THE DANISH INSTITUTE FOR HUMAN RIGHTS

HRS Method Description:
RESEARCH PROJECTS IN PARTNERSHIP

INTRODUCTION

The objective of this method document is to show how DIHR works with designing and implementing research projects with institutions and researchers in partner countries. This document focuses on the capacity development of research and researchers done within the framework of the HRS department programmes and projects.

Producing knowledge is one of the core functions of academia. Universities, research institutes and researchers from various disciplines participate in human rights research projects and programmes. Researchers identify research issues and questions. They choose relevant methodologies and methods to gather legal sources, literature and other data and then write and disseminate their research findings. Moreover, educating students to become researchers is part of higher education through PhD programmes. Depending on the domestic context within academia, academic publication can be a condition for career progression.

Supporting research projects and programmes is a means to contribute to:

- Producing well-documented and referenced knowledge on human rights at local level;
- Developing the capacity of researchers in terms of methodology, data gathering, academic writing, publication and dissemination;
- Establishing networks of researchers with high-level human rights expertise;
- Improving the quality of the teaching at universities and other higher level education institutions;
- Producing context relevant knowledge for the teaching at universities and other higher level education institutions;
- Strengthening local research and knowledge production capacities, a key to a country development.

More specifically for DIHR, supporting research projects in partner countries also allows for:
- Finding entry points in countries where political will concerning human rights, or specific human rights issues, is halting or lacking;
- Identifying scholars with context knowledge and access to stake-holders of the NHRS;
- Producing knowledge relevant to local actors working on specific human rights issues in the country and to future DIHR activities in the country.

Overall, supporting research projects and programmes can help create a space where discussion about human rights is possible. It can lead to broader political and public debates on human rights issues. Finally, in contexts where human rights contestation is predominant, the academia can help inform and debate this contestation[1].

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[1] See Concept note on Academia, HRS Toolbox, 2018.

THE METHOD IN A NUTSHELL

What does it target?

The method aims at supporting the designing and carrying out of research projects with institutions and researchers in partner countries. It targets the capacity development of research and researchers in countries where the HRS department implements programmes and projects.

The method focuses on academic research as well as publication, when possible. It targets both experienced and less-experienced researchers within academia[2]. It also includes potential PhD students who seek experience conducting academic research.

The method targets both individual and collective projects[3].

What main steps does it entail?

Developing a research project entails steps and actions taken prior to, during, and subsequent to the actual research and writing of the working paper or publication.

These steps and actions are described in detail below[4] and can be summarised as follows:

• Identifying partners and agreeing on an approach in terms of research question, methods and end product;
• Capacity development of partners on research and research methods in relation to the research area;
• Data-gathering;
• Conducting the analysis and documenting research results in a working paper or a publication;
• Disseminating the publication to colleagues within Academia and other relevant stakeholders, both nationally and internationally; and
• Evaluating the work process and its results.

What results does it achieve?

Implementing research projects in partnerships in countries where the HRS department operates achieves results for the researchers themselves, the production of research at local level and the dissemination of new locally-produced human rights knowledge for both national and international stakeholders. These results include:

- improved researchers' abilities to identify relevant human rights issues and designing human rights research programmes and projects;
- improved research methodologies and findings;
- published locally-produced research including improved dissemination of researchers' findings and results to the academic community at national, regional and international level as well as to NHRS stakeholders and beyond;
- increased researchers' capacity to participate in future research programmes;

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[2] *Ibid*.
[3] See below: "DIHR experience".
[4] See below: "Steps".

- accessible well-documented analysis about human rights in context for all NHRS actors as well as to international organisations;
- increased and well-documented human rights knowledge grounded in the local context informs public debates on human rights issues
- Increased documentation and accessibility of knowledge on local issues available to teaching institutions thus improving the quality of context-related and relevant material for academics.

CONCEPTUAL BASIS

The method for research projects in partnerships relates to several concepts and approaches which are central to DIHR's international work with the NHRS.

National human rights system and PRIME

Academia is an actor of the NHRS. 5 Through conducting research programmes and projects and publishing and disseminating research results, researchers directly participate in the functioning of the NHRS as their research helps documentation, understanding, and application of a critical lens to the functioning of the NHRS: its legal and policy framework, state infrastructure and non-state institutions, and the various interactions and processes in place to protect and promote human rights.6 While not all research projects have to directly relate to the NHRS, most of them will inform its functioning and interactions.

This link to the NHRS closely relates to DIHR's work with the PRIME model which guides decision and development processes by articulating the respective actors and their roles needed for various stages. . In principle, all decision and development processes include the same five elements: **P** – policy-making; **R** - making rules and regulations; **I** - implementing; **M** – monitoring; and **E** - evaluation. DIHR uses the PRIME model, among other things, to analyse the capacity of the institutions and processes that are intended to promote and protect human rights.7 Research projects may well play a role in informing these various elements by producing knowledge directly relevant to policy-making, implementation in context, monitoring and evaluation.

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[5] See Concept note on Academia, HRS Toolbox, 2018.
[6] See Concept note on National Human Rights Systems, HRS Toolbox, 2016.
[7] See DIHR PRIME model, HRS Toolbox, DIHR Policies and Approaches, 2016.

Moreover, in most DIHR partner countries where data can be difficult to access, research projects and programmes will choose to involve actors of the NHRS in designing the research project; this assures relevance as well as cooperation among the relevant actors regarding access to data, field work, and dissemination of results.

Box # 1 The West Africa research project on Women and Divorce

The objective of the West Africa research project on Women and Divorce was to document and analyse the problems women face at the dissolution of marriage, and to explore the legal and non-legal solutions that would ensure a better protection of rights in the family context. The project included the capacity development of a team of researchers from several West African countries in terms of research project design, methodology and the conducting of a well-documented and objective study. Among other things, the project looked into the role played by civil courts and other actors (NGOS, religious authorities) in divorce matters. Early on in the process, the research project was presented in the respective countries at seminars gathering various relevant actors: academics, officials, religious leaders, NGOs and donors. In addition to a regional publication in French and in English[8], the national reports on Mali, Niger and Senegal were presented at national workshops where the research results were extensively discussed. The publication has been circulated and used by scholars and organisations in the region and beyond.

Academic freedom

Academic freedom is central to the work of universities, other higher education and research institutions and researchers themselves. The UN defines academic freedom as the freedom "to pursue, develop and transmit knowledge and ideas, through research, teaching, study, discussion, documentation, production, creation or writing".[9] In its General Comment 13, the Committee on Economic, Social and Cultural Rights delineates between academic freedom for individuals, versus the academic freedom of institutions manifested through their autonomy.[10]

As far as research projects are concerned, academic freedom means that the researcher must be able to work independently and free from outside pressure: management of the university or research unit, donors, public authorities, etc. This implies that:

- the researcher has the methodological freedom to choose how he/she wants to approach the research issue;
- the researcher can effectively carry out his/her research work; and
- the researcher can publish his/her results independently, free from interference from others.

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[8] Stéphanie Lagoutte (ed.): *Dissolution of Marriage, Legal Pluralism and Women's Rights in Francophone West Africa*. With Abraham Bengaly, Boukar Youra and Papa Talla Fall, Danish Institute for Human Rights, 2014 (available on the DIHR website at www.humanrights.dk).
[9] CESR General Comment No. 13, 1999 (E/C.12/1999/10), para. 38-40.
[10] *Ibid*, para. 19.

More specifically, academic freedom within research implies that although a researcher may accept to do research in a designated field, that he/she has not chosen him/herself, the researcher is free to design the entire research set-up and process according to scientific methodology and methods. No actor, including the institution financing the research project, should pressure him/her to alter the results obtained through the research process in order to satisfy objectives that are external to the research project (political goals, obtaining financing for new projects, etc.)

In contexts where there is no tradition for conducting independent research, it is important that the independence of the researcher(s) is secured at all phases of the research process. One way of ensuring this is to establish research supervision and quality control by an experienced (or a team of experienced) researcher(s) that will be able to support the researcher in his/her work and, in the end, check the scientific quality of the research product.

Securing the academic freedom of the researcher(s) participating in a research project supported by DIHR is closely linked to the concept of partnership.

Partnership

DIHR works in partnership with various actors to ensure ownership of and commitment to human rights objectives. The DIHR partnership concept is based on institutional cooperation with a shared goal for the protection and promotion of human rights.[11]

When working with university partners, the partnership approach means that the partner institutions, more specifically the university management and leadership, are in the driver's seat regarding the cooperation. In practice, interventions are therefore elaborated in close cooperation and discussion with key persons within the partner institution in order to meet their needs and aspirations in terms of developing the substance knowledge and capacity building of teachers, researchers and librarians.

Regarding research projects and programmes, research partners are the primary drivers in designing and conducting their research project, while DIHR's intervention is focusing on sparring and supervision at all stages of the project as well as final editing and publication at the end of the project.

The partnership approach requires the involvement of both DIHR internal project managers and researchers in order to secure that institutional capacity building as well as substantial and methodological human rights issues are equally part of the on-going discussion. In this respect, DIHR must establish relevant contacts to both administrative and academic resources in the partner institutions in order to secure both the commitment of the teaching and research staff and the support from the administration.

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[11] See DIHR Partnership Concept, HRS toolbox, DIHR Policies and approaches, 2016.

BOX # 2 on the DIHR's Research Partnership Project

For ten years (2003-2013), the DIHR engaging in a research partnership programmes together with the Danish Fellowship Centre where by research partners from DIHR programme countries came to Copenhagen on visiting scholarship for a period of two to six months based on a call for applications. Such calls for application often included a thematic or geographic focus, for instance, informal justice systems or the African region. While in Copenhagen, the researchers attended methodological trainings, human rights seminars, visits to other research institutions and libraries, etc. The research partners then published working papers, articles, chapters of books or PhD based on the research carried out or finalised in Denmark. In 2011, an anthology of articles on rights of women and children was published: Lagoutte, S.; Svaneberg, N (eds.): Les droits de la femme et de l'enfant. Réflexions africaines / Women and Children's rights. African Views. Paris: Karthala, 2011.

Human Rights Based Approach[12]

The DIHR partnership approach is closely linked to the human rights based approach. As far as *research* partnership and cooperation are concerned, a HRBA should be applied in relation to the design, structures and execution of research projects (and programmes). This implies:

- The research project should be relevant to improving the human rights situation in a given context, based on the implementation of the relevant human rights standards. It should also include how to develop the capacities of rights holders and duty bearers (raising-awareness, improving avenues for claims and redress, mainstreaming general or specific human rights issues in day-to-day work, etc.)
- The design, structures and execution of the research project should be conducted using inclusive and participatory methods and based on transparent guidelines concerning appointment of researchers, establishment of steering structures, attribution of grants, dissemination of results, etc. For instance, the research project should include the participation of relevant stakeholders at all phases of its realisation in order to secure ownership (among researchers, within the community concerned, etc.) and the on-going relevance of the project;
- Mechanisms for accountability of the academic structures and the researchers should be included in the design of the research project.

STEPS

The steps to design and implement a research project in partnership with colleagues from partner higher education and research institutions can vary depending on whether one envisages a collective research project or individual research projects. Both type of projects support the development of the

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[12] See also the Concept note on Academia, HRS Toolbox, 2018 and the DIHR HRBA Policy, HRS toolbox, DIHR Policies and Approaches, 2016.

research capacities of individual researchers; only the results will be different, either in the form of collective or individual publications. If one chooses to support individual research projects, a number of the research capacity development activities can still be done in group: methodology workshop, researchers' workshop, dissemination activities, etc. Therefore the steps involved are described for a group of researchers.

Generally, developing and implementing a research project follows a set number of steps. However, some flexibility is necessary in such a process as contexts may be very different from one country context to the other, e.g. in terms of institutional development, research capacities, time and resources available. The steps described below therefore are generic steps that could be to some extent merged with one another.

Step 1 – Taking context into account, identifying partners and ensuring institutional support

Some context analysis must be carried out to identify the partners as well as the needs and aspirations of the partners regarding capacity development of research and researchers. Depending on the context, research can be hindered by various factors such as:

- Limited time allocated to do research or difficulty in finding time to do research due to teaching schedule and exam obligations, social commitments or professional engagements;
- Lack of incentive to conduct research and publish as it may not be an important criteria for progression at the university;
- Lack of social recognition for researchers and publications;
- Lack of access to documentation (legal sources, academic literature, etc.) and resources;
- Lack of methodological capacity.

During this first stage it is important to identify partners who are willing and able to engage in research projects, as well as ensure the commitment and the support of the management of the faculty to developing research and the research capacity of their staff. This requires developing clear agreements regarding the timeline for the project, the need to dedicate time to research and, in some cases, the possibility to participate in research exchange programmes in order to focus on research work. In DIHR partner countries, a certain flexibility will be necessary regarding the timeline of the project because of political instability and administrative turnover that follows or because of long strikes in teaching institutions. This step requires strong involvement from DIHR's country programme/project manager and as well as DIHR's country representative.

Milestone: Commitment from individual researchers and management for the capacity development of research and researchers and the implementation of a research project is established.
Indicator: DIHR and partners agree on terms of reference for developing and carrying out one or several research projects.

Step 2 – Identifying human rights research topics, adopting a methodology and joint-planning of the process

The method presented in this document concerns both the development and the implementation of human rights research projects. It is therefore paramount to this approach that the partners are the driving forces in identifying topics, adopting a methodology and planning the research process in its entirety.

The partners identify human rights research topics, which implies that they focus their research on human rights issues or issues with a human rights component. In most contexts where DIHR works, legal, social sciences and humanities research is lacking in all areas. It is therefore important that it be made clear from the outset that the research project has a human rights focus. Moreover, the human rights research project must also take the context of the research into account.

The individual researchers or team of researchers, with support from DIHR researchers and other researchers, should develop a methodology to carry out the research. This phase includes:

- Receiving methodological guidance (through books, presentations, workshop, individual supervision meetings, etc.);
- Identifying a relevant and feasible research issue and research question;
- Becoming acquainted with various methodological approaches and methods: legal doctrinal methodology, critical-analytical, empirical (i.e. qualitative and quantitative), discourse analysis, etc.;
- Receiving training in core methodologies and methods of human rights research: law and literature review, legal doctrinal analysis, interviews, observation, etc.;
- Adapting these methodologies to their research question and assessing the feasibility of the research project.

DIHR supports the individual researchers or the research team through training, supervision and facilitation of research meetings and workshop. Once again, DIHR's country programme/project manager and/or national representative will be involved, facilitating the organisation of workshops or supervising missions. This also applies to steps 3 and 4.

Milestone: The researchers are well-equipped to begin the sources and data gathering process.
Indicator: The researchers adopt a detailed methodology adapted to their research topic and a work-planning document

🔍 BOX # 3 Myanmar research capacity development projects

Since 2017, the DIHR has been engaged with two faculties of law (University of Dagon and University of East Yangon) in the training of their legal researchers to design and conduct human rights research. The DIHR has provided methodological training on identifying research questions, legal methods, interviews and other qualitative methods, and academic writing. The researchers have received both written guidance and feedback as well as individual one-on-one coaching and supervision on their papers. A first group of 15 researchers will finalise their projects in 2019. A new group is undergoing initial research methodology training in 2018.

Step 3 – Gathering and organising sources and data

Time and resources should be allocated to collecting legal sources, literature and qualitative and quantitative data.

The researchers or team of researchers plan and organise legal sources, literature and data collection, including:

- Gathering relevant legal and literature sources, such as international human rights standards and other international law (both treaty and soft law), domestic legislation and other regulations, case law, as well as relevant academic publications, reports and other publications. It must be noted that preliminary work covered in this step may have already been carried out earlier in the process (step 2) in order to identify relevant and feasible human rights research issues.

- Collecting other data based on empirical methodologies: the researcher may decide to conduct fieldwork in order to get access to written sources (for instance, unpublished judgments, administrative documents, etc.), gather qualitative data through interviews and observations or quantitative data through survey or larger statistics collection.

In most country contexts where DIHR works, methodology workshops are organised in order for the researchers to identify methodologies suitable for their research issues and questions. The workshops also include training on legal methodology (hierarchy of sources, interpretation, critical analytical approach to legal sources, etc.) and on qualitative methods (interviews, observation). In many cases, quantitative methods may be difficult to employ in contexts where DIHR works due to accessibility and technological challenges, but training on conducting small-scale surveys could alternatively be proposed. In addition, data collection should be supervised by experienced researchers (local researchers, researchers from the region or DIHR researchers) in order to ensure that the collected data is relevant and useful to the project.

While collecting legal sources, literature and qualitative and quantitative data, the researchers start structuring their future research report/publication. The structure must answer the research question stated in the research project and be supported by the sources and data collected by the researchers.

During step 3, the researchers should be encouraged to present their on-going work to their supervisors and/or to a group of researchers in order to get feedback.

Milestone: The researchers have a comprehensive view of all the sources and data available and a structured and analytical approach to the research papers to be written.
Indicator: The researchers produce detailed preliminary table of contents for their research papers.

Step 4 - Writing and editing the publication

Time must be allocated to writing, supervision and feedback on draft and editing of the research papers.

Research papers should cover both descriptive and analytical elements, and be well-documented with a coherent reference system. The research papers may include recommendations. They must be accompanied by a bibliography.

The DIHR aims at facilitating supervision and feedback during the writing process. For instance, in the Myanmar programme, researchers received a variety of types of supervision and support at various stages of the research process including:

- In developing a draft research proposal and written paper sent to supervisors;
- Collective supervision facilitated by the supervisors and with comments from all researchers;
- Individual oral supervision based on draft research proposal and paper.

Moreover, the DIHR provides or organises the final edition of the research papers and ensures quality control with the view to assisting researchers in publishing their papers (those that meet the quality threshold for publishing). In this regard, the DIHR can provide advice on contacting scientific journals, developing chapters for books or publishing papers as a working paper series.

Milestone: The researcher has written a well-referenced research paper that answers his/her research question
Indicator: The research paper is completed in a chosen format (working paper, article, book chapter, etc.)

Step 5 – Dissemination of the research findings

The researchers can disseminate their research findings to both academic and non-academic audiences through presenting papers at conferences, scientific publications, and seminars and presentations aimed at a broader audience, including practitioners and stakeholders.

BOX # 4 Research project on the right of access to information in public administration

The research project on the right of access to information in public administration was conducted by the Ecole nationale d'Administration (ENA) in Niger. The school provides initial training and in-service training for civil servants working in central and local administration in Niger. Such type of school is based on a French model and exists in West African francophone countries. DIHR supported the researchers from the ENAM through a workshop on access to information and with final editing of the publication.

The research results were used to develop a teaching manual on the right of access to information in public administration in Niger - together with a group of ENA teachers. The manual is now used to teach this new course at ENA both in the initial training of future civil servants but also for their in-service training and the training of new elected communal boards.

Steps regarding dissemination of research findings should already be considered and discussed at the start of the research project and should constitute a follow-up to other earlier consultations with stakeholders ensuring the relevance of the research project. Experts in communication (from DIHR or from the partner country) can help with this step.

It is optimal that research findings inform work carried out by the DIHR with the actors, frameworks and processes of the NHRS in the partner country or at regional level, and is communicated to the relevant stakeholders. Therefore once again, the country programme/project manager and/or DIHR representative will be involved in this step to ensure effective dissemination of the research results among local stakeholders.

Milestone: The researcher has communicated his/her research results to a relevant audience.
Indicator: Seminars to present the research findings are organised for researchers as well as for relevant stakeholders, as well as articles, blogs or other type of dissemination products.

DIHR EXPERIENCE

The DIHR has two decades of experience developing and implementing research projects in partner countries. The DIHR has worked directly with universities and research institutions in China, Vietnam, Niger, Benin, Senegal, and Uganda. The DIHR has also supported networks and teams of researchers, as well as individual researchers, both in partner countries and through the research partnership programme carried out by the DIHR and Danish Fellowship Centre from 2004 to 2014. This effort has led to the publication of working papers, articles, chapters in books and the completion of chapters of PhD dissertation.

The DIHR is used to working in contexts where little to no research has been undertaken, or is limited to research linked to PhD projects of the researchers involved. Hence, the capacity development of research and researchers is often an important first step in offering researchers time and support to

conduct research, access libraries, and receive supervision or sparing, as well as develop publication opportunities.

The choice of the language in which the research papers are written should be carefully considered. In some contexts where the DIHR works, French and English are the languages for academic writing, such as in North and West Africa (French) and East Africa (English) and research partners are proficient in one of these two languages or have it as their mother tongue. In Asia, language issues can be a considerable challenge in working with researchers and the necessity of translating some of the research production into English for supervision and publication purposes, must be considered.[13] In all cases, language edition of the papers must be considered in any project/ programme budgets.

In general, developing research projects requires a longer timeframe, as researchers in partner countries are often occupied with other assignments and have continual time constraints (teaching, exams, supervision, consultations, private practice, etc.). Because of these many constraint, it may be difficult to achieve publication in journals of high academic quality where the competition is fierce. Therefore, a longer-term investment in capacity building is required for sustainable improvement in academic research in partner contexts.

ANNEXES

Annex A: Example of ToR for a research project in partnership: the TOR of the West Africa research project on divorce (in FRENCH), 2010

Annex B: Example of a research methods workshop: Programme of the methodology workshop for the law faculties of East Yangon and Dagon Universities, 2018

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[13] With DIHR's university project in Vietnam with Ho Chi Minh City Law University and Vietnam National University, research was produced in the Vietnamese language and translated into English for training sessions and supervision. Some papers were published in Vietnamese (Good Governance and Public Administrative Reform in Vietnam Phase II (2012-2015)). In the Myanmar project, the language of legal academic publication is English. However, a significant challenge is the poor level of English held by most of the faculty staff; therefore the researchers have been receiving English courses for the period 2017-2018.

Termes de référence de l'appui de l'Institut Danois des Droits de l'Homme (IDDH) en 2010 au projet de recherche régional « Famille et droits de la femme : pour un divorce équitable en Afrique de l'Ouest francophone »

1. Contexte de l'appui

Le droit de la famille est l'un des quatre domaines d'intervention de la stratégie de l'IDDH pour l'Afrique de l'Ouest (2007-2011).

En 2007 et 2008, des chercheurs ouest africains, parmi lesquels quatre représentants du Burkina Faso et du Niger, ont été invités à l'IDDH pour une période de 5 mois afin d'y travailler sur des projets de recherche individuels portant sur la famille et les droits de l'Homme. Ces travaux ont été supervisés par la coordinatrice scientifique du programme de partenariat de recherche de l'IDDH, spécialiste du droit de la famille. Cet intérêt pour le droit de la famille ainsi que l'expertise et les compétences avérées des chercheurs formés ont fait germer l'idée de créer un réseau de chercheurs qui travailleraient sur cette thématique en Afrique de l'Ouest francophone où la sécurité juridique en matière matrimoniale et patrimoniale, surtout celle des femmes, est mise en cause.

En février 2008, l'IDDH a organisé un forum sur « Famille et droits de l'Homme en Afrique de l'Ouest francophone » rassemblant une douzaine de chercheurs de la région travaillant sur le droit de la famille, dont les partenaires de recherche de l'IDDH en 2007 et 2008. Les Actes du Forum ont été publié par l'IDDH sous la forme d'un document de travail regroupant les présentations de fond et de méthodologie sur la famille et les droits de l'homme, une cartographie de la recherche en ce domaine dans la région, ainsi qu'un rapport de synthèse du forum et des recommandations. L'une de ces recommandations était la création d'un réseau de recherche francophone en droit de la famille en Afrique de l'Ouest.

Suite à ce forum, l'Institut des Droits de l'Homme et de la Paix (IDHP) dont la directrice avait participé au forum et l'IDDH ont présenté au Centre pour la Recherche et le Développement International (CRDI) une requête de financement pour une projet de recherche régional intitulé « Famille et droits de la femme : pour un divorce équitable en Afrique de l'Ouest francophone ». Le projet ancré à l'IDHP, Institut de l'Université Cheik Anta Diop (UCAD) à vocation régionale, concerne quatre pays, le Burkina Faso, le Mali, le Niger et le Sénégal, et s'étalera sur un peu plus de deux années (2010- début 2012).

Un séminaire de travail rassemblant les chercheurs des quatre pays a été organisé à Dakar fin novembre 2009 par l'IDHP et l'IDDH. Ce séminaire de travail réunissait les chercheurs et membres du comité scientifique du projet pour une actualisation des connaissances sur la situation du droit de la famille en général et en particulier du divorce en Afrique de l'Ouest et dans les quatre pays concernés par le projet, ainsi que sur les projets de recherche éventuellement engagés dans les différents pays. Il s'agissait aussi de réfléchir ensemble sur le contenu détaillé du projet, d'établir clairement le rôle de chacun et de prendre des décisions concernant la mise en route du projet. La rapport de synthèse du séminaire de travail de Dakar contient un compte-rendu détaillé des discussions substantielles et méthodologiques ayant eu lieu pendant ce séminaire.

La réponse à la demande de financement adressée au CRDI était attendue fin février, elle a été reportée fin avril, début mai. Fin mai, l'IDDH et l'IDHP ont appris que la demande avait été rejetée, le projet n'entrant plus dans les priorités de la nouvelle direction des programmes du CRDI.

L'IDHP et l'IDDH ont décidé de démarrer les travaux de recherche prévus dans le projet avec les fonds alloués par l'IDDH au projet en 2010. Parallèlement, les deux institutions rechercheront d'autres bailleurs dans la région et en Europe. Il est crucial de pouvoir montrer très vite les objets précis et les enjeux concrets de la recherche ainsi que les activités du projet pour pouvoir obtenir des fonds complémentaires. Il est aussi important de

maintenir la dynamique qui s'est créée dans le groupe de chercheurs.

2. Objectifs de l'appui en 2010

2.1. Objectif général
L'appui 2010 a pour but de démarrer les travaux de recherche pour documenter l'existence et l'ampleur des problèmes rencontrés par les femmes en matière de divorce – au sens large – en Afrique de l'Ouest francophone afin d'influencer, à moyen et long terme, les pratiques et les politiques en la matière.

2.2. Objectifs spécifiques
OS 1 : Développer un document préliminaire sur les études nationales et le présenter aux acteurs nationaux concernés.
OS 2 : Créer et entretenir un site web présentant le projet et ses activités ainsi que la documentation et les données recueillies.

2.2.1. OS 1 : Développer un document préliminaire sur les études nationales et le présenter aux acteurs nationaux concernés

Résultats attendus :
1. quatre synopsis de 12-15 pages des études nationales présentant les contours des études et les points à envisager (indicateurs : 4 synopsis ; sources de vérification : les documents envoyés)
2. quatre réunions d'information des acteurs concernés (indicateurs : quatre réunions tenues ; sources de vérification : les listes de participants, les PV de réunions)

2.2.2. OS 2 : Créer et entretenir un site web présentant le projet et ses activités ainsi que la documentation et les données recueillies

Résultats attendus :
1. un site web hébergé par l'IDHP consacré au projet (indicateurs : le site du projet ; source de vérification : le site de l'IDHP)
2. un site présentant les activités et données liées au projet (indicateurs : les informations actualisées accessibles sur le site ; source de vérification : le site du projet)

3. Méthode de mise en œuvre des objectifs pour 2010

OS 1 : Développer un document préliminaire sur les études nationales et le présenter aux acteurs nationaux concernés

Justification des activités
Les discussions sur le projet ont été jusqu'ici assez générales. Il s'agit d'être plus concret afin de pouvoir présenter le plus tôt possible l'objet précis de la recherche dans chaque pays à la fois aux acteurs nationaux concernés et aux bailleurs potentiels. Les chercheurs devront se baser sur les conclusions et les choix opérés lors de l'atelier de 2009 à Dakar. Il importe donc que les chercheurs élaborent des documents préliminaires donnant les contours de leur étude nationale, la structure de leur recherche, les points envisagés et les méthodes choisies pour les documenter ainsi qu'une bibliographie préliminaire. Il faudra que les enjeux nationaux soient clairement visibles dans le document.

Description des activités
Développement d'un synopsis d'une douzaine de pages sur chaque étude nationale en précisant la structure de la recherche, les points envisagés et les méthodes choisies pour les documenter ainsi qu'une bibliographie préliminaire.
Commentaires des synopsis par les membres du comité scientifique.
Tenue de quatre réunions d'information nationale d'une demi-journée avec les acteurs concernés par l'étude, acteurs préalablement identifiés par l'équipe nationale de chercheurs.

OS 2 : Créer et entretenir un site web présentant le projet et ses activités ainsi que la documentation et les données recueillies

Justification des activités

L'existence d'un site « Famille et droits de la personne » hébergé sur le site internet de l'IDHP où est ancré le projet sera essentiel pour renforcer et mettre en contact les membres du réseau de chercheurs travaillant sur le projet. Le site donnera une visibilité au projet de recherche, aux membres du réseau, à leurs publications et aux travaux en cours. Le site fournira toute la documentation et les informations rassemblées ces dernières années en matière de droit de la famille en Afrique de l'Ouest. Il constituera une base de données unique en son genre à laquelle les chercheurs mais aussi les autres acteurs concernés pourront accéder. La visibilité du projet et de ses activités est essentielle pour la mobilisation de fonds.

Description des activités

Création du site « Famille et droits de la personne » hébergé sur le site internet de l'IDHP : proposition du Webmaster et validation par l'IDHP et l'IDDH.
Présentation du projet de recherche, de ses acteurs et de leurs publications sur le site.
Présentation des activités du projet (actualisation régulière des activités)
Mise en ligne de la documentation et des informations rassemblées sur le droit de la famille en Afrique de l'Ouest (actualisation régulière des données)

4. Mise en œuvre des objectifs pour 2010

Tableau de mise en œuvre des objectifs

Ce tableau (annexe 1) est un tableau de planification présentant les activités, les structures responsables, les personnes impliquées ainsi que la période de mise en œuvre.

5. Montage institutionnel du projet

La mise en œuvre, la planification et la coordination des activités prévues en 2010 sont assurées à différents niveaux par les structures suivantes :

L'Institut des Droits de l'Homme et de la Paix coordonne la supervision des travaux de recherche, à savoir le développement des synopsis, et la création et l'entretien du site « Famille et droits de la personne ».

Le comité scientifique est chargé du suivi de l'élaboration des synopsis et de la supervision de la qualité scientifique de ces travaux. Le comité est composé de :
- Professeur Amsatou Sow Sidibé (IDHP – Dakar)
- Fatou Sow Sarr (IFAN UCAD)
- Professeur Tidjani Alou (Lasdel – FSEJ – Niger)
- Dr. Stéphanie Lagoutte (IDDH)

Les points focaux nationaux (désignés lors de l'atelier de Dakar)ont la responsabilité
- d'assurer une communication régulière avec les organes du projet
- de transmettre toutes les informations aux autres chercheurs du même pays
- d'organiser les rencontres entre chercheurs du même pays
- de commander les ouvrages nécessaires à la recherche si besoin est
- d'organiser la réunion nationale d'information sur leur étude
- d'identifier, en collaboration avec les autres chercheurs, les acteurs concernés au niveau national
- de gérer les fonds alloués aux activités nationales et d'en rendre compte à l'IDDH

La secrétaire exécutive du projet basée à l'IDHP est chargée de :
- la planification des activités,

- de la gestion du projet,
- de l'élaboration des rapports d'activités sur la base des informations fournies par les points focaux (fiches de rapport mensuel) et des rapports financiers.
- de la communication entre tous les organes du projet
- de rassembler, en collaboration avec les acteurs impliqués dans le projet, les informations et données à placer sur le site web.

Le webmaster, rattaché à l'IDHP, est chargé de :
- la création du site « Famille et droits de la personne »
- la présentation du projet et de ses acteurs sur le site
- la mise en ligne, en collaboration avec la secrétaire exécutive, de la documentation et des informations collectées sur le droit de la famille en Afrique de l'Ouest
- la présentation des activités du projet.

Le rôle des deux institutions partenaires

Le rôle de l'IDHP : L'IDHP est l'institution régionale où est ancré le projet de recherche. A ce titre, le rôle de l'IDHP sera de :
- Coordonner les travaux du comité scientifique concernant l'élaboration des synopsis
- Planifier et coordonner les activités : élaboration des synopsis, tenue des réunions nationales d'information, création du site et son entretien
- Assurer la communication régulière avec les chercheurs sur la progression des activités
- Assurer une bonne communication avec l'IDDH
- Assurer le bon fonctionnement de son site internet qui accueille le site « Famille et droits de la personne »
- Assurer le travail de rapportage narratif et financier concernant les activités du projet.

Le rôle de l'IDDH : L'IDDH, partenaire de l'IDHP, accompagne et conseille l'IDHP pour la mise en œuvre des activités décrites dans le présent document, conformément au calendrier convenu. Outre un appui financier, l'IDDH fournira :
- Un appui méthodologique pour l'élaboration des synopsis
- La participation à la supervision de l'élaboration des synopsis (comité scientifique)
- Une expertise en droits de l'Homme
- Un accompagnement pour la planification et la coordination des activités du projet
- Un accompagnement pour faciliter la communication entre les acteurs impliqués dans le projet
- Une facilitation pour l'identification des acteurs locaux pour la réunion nationale d'information
- Un accompagnement pour la présentation du projet et de ses acteurs sur le site et pour la mise en ligne de la documentation et des données collectées concernant le droit de la famille en Afrique de l'Ouest.

6. Pré-conditions pour la mise en œuvre du projet

Des conditions doivent être réunies pour assurer la mise en œuvre de cet appui en 2010 :
- L'IDHP et ses structures sont opérationnels,
- Les chercheurs nationaux des 4 pays concernés sont toujours motivés pour faire ce projet de recherche,
- Le site de l'IDHP fonctionne ainsi que sa connexion internet
- Les fonds nécessaires pour conduire les activités sont disponibles.

Annexe 1 : Le tableau de mise en œuvre des objectifs ; Annexe 2 : Le budget ; Annexe 3 : La fiche de rapport mensuel

ANNEX B: Example of a research methods workshop: Programme of the methodology workshop for the law faculties of East Yangon and Dagon Universities, 2018

RESEARCH WORKSHOP FOR EYU & DU RESEARCHERS
20&21 June 2018
Stéphanie Lagoutte and Marie Juul Petersen, Researchers at the Danish Institute for Human Rights

DATES: Wednesday 20 – Thursday 21 June 2018

AIM OF THE WORKSHOP/TEACHING GOALS:

1. The researchers have an overview of legal and social sciences methods and know how to use them in their research work.
2. The researchers are able to draft a preliminary table of contents for their paper (what do they want to discuss and in which order).
3. The researchers understand the problem with copy-paste approach and find solutions to it.
4. The researchers are ready to write a full draft of their paper.

FORMAT OF THE WORKSHOP:

The workshop will be a mix of presentations by the two researchers from Denmark and presentations and discussion of their papers by EYU and DU researchers.

For the presentation and discussion sessions, the researchers will be divided into two groups of 8 persons, where 2 will be presenting their paper in each session. Marie will facilitate Group 1 and Stéphanie will facilitate Group 2.

There will be 30 minutes for each presentation & discussion by a researcher:
- 10 minutes for the researcher to present her work;
- 10 minutes for comments from the facilitator;
- 10 minutes for discussion with the whole group.

It is important that the researchers read the papers from their group so that they can participate in the discussion.

PROGRAMME OF THE WORKSHOP

DAY 1 – WEDNESDAY 20 JUNE

9.30-10.00: Introduction (SLA)

- Introduction to the workshop
- Recap from individual supervision sessions in November
- Where do we stand now?

10.00-10.45: How to structure your argument and your paper (SLA)

10.45-11.00: Tea break

11.00-12.00: Presentation and discussion of papers in groups (SLA & MAPE)
GROUP 1:
- **Yu Mon Cho (EYU):** The Right to Minimum Wage of Domestic Workers. Comments: Marie
- **Thi Thi Lwin EYU:** Protection of Cultural Rights of Ethnic Minorities in Myanmar. Comments: Marie

GROUP 2:
- **Ei Thandar Swe (DU):** Hate Speech in Myanmar. Comments: Stéphanie
- **May Thuzar Aung (DU):** Freedom of Press in Myanmar. Comments: Stéphanie

12.00-13.00: Lunch

13.00 – 14.45: Social sciences methodologies (MAPE)
- Quantitative and qualitative methodologies
- Data gathering and interviews/ How to plan, do and use interviews?
- How to choose?

14.45-15.00: Tea break

15.00-16.00: Presentation and discussion of papers in groups (SLA & MAPE)

GROUP 1:
- **Aye Mar Win (EYU):** Protecting the right to housing in Myanmar. Comments: Marie

GROUP 2:
- **Kyi Phyu Oo (DU):** Legal Protection on Myanmar Migrant Women in Thailand. Comments: Stéphanie

DAY 2 – THURSDAY 21 JUNE

9:30-9.45: Welcome
9.45-10.45: Presentation and discussion of papers in groups (SLA & MAPE)
GROUP 1:
- **Nita (DU):** Combating the trafficking of Myanmar Women to China and Thailand. Comments: Marie
- **Soe Su San (EYU):** Protection of children's Rights in the Work Place. Comments: Marie

GROUP 2:
- **Khine Myat Htun (EYU):** Protection of Domestic Violence against Women in Myanmar Legislation. Comments: Stéphanie

- **Mya Moe Khaing (DU):** The Right of the Girl Child to be protected against Sexual Abuse in Myanmar. Comments: Stéphanie

10.45-11.00: Tea break

11:00-12.00: Legal methodology (SLA)
- Sources of law
- Critical analysis of the law

12.00-13.00: Lunch

13.00-14.30: Presentation and discussion of papers in groups (SLA & MAPE)
GROUP 1:
- **Su Nandar (DU) (submitted with Dr. Myint Nandar Thein and Dr. Aye Hla Mon):** Promoting access to education for the prevention of child labour. Comments: Marie
- **Phyu Phyu Thin (DU):** Specific Social Right for Poverty Reduction: Social Security Scheme of Workers in Myanmar. Comments: Marie
- **Nan Htwe Ei (EYU):** Social awareness of the persons with disabilities. Comments: Marie

GROUP 2:
- **Khin Thandar Oo (EYU):** Protection and reduction of statelessness. Comments: Stéphanie
- **Zin Mar Htoo (DU):** Establishing by Law Minimum Age of Marriage and Free Consent in Myanmar. Comments: Stéphanie
- **Pa Pa Soe (EYU):** Academic Freedom for Faculty Members and Students in Myanmar. Comments: Stéphanie

14.30-14.45: Tea break

14.45 – 16.00 : Other issues (SLA and MAPE)
- Referencing sources and literature
- Moving away from copy-paste: quoting, paraphrasing and finding your own words
- Describing v. analysing
- Structuring your paper

The way forward (CHLO)