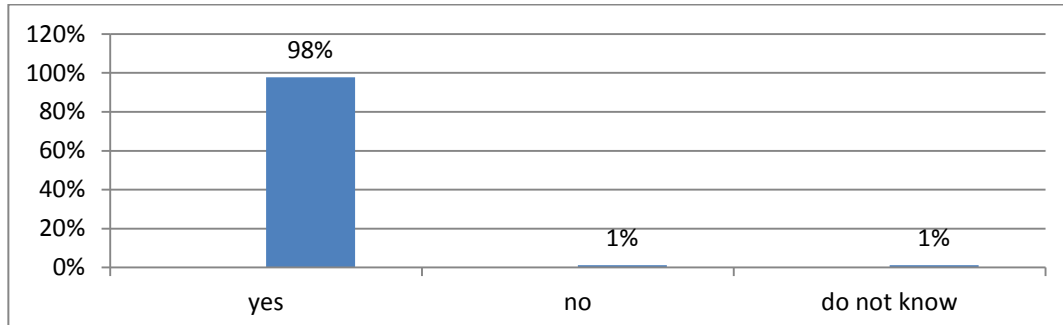




21. Did you consider the course to be satisfactory in terms of its practical approach? Please rate from 1 to 5 where 5 is the most satisfactory.

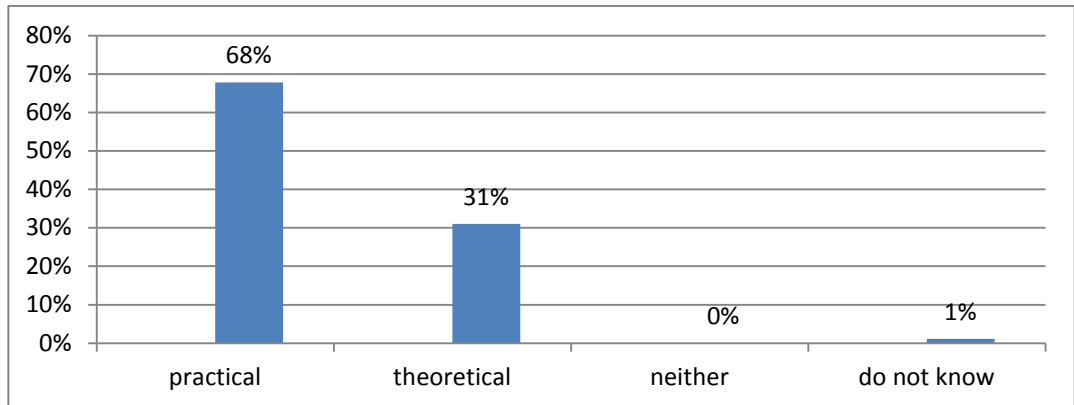


22. Was the course practically oriented?



23. If so/if not so, why/why not. Please explain

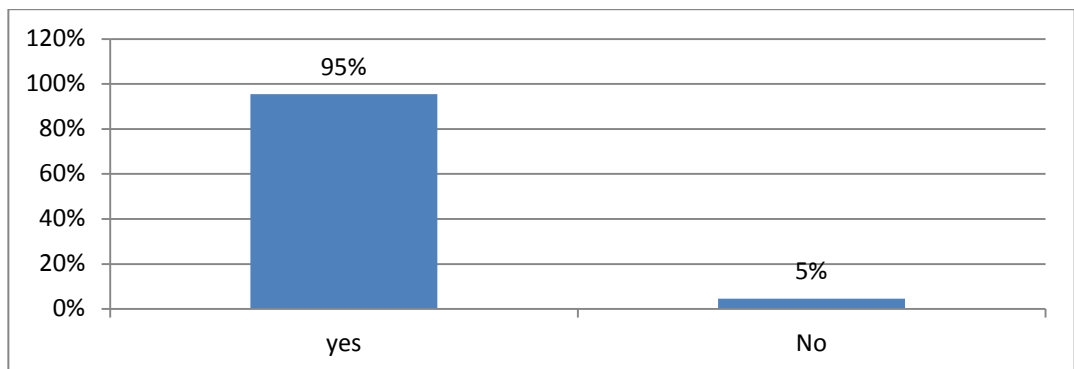
24. Which components of the course were most useful for you?



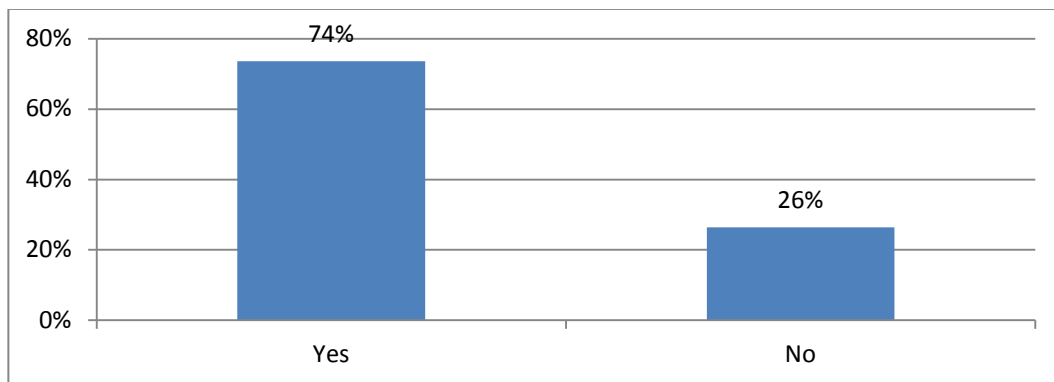
25. How have you used the master's degree (or other) in your work? Please give examples

26. Please list up to three most significant achievements after your diploma/master's that you would not have achieved without having taken the diploma/master's (e.g. policy-making, legal reform, legal aid, lobbying or advocacy, publications of any kind, participation in media or any other information that might be useful for the evaluation.) If your work is available online, please provide web links in this answer as well.

27. Have you kept in touch with other candidates after ending your studies at SEARCWL?



28. Are you in networks connected to women's rights/general women's/gender issues?



29. If you are in such networks, please specify the most relevant ones regarding women's rights

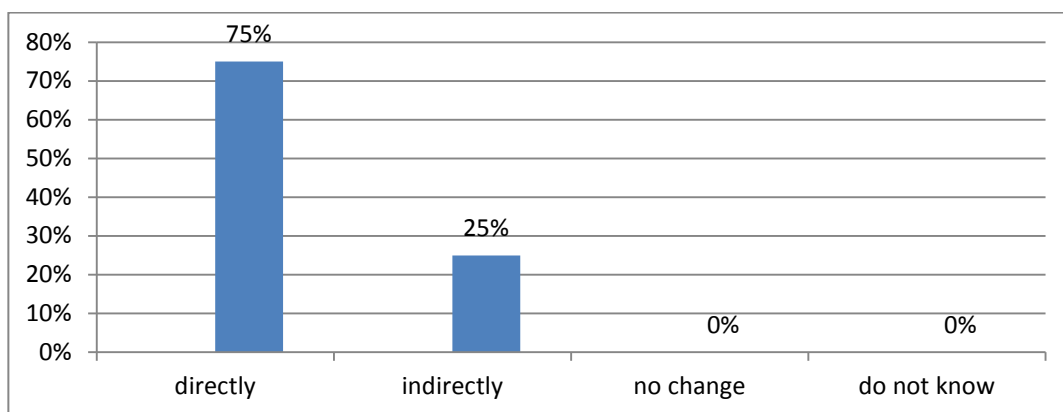
30. How would you improve the course? You may tick off all relevant categories.

31. Thank you for answering the questionnaire. Your opinions are important for the evaluation. Do you have anything you would like to add?

### QUESTIONS FOR EMPLOYER

From your perspective as an employer, what is the usefulness of the training of the candidates on policy formulation? (One alternative can be selected)

- has helped directly in the work to improve performance?
- has helped indirectly others to improve performance?
- not noticed any change
- do not know



Can you provide some key examples?

Thank you for answering this questionnaire. Your opinions are important for the evaluation. Do you have anything you would like to add?

## Annex 5: Examples from survey of graduate outputs

Each paragraph represents outputs from a different graduate:

“1. I am Board Chairperson of the Sport for Social Change Network in Southern Africa (<http://sscn-sa.ning.com/>)  
 2. I am involved in pioneering the effort by my organisation to address Gender Based Violence in the Sport Sector [http://assets.sportanddev.org/download/guiding\\_principles\\_for\\_the\\_sport\\_sector\\_http://nospa.org/index.php?option=com\\_content&view=article&id=52&Itemid=3](http://assets.sportanddev.org/download/guiding_principles_for_the_sport_sector_http://nospa.org/index.php?option=com_content&view=article&id=52&Itemid=3). I run a blog, [lombezambia.wordpress.com](http://lombezambia.wordpress.com) (not as active as I would like but I am working on it)”

“I wrote a chapter in Tearing us apart <http://www.osisa.org/books/tearing-us-apart-inequalitiessouthern-africa>  
 I have done work on the review of the National youth policy citing the need to improve gender sensitivity in the policy [www.yett.org](http://www.yett.org)”

“1. I participated in a media discussion on a) Role of Men in Safe motherhood on National Television. 2) Public debate contributor on Male Circumcision and HIV/Aids on National Private Radio.  
 2. I presented on National Research Conference my 2 Abstract from the Masters Thesis.- SEARCWL ICT office

can share with you as they were also sent to the Centre.

3. I have continued to lecturer and some courses like Gender and Law, Gender and Education in the University of Malawidue to SEARCWL Masters.

4. I have been involved in legal and human rights clinics advocacy for women and girls as an adhoc consultant for 2 years now.”

“1. Participated as a memberof the technical team in drafting three bills, the Marriage Bill, the Matrimonial proertis Bill and the family Protection bill.

2. Nominated by Kisii University as Consultant to the Commission on the Implementation of the constitution.”

“Lobbying and advocacy

Publishing -[www.lap-publishing.com](http://www.lap-publishing.com) for my dissertation”

“Provided legal aid to various women with gender lenses. I have been assigned consultancy to draft standard operating procedures for the provision of legal aid services in Zimbabwe with special focus on survivors of gender-based violence. This programme is sponsored by UNDP. I have also made the following publications:

2012, A Human Rights Approach to Gender and Disability in Primary Education, Lap Lambert Academic Publishing, Saarbrücken, Germany, available on [https://www.lappublishing.com/.../a-human-rights-app... -](https://www.lappublishing.com/.../a-human-rights-app...),

2012, Women’s Access to Sports in Mutare City of Zimbabwe, Lap Lambert Academic Publishing, Saarbrücken, Germany, available on [https://www.morebooks.de/.../women...access-to-sports... -“](https://www.morebooks.de/.../women...access-to-sports...)

“1. Employed by UNHCR as Repatriation Associate responsible for repatriation. Repatriated over 10,000

Congolese refugees with total regard for human rights.

2. Contributed to developing organisational strategic plans, concepts and proposals that have led to continued support for women and children.
3. Have been responsible for lobbying law and policy makers with tangible positive results:

Most of my contributions will be available on our website which will be running two weeks from today:  
[www.nlacw.org.zm](http://www.nlacw.org.zm)”

“lobbying  
 policy reform  
 awareness creation through the media and trainings  
 FOR MY WORK JUST GOOGLE MY NAME MY  
 WORKS AND COMMENTS WILL SHOW. AND OUR  
 WEBSITE [www.hrc.org.zm](http://www.hrc.org.zm)”

“1. I participated in preparing, instituting and conducting the test case I have referred previously.

2. I represented on behalf of the Women Legal Aid Centre (WLAC) a client against the United Republic of Tanzania in a matter which was lodged before the African Human Rights Commission whose ruling was in favour of our client.
3. I have presented papers in conferences held in Tanzania on issues relating to rights of women with particular reference to rights of domestic girl child workers; trafficking of girl children; and maternity rights of workers in Tanzania.”

“Policy-making, publications and participation in media. Have volunteered for UNICEF and wrote several articles one of them being "A signature on a dotted line is not enough"  
[www.lrf.co.zw](http://www.lrf.co.zw)

1. I have managed to do some projects with the local UNDP

office as a Consultant namely (a) as a Lead Researcher on a 7 week desk research consultancy under UNDP-COPAC programme, on best practices in constitution making of which the deliverable was a reference document to be used by drafters in the Zimbabwe constitution making process; (b) Consultant Rapporteur on a 5 day Training Workshop on UN Human Rights Mechanisms for the Implementation of “Zimbabwe's UPR NPA;

2. Researcher on the Zimbabwe country team which is part of a Regional Study entitled 'Human Rights and Gender Dimensions of Water Governance in Africa' covering Kenya, Malawi, Zimbabwe and South Africa and coordinated by Professor Anne Hellum;

3. Board member of Harare Residents Trust, a Civic organization advocating for residents' rights to good service delivery e.g. clean and safe water on a regular basis. I have written a paper on the Urban Councils Act available on <http://www.kubatana.net/docs/>”

“my thesis has so far contributed to concept note writing for proposal for funding for Life skills and HIV/AIDS program (still in process)

participate in lobbying for ECCDE draft policy to be made into policy”

“I actively contributed to the collective effort towards the enactment of the Domestic Violence Act as well actively contributing to the strategising around the Constitutional Reform process.

I was given the role of producing the Zimbabwe National CEDAW Action Plan, which was produced to operationalise the CEDAW Committee Recommendations. This is still being finalised.

The skills I have gained have enabled me to contribute to a vibrant online platform for activists in Zimbabwe.

<http://www.kubatanablogs.net/kubatana/?p=2249>”



“Policy Making : - Leading in the drafting of the National Policy for the Abandonment of FGM  
 Legal Reform : Leading in the drafting of the Prohibition of FGM Act 2010  
 Advocacy: Building capacity of different target groups on women's rights”

“1. PROGRESSION IN MY CAREER

2. KNOWLEDGE ON RESEARCH

3. LEGAL REFORM

seawcl website <http://www.searcwl.ac.zw/>”

1.i have participated directly in the constitution making process

2.i have made inputs into the CEDAW shadow report that was done by the organisation i work for on behalf of women's rights organisations in the country.(see copy on [www.zwla.co.zw](http://www.zwla.co.zw))

3.i was involved as a team leader for research on behalf of the Ministry of Justice on marriage law reform .(currently finalising the report ) .

i am currently working on research of analysing the implementation of the Domestic Violence Act in the magistrates court and traditional courts

“The course gave scaled my career to the next level i now specialize in women’s law, something i would not have done without the training. The masters in women’s law gave me a background on the application of human rights at the national, regional and international level. After the course i developed an interest in this area. The examples below give a summary of how useful the course was to me and I guess too many other people that i served or continue to serve.

My first job after the training was with the Kenya Women Judge Association. One of the programs that i was charged with was the Jurisprudence of Equality Program. The

objective of the program was to encourage judicial officers to adopt international human rights principles when writing judgments and making court decisions, especially in cases where women's rights have been violated. This was through trainings. The association later developed a training manual for the judicial officers and i was instrumental in its development. I was quite resource full in the process and i relied a lot on my exposure/training on the international human rights instruments' while at the centre.

I later joined the Federation of women lawyers and was charged with treaty monitoring and research, where my duties included monitoring and reporting on all the treaties that Kenya has ratified. In 2011 the organization presented a Shadow report to the CEDAW committee which i had helped prepare in collaboration with 11 women's rights organizations in Kenya. Please see the link below for a copy of the report

[http://www2.ohchr.org/english/bodies/cedaw/docs/ngos/Joint\\_NGO\\_Report\\_for\\_the\\_I](http://www2.ohchr.org/english/bodies/cedaw/docs/ngos/Joint_NGO_Report_for_the_I) also presented an oral statement before the Committee

[http://www.unog.ch/80256EDD006B9C2E/\(httpNewsByYear\\_en\)/87AE2293CF804E37C125781B0051228F?](http://www.unog.ch/80256EDD006B9C2E/(httpNewsByYear_en)/87AE2293CF804E37C125781B0051228F?). The Shadow report was instrumental in the Review since the Committee relied partly on it when developing some of the recommendations to the Government. Some of the recommendations have been so far been implemented by the Government e.g. the enactment of the FGM Act just to mention a few.

For the past nine months of this year I worked at Equality NOW as a coordinator of the Solidarity for African Women's Rights (SOAWR).A campaign for the ratification, domestication and implementation of the Protocol to the African Charter on Human and People's Rights on the Rights of Women, where i coordinated campaign activities for forty members organizations drawn form twenty two African countries. During that period we managed to get three ratifications Cote D'Ivoire see the link below on press release I circulated,

<http://www.equalitynow.org/ru/node/1282> and Republic of

---

Congo and the Republic of Guinea, see the link below

<http://www.pambazuka.org/en/category/advocacy/84184/print>”

“1. The course turned me from a mere business/comercial law researcher to a women's law scholar

2. I am reseaching on pertinent issues as far as women participation in commerce is concerned

3. Contributed a chapter to a book entitled Katsande, R.K. et al. (2011). Awakening Potential: A Feminist Pedagogical Approach to Teaching and Research. In Tsanga, A.S & Stewart, J.E. (Eds.) Women and Law, Innovative approaches to teaching, research and Analysis. United Kingdom: Weaver Press”

“Key consultant for the Commission for the Implementation of Constitution of Kenya, review Family Bills i.e Marriage Bill Matrimonial Property Bill and Protection Against Domestic Violence Bill 2012 awaiting debate in Parliament, my expertise was sought based on the Masters background on women's law that blended well with gender issues in terms of law reform. Developed the National Policy on the abandonment of FGM in Kenya and also developed Gender Policy and Anti Sexual Harassment and GBV Policy for Egerton University. I have been involed in law reform activities in South Sudan too under the aupies of ARDUSAID. Thirdly I have been engaged in lobby and advocacy activities with our parliamentarians on the need for gender sensitive laws in my individual capacity as well as as the Chairperson FIDA-Kenya. These are some of the selected publications among others: ,Gender Equality and the New Constitution of Kenya: In the Constitution of Kenya: Contemporary Readings Edited by PLO Lumumba, M K Mbondenyi and SO Odero 2011, LawAfrica Publishing K Ltd, Towards Eliminating Sexual and Gender Based Violence (SGBV): The need for compensation and protection of SGBV Survivors. [www.preventgbvafrica.org](http://www.preventgbvafrica.org)

Results of Assessments of Women's Property and Inheritance Rights Approaches undertaken in Kenya and Tanzania, Co-Authored with Anna Knox [www.ardin.com](http://www.ardin.com) 2009, Developing a framework for the Protection and Restitution for Survivors of Sexual and Gender Based Violence in Kenya's 2007 Post Election Crisis. ACORD Publication 2009 [www.acordinternational.org](http://www.acordinternational.org)"

"Co ordinating and conducting workshops for legislators , to lobby for the enactment of the Domestic Violence Act. Participating on national television (ZTV) Analyst of the week on issues surrounding domestic violence"

# Annex 6: Letter from Director of Human Resources, Zambian Police, to SEARCWL.

Telephone: 252872

Telegrams: INSGEPOL, RIDGEWAY

P/154/2148

In reply, please quote

No: .....



REPUBLIC OF ZAMBIA

## OFFICE OF THE INSPECTOR – GENERAL

ZAMBIA POLICE HEADQUARTERS  
P. O. BOX 50103  
RIDGEWAY  
LUSAKA.

27<sup>th</sup> November, 2012.

The Administrative Assistant,  
Southern and Eastern African Regional Centre for Women's Law,  
(SEARCHWL-UZ)  
University of Zimbabwe,  
30 Mount Pleasant Drive,  
Mount Pleasant.  
Harare  
**ZIMBABWE.**

**RE: AUTHORITY TO PURSUE MASTER IN WOMEN 'S LAW AT UNIVERSITY OF ZIMBABWE IN RESPECT OF MR. BERNARD PHIRI**

I refer to the above mentioned subject matter in respect of our officer.

The officer is a Police officer under Ministry of Home Affairs based at Lilayi Police Training College. He has been authorized to pursue Master in Women's Law at your Institution. The study leave arrangements have been processed for the said officer for the whole programme. This office has no objection because the course is very relevant to our organization. It will also help to enhance the understanding of the Women's rights with regard Gender Based Violence related matters.

Additionally, the knowledge to be acquired will help the officer interpret law effectively and able to develop the Zambia Police Training Manual for Gender Based Violence matters.

/2..

Kindly allow the officer to pursue his Master in Women's Law Degree Programme for the year 2013 up to 2014.

Kind regards.



MR. R. MWEENE.

DIRECTOR: TRAINING, RESEARCH AND DEVELOPMENT

For/**INSPECTOR GENERAL OF POLICE.**

**Norad**

Norwegian Agency for Development Cooperation

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[www.norad.no](http://www.norad.no)

