




AMNESTY INTERNATIONAL
HUMAN RIGHTS EDUCATION 2020

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Visit [amnesty.org/human-rights-education](https://www.amnesty.org/human-rights-education) for more information.

 Cover photo: This year, in the light of the Covid-19 health crisis, on World Human Rights Day, the right to health takes on a special weight and students listen to social issues and come up with their works and actions in solidarity with health workers. AI Greece implements a nationwide educational program for human rights education for students in primary and secondary education with the approval of the Ministry of Education and Religions. More than 12,000 students created original cards for healthcare staff as part of Amnesty International's nationwide action on the right to health..

© Amnesty International Greece,

Layout by Off Colour Design.

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WELCOME

2020 was a year marked by disruption. People around the world faced fear, uncertainty and upheaval as COVID-19 tore through their countries. Governments introduced lockdowns and other measures to slow and control the spread of COVID-19. Healthcare and other frontline workers worked tirelessly and too often at great risk to their health, and even freedom when speaking out about their safety concerns. And even with re-emergent hope from a vaccine, poorer countries have found themselves again at the end of the queue as wealthier countries hoard vaccines for themselves. The health, economic and social impacts of the pandemic have exacerbated deep-seated inequality and discrimination and have brought the scale of human rights change needed to create a fair and just world for all into sharper focus.

Amnesty International and its staff did not escape the disruption caused by COVID-19, and this year's Human Rights Education (HRE) report is first and foremost testament to, and celebration of, the resilience, flexibility, and adaptability of Amnesty's network of human rights educators. Existing projects were quickly adapted to new contexts and realities, making use of alternative tools from digital to analogue, from virtual workshops to partnerships with community radio stations. New projects addressed human rights needs created and aggravated by the pandemic. This report highlights just a small portion of work carried out worldwide and presents a snapshot of the overall picture.

The pandemic has highlighted and aggravated existing threats to human rights, from the right to health, to freedom of expression and assembly, women's rights, the right to privacy, the right to education and more. As the world continues to address the immediate health threat of the pandemic and we hopefully move towards a post-COVID-19 world, these threats to human rights must be faced head on.

HRE plays a key role in the empowerment of civil society and helps build a solid foundation in the defense of human rights. Whilst the challenges we continue to face are great, this report is an important reminder of the valuable and relevant HRE work taking place around the world – work we can also build on, strengthen, and improve as we move forward together.

“As the world continues to address the immediate health threat of the pandemic... threats to human rights must be faced head on”

In the coming year, whether the pandemic remains or retreats, we will continue to adapt and join with the Amnesty movement in preparing for its next strategic period, where HRE continues its vital and central role in fighting injustices and defending human rights. In doing so, we look forward to learning from, supporting and collaborating with this energetic and inspiring community of human rights educators. But mostly, after a year marked by disruption, hardship and sadness for so many, we thank you for your dedication and good will, and we wish you, your communities and your loved ones all the best in health and wellbeing.



Emily Nevins

Programme Director, Campaigns and Education

“As many governments become increasingly hostile towards human rights, and in the shadow of a global pandemic that has further highlighted inequalities and disparities, there is an urgent need for individuals to stand up for human rights.

Amnesty International’s Human Rights Education work supports people to learn about and claim their rights. Human Rights Education is an important tool to explain complex human rights issues, address values and attitudes and increase the confidence of individuals to take informed action to defend their own rights and the rights of others”

**Agnès Callamard
Secretary General, Amnesty International**

INTRODUCTION

Amnesty International works with and through its members, supporters, and activists in carrying out HRE in local, national, regional and global contexts. Today, educator groups at many of Amnesty International's regional offices and national entities across the world raise awareness and support campaigning for the international human rights movement. Every year, the Global Human Rights Education Team at Amnesty International works with Amnesty International's regional and national entities to report on the programme's achievements and HRE projects around the globe.

In 2020, 65 Amnesty International entities contributed to the report, reporting on a total of 167 human rights education projects, reaching people in over 212 countries and territories. In the shadow of a global pandemic, the report reflects both the challenges and opportunities faced by our network of educators throughout 2020 and the impact of COVID-19 on HRE projects in a variety of contexts around the world. In response, many projects were required to adapt and change. The success of which can be seen in the stability of our reach in comparison to 2019, and in some regions continued trend of growth, despite the severe restrictions and disruption to face-to-face human rights education.

It is necessary to highlight however, that most frequently, the pandemic has brought about a rush towards the adoption of alternative online based education initiatives. While this has enabled many entities to reach audiences they had previously been unable to engage with, online solutions remain inaccessible in regions where there is low to no connectivity, or where internet access is simply unaffordable for some communities. It is therefore necessary to continue to explore other potential alternatives to face-to-face education, ensuring that those most marginalised and impacted by the pandemic are still able to access human rights education.

HRE enables people to learn about human rights and how to claim them. HRE can be defined as any learning, education, training, or information efforts aimed at building a universal culture of human rights. It encompasses:

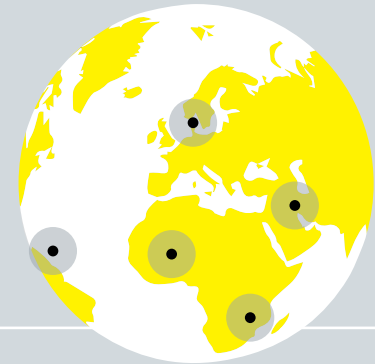
- **knowledge – learning about human rights and human rights mechanisms.**
- **values, attitudes and behaviour – developing values and reinforcing attitudes and behaviours which uphold human rights;**
- **skills to take action – acquiring skills to apply human rights in a practical way in daily life and taking action to defend and promote human rights.¹**

¹ The global HRE team uses the United Nations definition for human rights education.

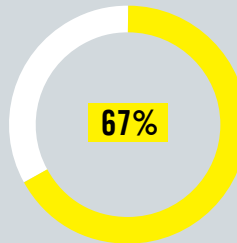
KEY TRENDS

Globally in 2020, HRE projects:

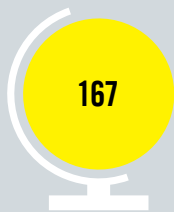
Engaged over **2.07 million** people and led more than **1 million¹** to take action to defend human rights in **212 countries and territories worldwide**



The **Amnesty Human Rights Academy** is available in **25 languages** and has **84 courses**.



of projects report moving people from knowledge acquisition to **taking action** for human rights



167 projects
in 67 countries



Projects reported reaching **49% women and girls²**



Projects reported reaching **85% youth³**

- HRE continues to contribute to Amnesty International's campaigns. We see the most significant contribution to the annual Write for Rights (W4R) campaign. Projects report a variety of contributions, from creating greater awareness about the campaigns, to increasing the level of engagement with the campaigns and increased knowledge, skills, and confidence to take action.
- The [Human Rights Academy](#) continues to strengthen and grow. Due to the pandemic and the global increase in online learning, we saw an increase of up to 300% in traffic to the Academy in 2020.
- The number of people reached in 2020 grew, despite restrictions introduced as a result of the pandemic.
- Although there is a slight decline in the number of projects reported in 2020 as compared to 2019, there is an overall trend towards larger projects and the average number of people reached per project has been growing since 2018.
- Covid-19 had an impact on 86% of projects. It presented challenges such as inability to access schools, issues with technology and moving existing HRE work to a virtual format. It also presented opportunities to reach wider audiences, particularly in terms of geography and has driven significant increases in project participation.

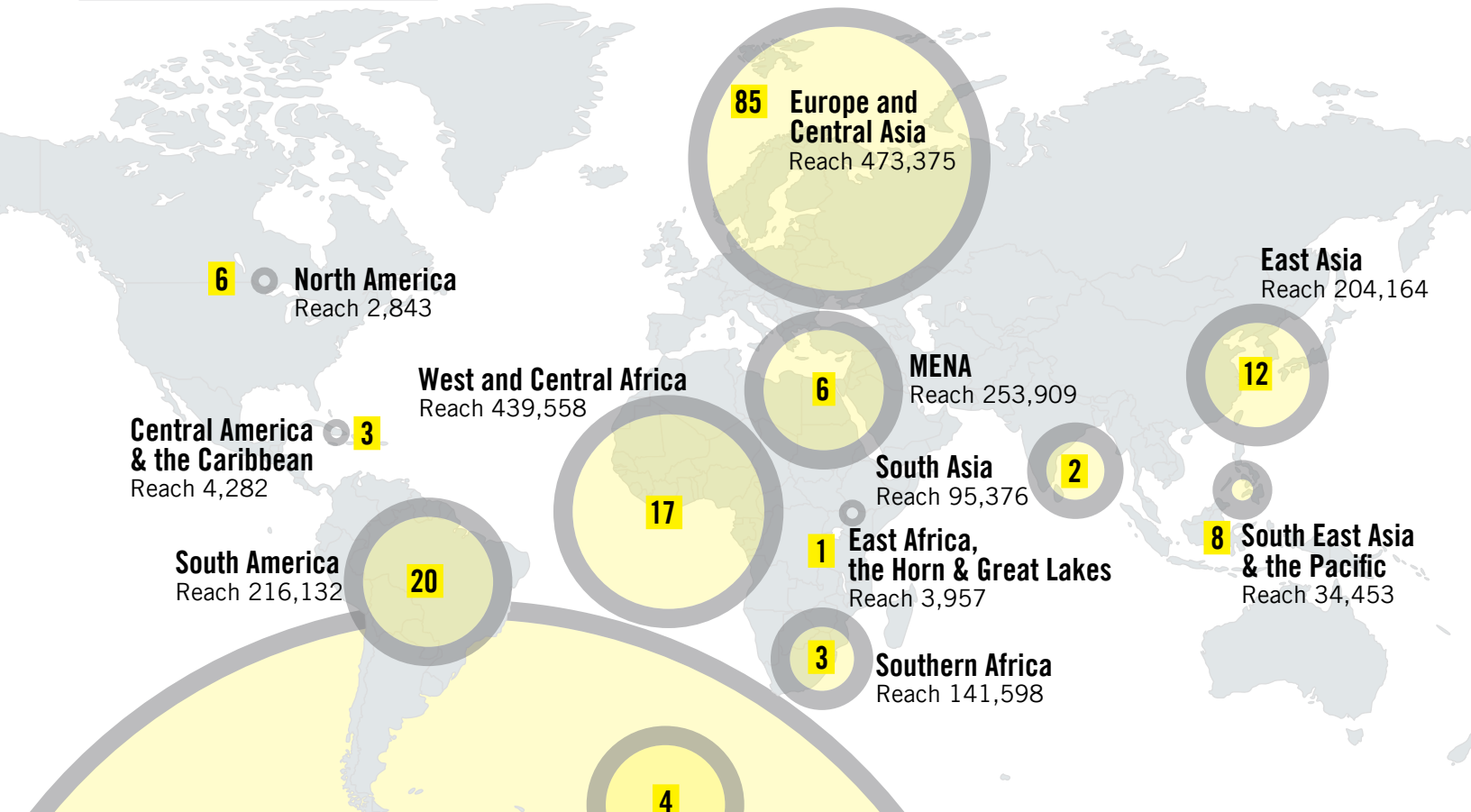
¹ This represents the total number of people engaged in HRE projects rated as working at or above "transition to action", it does not reflect individual assessment of HRE participants.

² This percentage is based on the number of projects where disaggregate data is available.

³ This percentage is based on the number of projects where disaggregate data is available.

GLOBAL SNAPSHOT OF PROJECTS, REACH

AND ACTIONS BY REGION, 2020



IN 2020

167 Projects reported
2,075,655 People were reached

49% women & girls³

85% youth⁴

Global actions

Reach 206,008
 Online HRE, Academy, MOOCs, Academy App.

Africa: Community radio initiatives, HRE in formal education and nonformal in communities. Gender based violence, female genital mutilation and early forced marriage are important thematic areas.

Americas: Non-formal HRE, youth focused. Sexual and reproductive rights and LGBTQIA+ rights are important themes for the region, in addition to climate change.

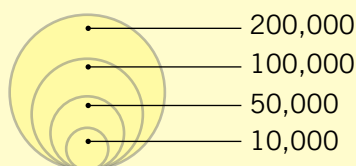
Asia-Pacific: HRE in formal education, freedom of expression and right to protest are important thematic areas for the region.

Europe & Central Asia: Formal education, teachers are an important target group along with students. A focus on blended-learning and online HRE, violence against women and the rights of migrants and refugees are important thematic areas.

Middle East and North Africa: Online HRE through Human Rights Academy, strong regional focus on work with youth.

Key

1 Number of projects
 People reached



³ Percentage calculated based on number of projects where gender of participants was recorded

⁴ Percentage calculated based on number of projects where age of participants was recorded

MEASURING ACHIEVEMENTS

Amnesty International asks its network of educators to assess their projects every year against outcomes on a scale. The achievement scales Amnesty International has developed for this focus on two major outcomes:

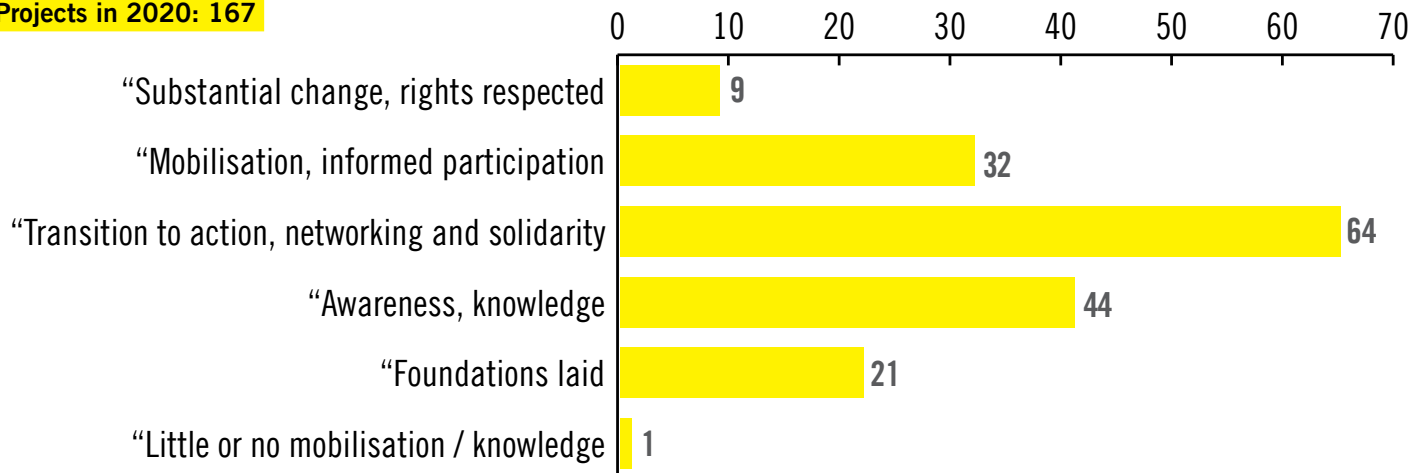
1. People worldwide have the knowledge and skills to take action to defend and promote human rights.
2. Governments are held to account on human rights education, with recommendations implemented.

106 of 167 (67%) of projects engaged learners through transitions into action, mobilisation, and informed participation.

NUMBER OF PROJECTS AND REACH, ACHIEVEMENT SCALE OUTCOME 1, 2020

Learners have knowledge and skills to take action to defend and promote human rights worldwide.

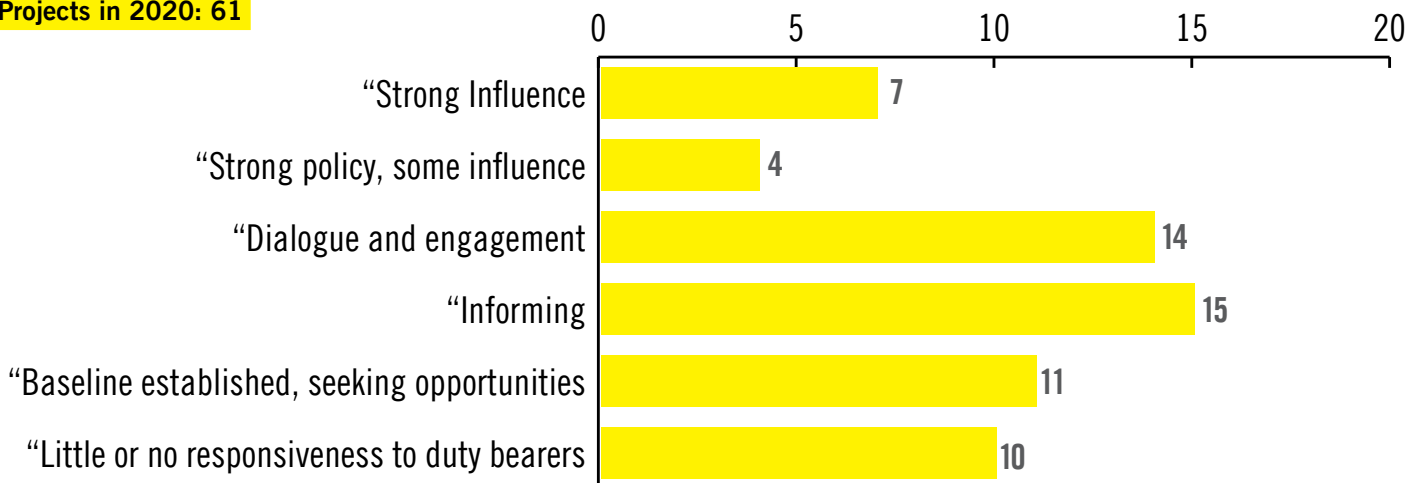
Projects in 2020: 167



NUMBER OF PROJECTS AND REACH, ACHIEVEMENT SCALE OUTCOME 2, 2020:

Governments held to account on human rights education; Recommendations implemented.

Projects in 2020: 61



KEY PROJECTS

COVID-19 AND HRE

Covid-19 had significant impact on the overall HRE work of Amnesty's HRE network. The pandemic called for adaption and flexibility, both in the way in which HRE is delivered (which is predominantly face to face), but also saw the need for Amnesty's HRE work to provide HRE on Covid-19 and the human rights consequences it posed. Below are a few projects demonstrating the adaption to the new context or meeting new human rights needs presented by the pandemic.

COVID-19 & HUMAN RIGHTS – AMNESTY HUMAN RIGHTS ACADEMY

Amnesty's [Human Rights Academy](#) is a multilingual, free, online learning space that aims to provide quality HRE for all. In 2020, we saw an example of successful rapid response HRE with the production of a 15-minute microlearning course on [COVID-19 and human rights](#). The course outlines the human rights implications of COVID-19, describes states' human rights obligations in relation to the pandemic and leads learners to take action to promote social solidarity and a response to COVID-19 that is compliant with human rights. There was great uptake of this course with it being translated into 15 languages by various Amnesty offices around the world, making it our most translated course to date.

CLOSER THAN EVER – AMNESTY URUGUAY

Like some others in the HRE network, Amnesty Uruguay, decided to direct resources towards monitoring and detecting the advance of the pandemic, the development of compulsory and voluntary isolation and its impact on human rights.

Within this objective, they carried out two webinars of training and reflection related to the right to privacy and healthcare in times of the pandemic. In total, more than 400 people attended. The webinars were an important input in generating knowledge of our rights during COVID-19. The webinar presenters and experts provided valuable information and tools for understanding the health crisis from a human rights perspective.

HRE CARTOON EXHIBITION – AMNESTY MONGOLIA

Following the success of their HRE cartoon exhibition celebrating Amnesty Mongolia's 25th Anniversary in 2019, Amnesty Mongolia was eager to hold a second exhibition in 2020. Due to Covid-19 and lockdown measures they quickly decided to move the exhibition online, displaying the artwork digitally.

About 120 artworks out of 250 by 15 cartoonists were selected and displayed in the online HRE exhibition. This year there was an increase in the number of young cartoonists that were engaged with Amnesty Mongolia in the promotion of HRE compared to 2019. About 35% of the cartoons were related to Covid-19 and human rights violations, as it was the most pressing issue in Mongolia. The cartoons promote human rights education as well as reveal the horrible truth of human rights violations in humorous, sarcastic, and critical ways. The exhibition launched on International Human Rights Day and was a considerable success, with the website crashing due to high traffic at one point and was praised by Mongolian NGO's. You can visit the exhibition through [Amnesty Mongolia's website here](#) (Mongolian only).



👁️ (Top) Illustration designed by Jaskiran K Marway.

© Jaskiran K Marway / @j.kiran90

(Middle) Amnesty Human Rights Academy promotion. © Amnesty International

(Bottom) Cover of the Amnesty Mongolia 25th Anniversary HRE Cartoon Exhibition Book, containing a selection of cartoons from the 2019 exhibition.

© Amnesty International

JUNIOR HEALTH VOLUNTEERS – AMNESTY BENIN

In another example of rapid response to the global pandemic, we saw how Amnesty Benin quickly identified the need for HRE to prepare the public to become agents for self-protection against Covid-19. Recognising the necessity for individuals to carry out this work locally (given the restrictions in place), they chose to transform 53 of their existing clubs in schools and universities into Junior Health Volunteers (JSVs). These clubs became dynamic networks of peer-to-peer educators countrywide across 10 of the 12 departments (regions) of Benin which amplified the advice and guidance from the government and made it possible to disseminate information to students and communities who did not have access to information and education on Covid-19. To address accessibility challenges, the JSV project also distributed hand washing supplies, various learning materials and crucially 40 smart phones, charged sim cards and memory cards to ensure the youth could attend online WhatsApp trainings and had access to all the learning materials provided through the project.

The online trainings helped to strengthen the knowledge of school club focal points and supervisors on Covid-19 and preventative measures, and their capacity to self-protect and raise awareness with their peers and communities.

Through these JSVs, 150 trainings were carried out reaching 30,000 students in high schools and universities, and 120 trainings were carried out in communities reaching 3,000 people by visiting homes, markets, churches, mosques, military camps, taxi-motorcycle assembly points, bus stations, youth centres, football pitches, bistros, and public squares. To further support the Junior Health Volunteers in their community awareness raising, contracts were signed with 8 community radio stations, broadcasting in French and other local languages. The JSVs also worked together with the 229 Collective Against Corona Virus to produce the educational music video “[Corona Blocus Juniors](#)”.

The JSV project led by Amnesty Benin was made possible by the technical and financial support of a consortium of implementers and community actors: the French Embassy in Benin, French Institute of Benin, Wallonie Bruxelles International, Blolab and Fair’Langue, Etrilabs, AG Médias Services, Shaping The Future, Afrikafun, Collective 229 Against Corona Virus, National Association of Bloggers of Benin, Amnesty International Benin Steering Committee of Digital Activism, local and community radios, Ministry of Secondary, Technical and Vocational Education and Training and its local and regional school administrations, elected representatives of the communities.

📷 (From top) Junior Health Volunteers (JHV) from an Amnesty School Club carry out awareness raising in a market in Natitingou, Benin; JHV students from Amnesty school clubs filming the video Corona blocus junior; JHVs from Zongo of Parakou Secondary School, during one of the online trainings; Covid-19 awareness raising by Amnesty school club JHV’s at the entrance of Nanonmè Secondary School.

© Amnesty International Benin



HRE IN CENTRAL ASIA – EASTERN EUROPE AND CENTRAL ASIA REGIONAL OFFICE

The HRE in Central Asia project is carried out by the Eastern Europe and Central Asia Regional Office in partnership with local partners and works with teachers. It aims to build a vibrant online and offline constituency of youth human rights learners from Kyrgyzstan, Kazakhstan and Uzbekistan, maximising on-the-ground engagement with current Amnesty International supporters in Kyrgyzstan and Kazakhstan through HRE and campaigning and explore HRE advocacy opportunities in Uzbekistan (and in Central Asia), building the foundation for long-term advocacy efforts for HRE.

In 2020, blended-learning courses for teachers from Kyrgyzstan and Kazakhstan were conducted in support of the W4R campaign.

Due to COVID-19, these blended-learning courses were only online. One of the unexpected benefits of moving the project online was the possibility for teachers from very remote areas of Central Asia to fully participate in the course. Their experiences enriched group discussions about the relevance of human rights education in schools outside of big cities. Teachers from Southern parts of Kyrgyzstan said that lessons about women’s rights would be especially relevant for their high school pupils. The notorious practice of “bride kidnapping”, when young girls are being abducted for forced marriages, is still widely spread in that part of the country. Another teacher gave an example – at one rural school, boys can have mobile phones starting from junior school. In contrast, girls are not allowed to have phones even in graduating classes. Aside from this striking inequality, the teacher thought that the girls were thus more vulnerable to bride kidnapping as without access to mobile phones they had no means of communication in case of abduction.

The teachers took the online courses [Introduction to human rights](#) and [Write for Rights](#) on the Amnesty Academy platform and developed lesson plans. In the online workshops that followed, teachers received practical and technical education about the human rights issues in the W4R campaign the case stories of [Nassima al-Sada](#) and



© A Write for Rights action in Central Asia, Kyrgyzstan. © Amnesty International

[Gustavo Gatica](#). In addition, an experience sharing session was held for teachers and HRE colleagues from Moldova, Ukraine, the Netherlands, and Kazakhstan shared their experience in conducting W4R events for youth and students in schools – another experience that would not have been possible without the online format.

After the blended-learning course, teachers conducted around 39 lessons with a total reach of 2084 students from 5th to 11th grade and collected around 288 letters and 65 signed petitions online. As part of the evaluation teachers shared the following:

“Students are extremely interested in learning about human rights. Many have installed the app (Amnesty Academy) on their phone and continue to study human rights themselves”

“I have become very knowledgeable about human rights issues; I can explain and have a conversation on this subject with ease and using simple language.”

In this case, we can say that blended learning has proven to be a successful approach to improving understanding, interaction, and inclusion in education.

You can read more about [this experience here](#).

HRE STRENGTHENING CAMPAIGNS

HRE projects contribute significantly to Amnesty International’s global campaigns by increasing engagement, awareness of campaign issues and in building participants’ knowledge and skills to take action. The contribution to global campaigns includes the creation of HRE resources, trainings, and support within schools and communities to raise awareness and engagement across regions.

Write for Rights was the campaign most often contributed to as part of HRE projects reported on in 2020, with 79 projects reporting their contribution to the campaign. This amounts to 47% of all projects. Each year the global HRE team prepares a toolkit to support HRE workshops and activities around a choice of the Write for Rights cases. In previous years, the toolkits have been built with face-to-

face workshops in mind. This year, in addition to the [standard toolkit](#) developed for face-to-face workshops, the global team worked to adapt the lesson plans for a webinar format, sharing presentation resources, guidance on tools and online facilitation tips. Amnesty entities reported high satisfaction with the materials and appreciation for the efforts made to supply a solution for virtual workshops.

In total just under 1.4 million people took part in projects that contributed to Write for Rights.

25 projects reported contributing to [I Welcome](#), accounting for approximately 723,000 people engaged in this campaign. 49 projects indicated contributing to [Stand up for the Brave](#), engaging 1.06 million people. Whilst both campaigns are being phased out at the global level as Amnesty moves into a new strategic period, the thematic areas of the campaigns are still relevant to the work of many Amnesty entities. HRE continues to provide valuable ways to address refugee rights and the rights of human rights defenders, while supporting entities that continue to campaign and advocate on these issues.

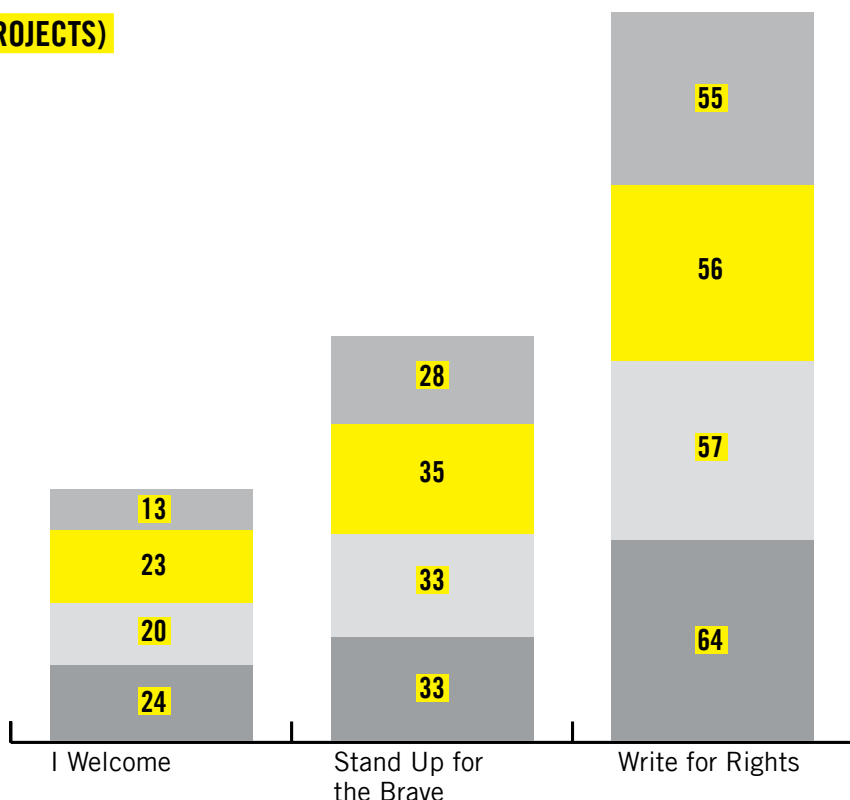
CAMPAIGN OUTCOME CONTRIBUTION (NO. OF PROJECTS)

Participants in HRE initiatives are reaching out to others to engage in the campaign or developing their own initiatives

Participants have stated that their understanding, knowledge and skills have increased because of HRE which made them feel more confident and inspired to take action in this campaign

The engagement in human rights work and Amnesty activities/actions related to the campaign has increased because of HRE

There is a greater awareness on the campaign related issues because of HRE



Projects may select more than one type of contribution.

PROJECT HIGHLIGHTS:



HUMAN RIGHTS EDUCATION PROGRAMME – AMNESTY NETHERLANDS

Amnesty Netherland's Human Rights Education Programme is a large project that brings HRE into schools and universities, reaching over 100,000 students aged 7-25. In 2020, they reported contributing to all three of the key campaigns. As part of the I Welcome campaign they developed several educational materials, for students of different ages. In 2020 they reached 4,201 children with these materials, less than the years before, due to Covid.

As part of the Stand up for the Brave campaign, they launched their own educational campaign 'BRAVE', focusing on the stories of young human rights defenders. The blended education package contained online learning clips and group tasks. You can find more [information here](#).

One of the key features of BRAVE is that students can take action themselves, for young human rights defenders (HRDs). For example, in January-February 2020 Amnesty Netherlands launched a youth petition against child marriage in Pakistan and a solidarity action for Valentine's Day for one of the HRD's, a girl in Pakistan who was educating others about the effects of child marriage. 2,583 students took part in the Valentine's day action with 8,291 signatures on the petition. In the first week of March, they welcomed Gulnar Tabassum, a women's rights activist from Pakistan and, together with her, conducted several classes with children about HRD's and the issue of child marriage in Pakistan. Together with Gulnar the young activists delivered the petition to the Embassy of Pakistan.

Write for Rights in schools has become even more prominent and important over the last few years. In 2020, 50,548 pupils and students took part in Write for Rights in schools. Amnesty Netherlands developed

Women rights activist Gulnar Tabassum from Pakistan and Dutch school children, hand over a petition to end child marriage in Pakistan, at the Pakistan embassy in The Hague, Netherlands on Womens Day, March 2020.

© 2020 Pierre Crom

their own 'HRE W4R-package' and trained guest teachers to give introductory online lessons. Although they report experiencing the impact of Covid due to restricted access to schools, they reached more children and students with Write for Rights than before.

WRITE FOR RIGHTS NANO-LEARNING – AMERICAS REGIONAL OFFICE

For Write for Rights 2020, the Americas Regional Office led on activities aiming to promote youth engagement, boost digital action, and strengthen and develop supporters' knowledge via HRE.

The Americas Regional Office developed a HRE journey on Gustavo Gatica's and Jani Silvia's stories, for supporters and activists to have a better understanding of the human rights violations surrounding both individuals and to increase participation and action taken by young people. The journeys had more than 71,000 impressions on Twitter.

HRE IN SCHOOL CLUBS – AMNESTY TOGO

Amnesty Togo's HRE in School Clubs project engages and mobilises students to take action on human rights. As part of the Write for Rights campaign the students took part in HRE theatre-based activities designed to raise awareness in the school community followed by them writing letters of solidarity.

"I know there are injustices in the world, but I feel deeply sorry for her. It could be me or one of my friends. I will do anything to help her release. Can I get my family members to sign letters and report back to you?"

Valerie, a club student, talking about Nassima Al Sada (W4R2020)



© Poster promoting comprehensive sex education in schools as part of the *It's My Body* programme.
© Amnesty International Argentina

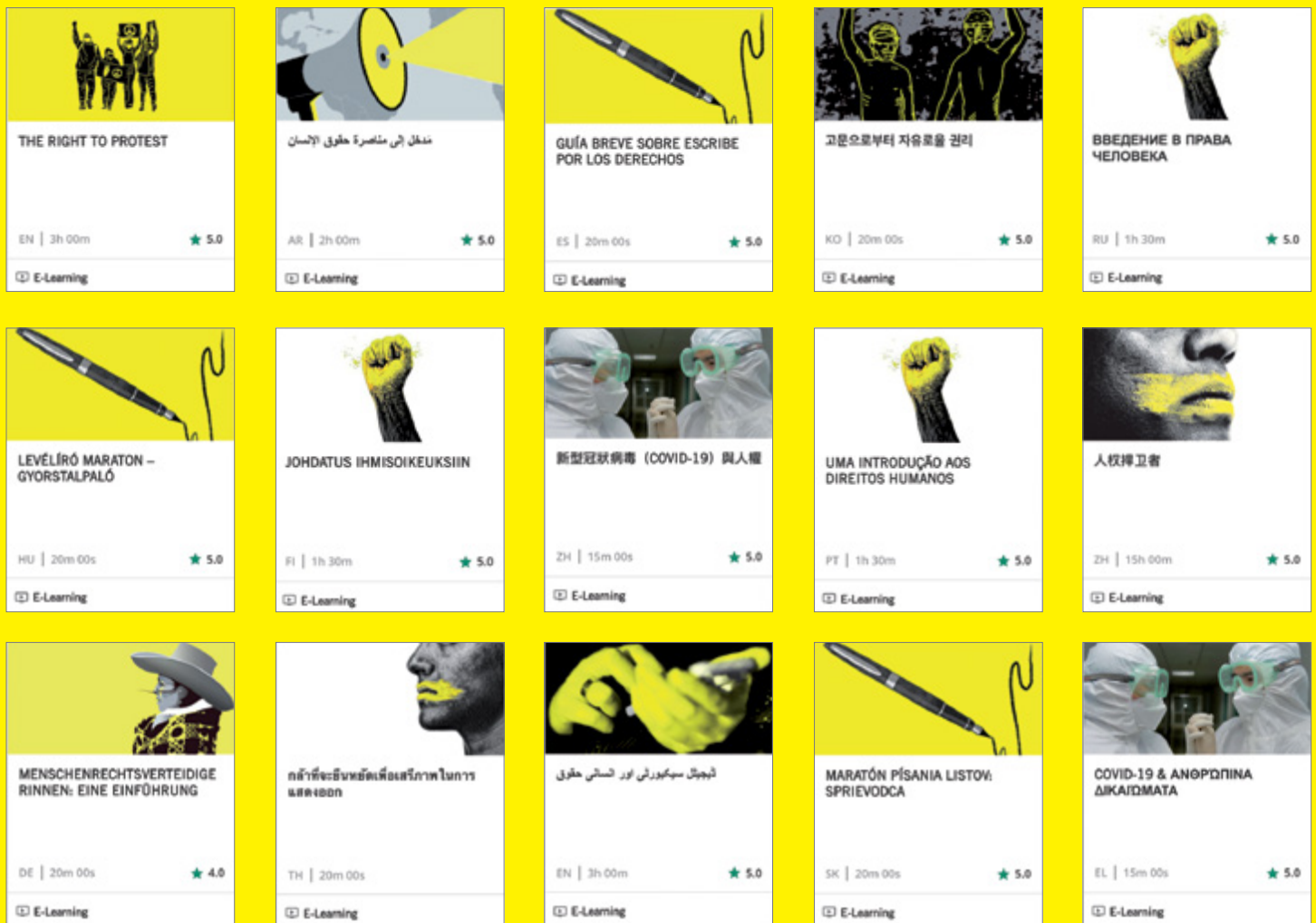
IT'S MY BODY – AMNESTY ARGENTINA

Through the It's My Body Programme, Amnesty Argentina continued to support and contribute to the Stand Up for the Brave Campaign. The different strategies they adopted led to the strengthening of the role of young people as leaders in the defence of human rights.

Through training, activism and advocacy activities, support was given to young women defenders of sexual and reproductive rights. These women suffer regular online and offline aggressions because of their local work and demands for legal abortion and comprehensive sexual education, both of which are central to the promotion of rights within the framework of It's My Body. After the sustained work on HRE through this programme, young people, in their role as defenders, carried out the following activities:

- Facilitation of workshops for peers on human rights, activism, and comprehensive sex education.
- Campaigns to promote human rights and the participation of young people in their defence.
- Meetings with authorities to promote the participation of young people in decision-making spaces.
- Festivals for the promotion of sexual and reproductive rights.
- Participation in spaces for monitoring and surveillance of rights, such as the Youth Council of the City of Buenos Aires and the Advisory Council of the National Directorate of Adolescence and Youth.

AMNESTY HUMAN RIGHTS ACADEMY



2020 was a significant year for the Human Rights Academy as the pandemic led to an increased global growth in online learning which resulted in exponential growth for the Academy. By the end of the year the Academy had over 200,000 registered learners, was available in 25 languages and offered 84 courses. In 2020 itself we had 39 courses, from which, 5 were new courses and 34 were translations of existing courses. 12 new languages were introduced in this year.

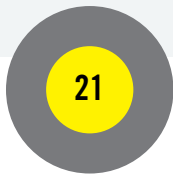
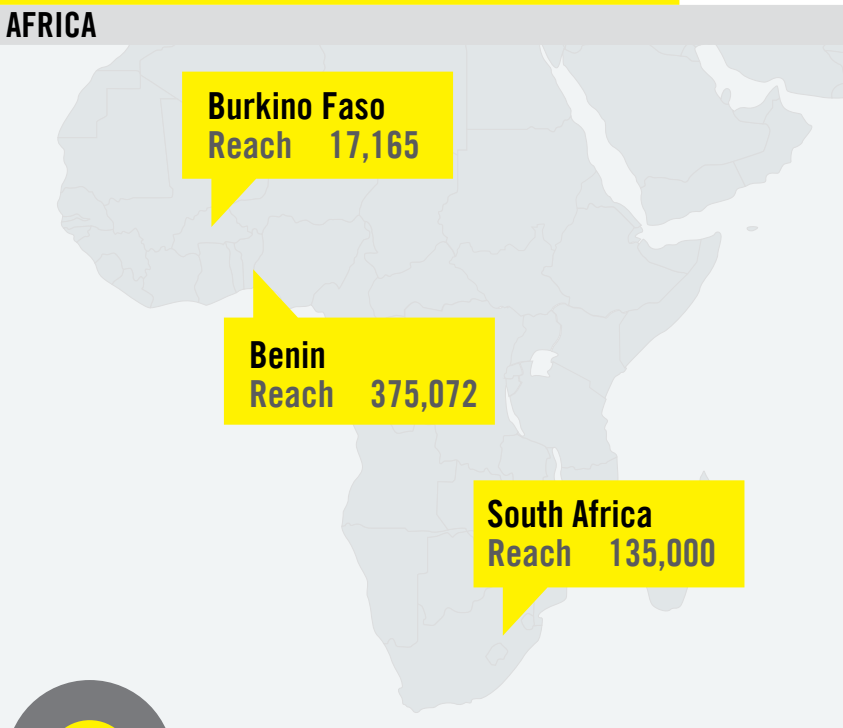
As well as being a powerful education tool, the Academy has also attracted new audiences to engage with Amnesty. Out of 1.3 million people who engaged with Amnesty for the first time in 2020, 300,000 did so after hearing about the Academy. We also see that in comparison to other online learning platforms, the courses on the Human Rights Academy have a higher completion rate.

In 2020, the Academy not only scaled up in Middle East and North Africa (MENA) region and Europe and Central Asia (ECA) region, but was also launched as a project in the South Asia Regional Office (SARO) based in Colombo, Sri Lanka, with courses in [Urdu](#) and [Bangla](#). Following research by the global team into areas where the Academy could offer further support to learners, particularly as schools were moved to online learning, a [teacher's guide](#) was also launched along with a human rights course on COVID-19 which is available in [15 languages](#).

Well over 75% of Human Rights Academy users access the platform through their mobile devices. To meet the needs of these learners, a mobile app version of the Human Rights Academy was launched in 2020. The mobile app also allows learners to download courses to their devices while they have access to internet, enabling them to continue their learning experience when they do not have internet access, or when they have access to less bandwidth. The app is available for [Android](#) and [iOS](#) devices.

REGIONAL HIGHLIGHTS

AFRICA

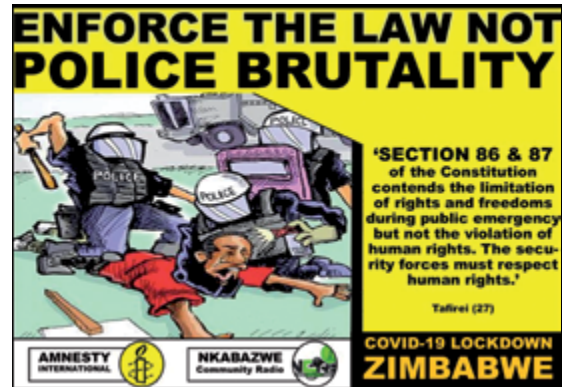


585,113 total reach
Number of projects



The Sub-Saharan Africa region is the 4th largest region in the number of projects reported (21), with the majority in West and Central Africa. Much like the Europe and Central Asia region, a considerable proportion of the HRE work in the region takes place in formal education settings, and as such was affected heavily by Covid-19 from March 2020 onwards. Despite this, the region has continued to see growth in the number of people reached, with both Amnesty Benin and Amnesty South Africa reaching more people in comparison to previous years. Adaption of HRE work to the pandemic also saw an increased use of community radio and WhatsApp, SMS, audio messages among other low bandwidth delivery methods as part of projects.

Human Rights Friendly Schools projects and school clubs are still an important model in the region, and we saw as featured earlier in this report that the structure and networks of these clubs have an enormous potential to become powerful agents in their own community, as in the case of AI Benin’s school and university clubs that were transformed to educate their school and wider communities on Covid-19 prevention.



Infographics produced as part of the Promoting Access to Information – Covid-19 and Human Rights Project. © Amnesty International Zimbabwe

2020 however has also seen the growth of larger community-based projects such as the long running cross-national project tackling early forced marriage and female genital mutilation, as well as community HRE projects tackling, among other topics, Gender Based Violence as seen in Amnesty Ghana and Amnesty Zimbabwe.



SPOTLIGHT:

Promoting access to information on Covid-19 and Human rights – Amnesty Zimbabwe

The HRE strategy was developed as part of the wider campaign of promoting access to information on the Covid-19 pandemic in Zimbabwe. HRE was used to promote awareness and demystify Covid-19, change mind-sets, attitudes and behaviours that fuel the spread of the pandemic and the abuse of human rights.

Various tools were used, such as art in the form of poems, drama skits, music, podcasts, SMS, and audio messages to various communities. The campaign brought about partnership with 5 community radio initiatives, Katswe Sisterhood, Perch Media Trust, adult rape clinics, theatre groups and the Ministry of Information and Publicity.

As a result of HRE, there is improved responsibility by community groups and individuals. Through the knowledge and skills acquired, they are now starting their own HRE activities and taking action to defend and promote human rights in their localities through their own initiatives in fighting gender-based violence during the lockdowns.

People have also continued to report on gender-based violence as can be seen in the research findings on ‘Treated Like Furniture’ report produced by South Africa Regional Office.

One group, Bamblela Arts Ensemble in Bulawayo have continued to produce theatre on human rights issues affecting people in Bulawayo and surrounding areas. They are utilising theatre for HRE through their radio magazine project. Other community radios have taken it upon themselves to produce podcasts on human rights issues and share them with the communities they serve. HRE programmes by Amnesty Zimbabwe have made them confident enough to lead on human rights issues which was not the case before. You can find one of the [English podcasts](#) produced here. The podcast was produced in partnership with Patsaka Nyaminyami Community Radio.

© Community broadcast using trucks mounted PA systems were one of the mobile outreach HRE methods used in the Promoting Access to Information Covid-19 and Human Rights project .
© Amnesty International Zimbabwe



The Americas region makes up the second largest number of projects by a region with a total of 29 projects reported in 2020. Whilst this is a slight drop in the number of projects reported due to Covid-19, the region overall has seen growth in reach as compared to 2019. This is due to an increase in the number of people reached by Amnesty Brazil through their use of the Human Rights Academy, and an increased number of people reached by Amnesty Argentina and Amnesty Peru in their Write for Rights projects. The majority of the region’s HRE projects are in non-formal and community settings, with a particular emphasis on work with young activists and human rights defenders.

HRE work on LGBTQIA+ issues for and with LGBTQIA+ communities continue to be an important priority for the region. Diversxs II. Diversity Under Attack kicked off in July 2021 in 4 main countries: Paraguay, Peru, Puerto Rico and Venezuela. The project is being supported with funds from The Netherlands government and will run until July 2023.

At a country level National Academies for LGBTQIA+ young human rights defenders are being implemented. These are spaces for building capacities among LGBTQIA+ youth on key issues concerning the LGBTQIA+ rights agenda in their countries and communities, as well as



Diversxs Infographic . © Amnesty International

providing virtual spaces for young LGBTQIA+ people to connect and exchange experiences with their peers.

Aside from the challenge of adapting the projects to the online world, the pandemic has also presented unique risks to the community. Colleagues at Amnesty Paraguay reported that “the lockdown and social isolation of LGBTQIA+ activists have revealed the state’s limitations for people who are part of sexual and gender diversity in Paraguay. This period has seen an increase in cases of discrimination and violence based on sexual orientation and gender and sexual identity as well as a “return to the closet” as people have had to return to their parents and family members. These circumstances have raised the question of how the Diversxs project will be implemented until its completion.”

Other thematic areas that are still a priority in the region are Sexual and Reproductive Rights through the It’s My Body programme and in 2020 we also see projects with a focus on Climate Change.

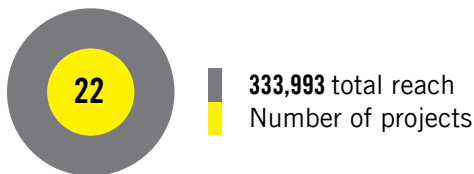
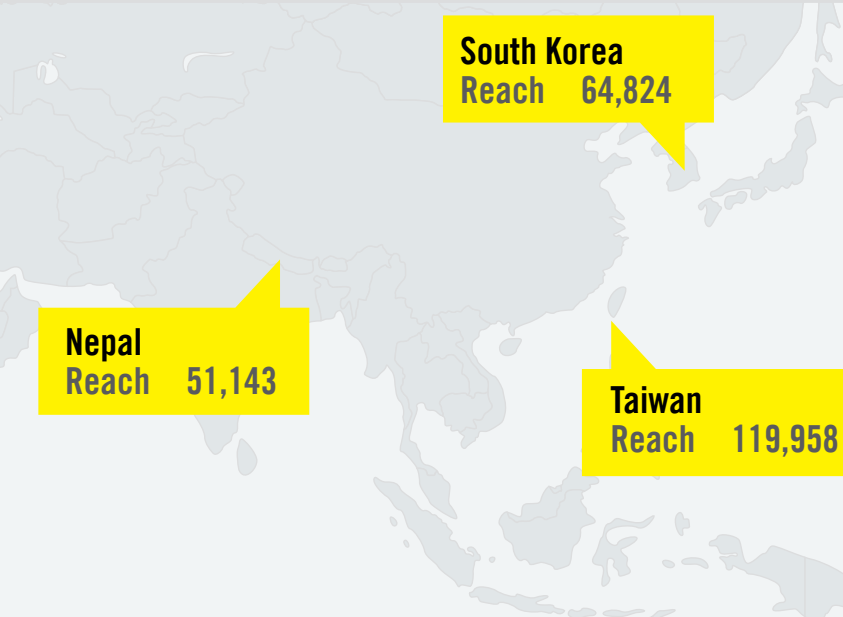


© Jarek Godlewski / Amnesty International

SPOTLIGHT:**Caribbean Youth Climate Change Activist Network – Amnesty Puerto Rico**

Seeking to make visible, strengthen and expand the leading role that youth around the world are playing to achieve climate justice, with a special focus on channelling resources to the Caribbean region (one of the region's most vulnerable to the effects of climate change), Amnesty Puerto Rico proposed to create a coalition of organisations that promote this work - Caribbean Network of Youth Activists for Climate Justice. In collaboration with the Caribbean Youth Environment Network (CYEN), the initial plan was to promote this network in 2020, starting with a meeting in the Dominican Republic, where the work that CYEN has been creating in the English-speaking Caribbean would be built upon. Unlike earlier CYEN meetings, this Network is expected to have an emphasis on the Spanish-speaking Caribbean and a deeper dimension rooted in an intersectional and human rights approach, with an explicit mission to promote youth activism.

However, in the wake of the COVID-19 pandemic, the original plans for this project had to be adapted. Plans to dedicate efforts towards the formation of the Caribbean Network of Youth Climate Change Activists in 2020 were revised and adapted to the current situation. Amnesty Puerto Rico partners who were then coordinating this project focused instead on supporting and accompanying the members of the Youth Movement for Climate Justice (YCYM) to strengthen their work. As a result of this accompaniment, the YCYM organised an educational webinar day in April for Earth Week, developed a work plan and organisational design between June and July, and organised a virtual meeting of climate justice activists in August. In addition, Amnesty Puerto Rico provided logistical support in the initial stages of an October environmental debate to publicise the environmental positions of the candidates for the general elections in Puerto Rico.

ASIA PACIFIC

56% women & girls

93% youth

The Asia Pacific Region continues to struggle against an increasingly hostile environment for civil society, with both Hong Kong and Thailand seeing a year faced not only with Covid-19 but also widespread demonstrations and protests. 2020 also saw the forced closure of Amnesty India after Indian authorities froze the organisation's bank accounts. Freedom of expression and right to protest are two thematic areas of importance for the region. Amnesty Taiwan continues to reach the largest number of people, through their successful Write for Rights work. Other larger projects in the region include Amnesty South Korea's project working with the Human Rights Academy and Nepal's Human Rights Friendly School project which launched their new [youth Handbook](#).

The region has a strong focus on projects in formal education settings. Despite the closure of Amnesty India, overall hostile environment and challenges related to Covid-19, projects in the region did manage to reach more people through their HRE work in 2020 than they reached in the previous four years. This can be attributed to an increase in work taking place through the South Asia Regional Office and a growing number of sections utilising various online methods to engage new audiences.

You can watch a few more highlights from the region [here](#).

SPOTLIGHT:**How to Protest – AI Thailand**

The *How to Protest* project is a combination of HRE, activism, and campaign work with youth activists and frontline defenders to build a platform for knowledge on what their rights are, particularly looking at freedom of expression and freedom of assembly and exploring what young people can do to protect their rights and understand the restricted law that has been enforced in Thailand.

How to Protest, transforms the book "Protest for Tomorrow" into an HRE class. A two-day offline workshop was conducted in September for young activists around Thailand to learn how to protest. After the workshop, Amnesty Thailand continued to follow up with and provide consultation for the activists. From October they also held a series of online HRE classes. One of the classes invited representatives from academia, partner organisations and Amnesty Thailand to speak on the basic understanding of the right to protest. This class was covered by two media articles that you can find in Thai [here](#) and [here](#).

Amnesty counted more than 790 protests and observed an increase in organisation and mobilisation. However, they have also seen a rise in the number of legal charges against young people and children under 18 years old. Now is the time to continue the conversation with young people about their rights and the right to protest, while increasing the work on HRE in schools, and educating young people on how to protect themselves. In addition, they will continue to follow up with students that have been charged and campaign to support them.



© Ekkapop Sittiwantana

SPOTLIGHT:**Amnesty Human Rights Club Programme – South Asia Programme**

In 2020, the South Asia Regional Office launched Human Rights Clubs in South Asia, starting with programmes for young people in Afghanistan and Bangladesh. The Amnesty International Human Rights Clubs are a space for young people to join the world's largest movement for human rights. They offer a platform for young people, where like-minded individuals can connect on issues across the region, share opinions, learn, and collectively take action on pertinent human rights issues.

The programme provides an immersive learning experience for the region that combines offline approaches with online tools for university students and educators. Amnesty International's South Asia Regional Office organises regular online capacity building sessions coupled with participatory resources for club members and educators. The sessions and activity resources are self-paced and aim to equip young people with knowledge and skills about human rights and human rights mechanisms and to apply them in a practical way in daily life. You can access the Human Rights Club starter guide in English and Dari [here](#).

“South Asia region has a youth demographic of over 300 million and in this crisis the universities, educational institutes, parents and youth themselves are struggling to find an engaging digital learning platform. This programme will facilitate youth in deeper, collaborative, and connected learning. The Amnesty International clubs' programmes are a tool to bridge this gap” said Somya Dimri, Human Rights Education Coordinator for Asia.

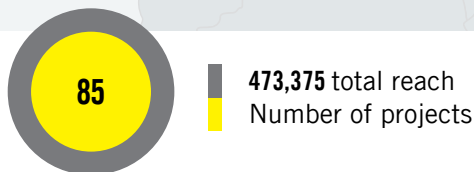
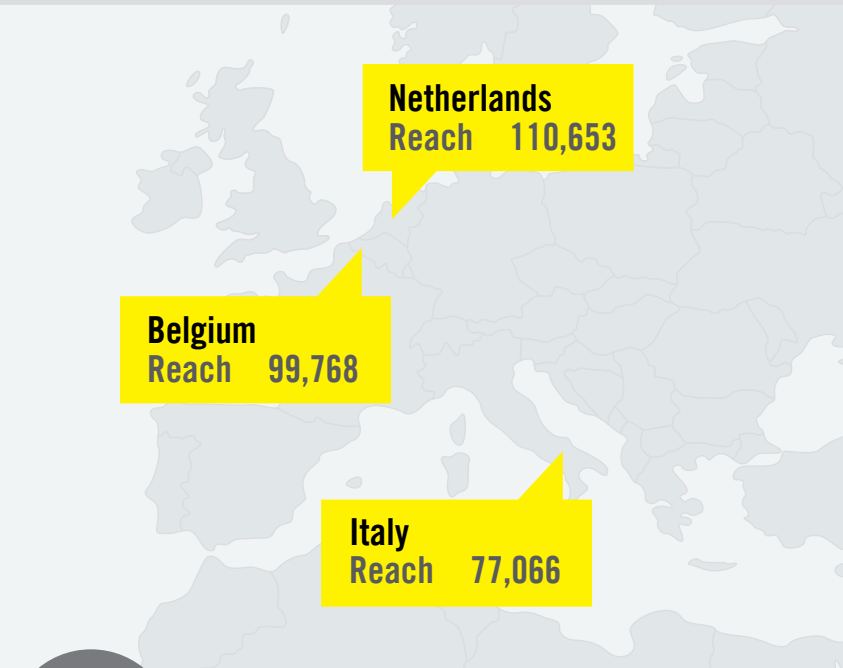
👁️ (Left) 70 students at Bramhadik Academy school, Hetauda, Nepal participating in an HRE workshop, February 2021.

© Amnesty International Nepal

(Right) A Human Rights Club member taking action in Afghanistan.

© Amnesty International



EUROPE & CENTRAL ASIA**58% women & girls****91% youth**

Europe and Central Asia is the region with the largest number of projects and reporting Amnesty entities, with a total of 85 projects from 26 entities. The region reaches a sizeable proportion of youth through HRE, with over 91% of people reached in the region in 2020 being youth. This accurately reflects the importance of projects in school and university settings in the region. The impact of Covid-19 on formal education projects in the region was extremely strong with many countries seeing school lockdowns for significant proportions of the year and unsurprisingly this was listed most often as the greatest challenge posed by the pandemic in the region. Despite this there was only a minimal reduction to their reach as compared to 2019, which is testament to the adaptability, flexibility, and hard work by many to continue their projects and adjust to the new context.

Most sections adapted their existing projects for online delivery, using a variety of tools ranging from video conferencing software used in combination with tools that allow groups to carry out activities together online, to education initiatives delivered over social media. To mention just a few, Amnesty Czech Republic adapted their Human Rights Workshops and Human Libraries projects to be delivered over Zoom while making use of online collaboration tools and drawing boards to enable similar activities to take place as would have in a face-to-face environment. Amnesty Finland created their Virtual Schools Visits



Illustration from Amnesty's Violence Against Women: Consent course. © Amnesty International

project in response to the pandemic which enabled them to provide HRE lessons for students which they did not provide previously. Finally, Amnesty Netherlands moved their Masterclasses, which form just one part of their larger HRE Programme to an online format this year, enabling students who did not live in Amsterdam to take part more easily.

In addition, several Amnesty entities chose to start working with the Human Rights Academy to translate existing materials and promote them to their audiences as an alternative way to access human rights education. There are now 12 Amnesty entities from the region with courses available in their official languages on the Academy.

Violence against women remained an important thematic area in the region. In November 2020, Amnesty International released an online educational module which helped thousands of learners to understand the obstacles rape survivors face and the importance of consent. The course, [Violence Against Women: Consent](#) is a 15-minute 'micro-learning' module on how the issue of sexual violence intersects with human rights. The module, originally released in English and Russian, was developed as part of the regional "Let's talk about Yes" campaign to promote access to justice for rape, including by calling for consent-based laws on rape in Europe. Violence Against Women: Consent is the third module on the Human Rights Workout platform, with the previous two modules focusing on the right to peaceful protest.



SPOTLIGHT:

Me and You Together – Amnesty Greece

Me and You together is a nationwide education project in Human Rights Education for Secondary Schools in Greece. The Ministry of Education and Religion approved the educational material to be one of the main training tools for teachers and educators for HRE in schools, through the national educational platform. The project combines the training of teachers and educators and training for parents. In 2020 Amnesty Greece more than doubled the number of schools in which the project is carried out, increasing from 70 schools to 153, reaching over 8,000 students, 600 teachers and 300 parents.

The project aims to foster a deeper understanding of human rights while promoting the development of a culture of respect for diversity, an understanding of sexual orientation and freedom of choice, accessibility, and inclusion, by providing students with advocacy tools and safeguarding methods of their rights. As part of the implementation of the project, students, teachers, and parents are jointly made aware of HRE and carry out a range of experiential actions, mostly online in 2020 due to Covid, aiming at raising awareness in human rights among their local communities, develop creative synergies with other school units either at national or European level and carry out social participation actions within the framework of the modern Open and Sustainable Schools in Greece.

You can read download their guides for high school students and teachers in [Greek here](#).

Over 12,000 students sent cards and letters of solidarity to healthcare staff as part of Amnesty's *You and Me Together* action on the right to health. © Amnesty International



SPOTLIGHT:

Justice Warriors – Amnesty Denmark

The Justice Warriors is an HRE project based on learning about people's experiences as human rights defenders with the aim of inspiring students and developing their ability to engage and take action themselves.

Carried out as a pilot project aimed at students aged 12-16 years old and their teachers, Amnesty Denmark developed materials for students with case stories from five Human Rights Defenders, a teachers' guide, a teacher Facebook page and held a series of school events together with the American LGBT activist Jamie Nabozny. You can see some teasers for the pilot cases in Danish [here](#).

The meeting with Jamie had a profound impact on the students and teachers as well. An external evaluation of the project events with Jamie showed that most of the students developed a greater awareness about how you choose your words when speaking to others, and how you treat others. Some students also expressed a change in well-being, and in one school an anti-bully group was created by the students with students taking part from different grades.

“I am gay. I am from a country where it is illegal to be gay. I want to go back home and work to change that now. You showed me that being brave is the only way. I’m still afraid but I know I can do it”

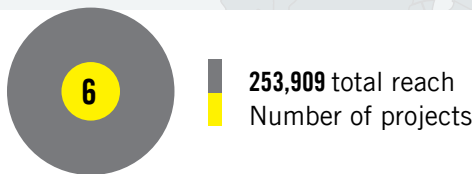
“My school has kids from all over the world and yet I don’t fit in. I feel very lonely here. The day you came I felt like other people saw me for the first time. I want to try to be less shy too. Thank you for coming.”



© (Top) Students from Muldbjerg School listen to a talk from LGBT activist Jamie Nabozny. © Amnesty International

(Bottom) Justice Warriors Logo. © Amnesty International

MIDDLE EAST & NORTHERN AFRICA



The Middle East and North Africa region is the smallest region in terms of number of Amnesty entities present in the region and has the fewest entities and projects reporting as part of the HRE Progress Report. However, due to an extremely strong online presence in the form of the Human Rights Academy led from the MENA Regional Office based in Beirut, the region sees a comparatively large reach that extends into countries where there is no established Amnesty presence. Egypt, Iraq, and Yemen feature within the top 10 countries of Academy learners. In 2020 the region reported its largest reach since the creation of the annual HRE progress report.

The online response to the global pandemic has further increased engagement of audiences online. In addition to an increase in the number of individual learners registering on the Academy, the Regional Office noted a 20% increase in the number of training requests made by human rights groups and organisations both locally and regionally. Most of the interest unsurprisingly centred around the use of the Human Rights Academy, and as a result tailored learning plans were created



© Amnesty International

for some of their partners such as: The Libyan Defender Center and the Syrian, Lebanon-based Non-Governmental Organisation, Wousoul.

In response to Covid-19, the MENA Academy called for a series of consultations with national & grassroots organizations from the region to assess their HRE needs. Thirteen representatives of organisations from Libya, Egypt, Iraq, Jordan, Syria, Lebanon took part in the consultation which identified three top thematic areas for focus from 2020-2021. These are Gender Based Violence, Health Rights and Freedom of Expression.

Meanwhile, Amnesty Morocco kicked off their My Rights on My Side – The Fight Against Gender Based Violence In Morocco project in partnership with Amnesty Italy. The project intends to build the capacities of twelve NGOs in the Rabat-Salé-Kénitra region on women’s human rights. This will be done by strengthening the skills of their operators and thus helping them to accompany women at risk and/or victims of violence, to offer more adequate local assistance, and to set up more effective awareness-raising campaigns.

Amongst HRE projects reported by country offices in the region, there is an even mix of formal and non-formal HRE projects, but a strong focus on work with youth. Due to the closure of schools during the pandemic, there was a reduction seen in the number of youth reached through projects taking place in schools, but projects continued as they were adapted using various digital tools. Meanwhile, Amnesty Israel started a new project in centres for at risk youth that remained open whilst schools were shut.



SPOTLIGHT:

Amnesty Academy – Blended Learning Programme on Monitoring, Documenting and Reporting Human Rights Violations (MDR) – Middle East North Africa Regional Office

In February of 2020, a blended learning journey on MDR engaged 10 participants from 5 different countries from the MENA region. Following the training all participants reported an increased capacity for monitoring, documenting, and reporting human rights violations as well as 86% of participants reporting the quality of their MDR had increased. There was also an observed increase in their advocacy efforts around human rights issues in their national contexts.

One of the trainees reported that his organization, based in Tunisia, has shifted its monitoring and documentation methodology to be fully based on the MDR standards he had been trained in. [Damj](#), the Tunisian association for Justice and Equality, the organization he belongs to, is one of the largest LGBTQIA+ national NGOs (non-governmental organizations) in Tunisia. One of the major shifts reported by the trainee was the move to monitor human rights violation patterns rather than focusing on monitoring separate cases or instances of human rights violations. The trainee, who himself belongs to the LGBTQIA+ community, stresses that learning the design and preparation of a personal security plan which is an integral part of MDR, helped his organisation in holding perpetrators accountable during a protest that took place on October 6, 2020, Tunis, Tunisia.

The protest was against a draft law allowing security forces to not be held responsible for using lethal force to repel attacks on security buildings if the force they use is considered to be proportional to the danger. The above-mentioned trainee was the main activist heavily attacked and injured by police during the protest. Yet, thanks to the security plan put in place, there was enough evidence gathered to hold his aggressors accountable. He refers to the incident as being a success since the security plan led to access to justice. The photos used against the police officers were taken by an activist whose mission was to photograph and video from a distant point.

👁️ Participants from the Youth Activism Lab on Freedom of Expression take part in an action for Freedom of Expression, 2018. Their placards read: “Everyone has the right to Freedom of Expression, Article 19 of the Universal Declaration of Human Rights. © Amnesty International

ACHIEVEMENTS AT A GLANCE

Despite **86% of projects** reporting being impacted by the pandemic **we continue to see growth** in the number of people reached through **HRE**

HRE was adapted to the pandemic with projects adapting their delivery methods as well as **new projects** arising to address new emergent human rights issue that arose such as the **right to health** and **gender-based violence**

The Human Rights Academy surpassed **200,000 learners**

70 projects reported contributing to **Write for Rights**, reaching just under **1.4 million people**

The launch of the **Human Rights Academy App** increased accessibility for learners and offers an experience tailored to learners accessing through their **mobile phones**

HRE continues to **mobilise** people to engage with Amnesty's campaigns. **91 projects** reported contributing to at least one of **Amnesty's global campaigns**

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