



**Amnesty International  
Africa Human Rights Education Project  
GTF 376**

**Governance and Transparency Fund  
Annual Report (1 April 2010 – 31 March 2011)**

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### 1. Programme Identification Details

<b>GTF Number</b>	GTF 376
<b>Short Title of Programme</b>	Africa Rights Education Programme (AHRE)
<b>Name of Lead Institution</b>	Amnesty International
<b>Start date</b>	15.09.2008
<b>End date</b>	14.09.2012
<b>Amount of DFID Funding</b>	£3,148,725
<b>Brief Summary of Programme</b>	<p>Amnesty International's Africa Human Rights Education Project is a four year programme to strengthen civil society capacity to deliver locally relevant human rights education and to improve human rights for the most disadvantaged by empowering marginalised communities to promote and defend their human rights.</p> <p>The programme will deliver community-level human rights education in 10 countries across East and West Africa in partnership with 20 local organizations. Local partners will mobilise community level Human Rights Education Workers (project participants) and support them with resources to design and deliver a range of innovative Human Rights Education projects (micro projects). The project will anchor a culture of human rights education within specific communities, enabling communities to identify how human rights relate to their lives and the role duty bearers should play in promoting and protecting those rights, ultimately improving human rights behaviour.</p>
<b>List all countries where activities have taken place</b>	Benin, Burkina Faso, Côte d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo, Uganda
<b>List all implementing partners in each country</b>	<p>Women in Law and Development in Africa (WILDAF Benin), Amnesty International Burkina Faso, Amnesty International Côte d'Ivoire, Maata-N-Tudu Association Ghana, Legal Resources Foundation Kenya, Amnesty International Mali, Amnesty International Senegal, Amnesty International Sierra Leone, Amnesty International Togo, East &amp; Horn of Africa Human Rights Education Project (EHAHRDP Uganda)</p> <p>Secondary partners are as follows:  Amnesty International Benin, Groupe d'Etudes et de Recherches sur la Démocratie et le Développement Economique et Social (GERDES Burkina), Association des Femmes Juristes de Cote d'Ivoire (AFJCI), Amnesty International Ghana, Centre for Rights Education and Awareness (Kenya), Association pour Défense des Droits des Femmes (APDF) (Mali), Groupe Agora pour l'Education aux Droits de l'Enfant et a la Paix (GRA-REDEP) (Senegal), Centre for</p>

	Democracy and Human Rights (CDHR) (Sierra Leone), CRIFF-GF2D (Togo), Agency for Co-operation and Research in Development (ACORD) (Uganda)
<b>Target groups – wider beneficiaries</b>	<p><b>Communities and individuals directly benefiting from the HRE projects</b></p> <p>22,500 people will become aware of their human rights, empowered with information and understanding of how they relate to their lives / the relevance of human rights in their communities. The project will reach out to a wide range of communities: marginalised and poor communities, communities of people directly affected by human rights abuses, rural communities, people living in informal settlements, people who have had no previous access to HRE, people who have the capacity to effect change (i.e. tribal chiefs, journalists, lawyers &amp; teachers).</p> <p><b>National Level Participants</b></p> <p>Partners will directly benefit from the project through on-going training, advice and support from AI. In total, the following will be involved and benefit from the project:</p> <ul style="list-style-type: none"> <li>■ 10 project coordinators (national coordinators)</li> <li>■ 24 local human rights organizations</li> <li>■ 50 members of 10 partnership committees</li> </ul> <p>At least 20 local partners will have increased capacity to plan, co-ordinate and deliver locally relevant HRE</p> <p><b>HRE Workers</b></p> <p>A pool of HRE workers will be created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects. They are alternatively known as project participants.</p>
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## 2. List of Acronyms

AI:	Amnesty International
AHRE:	Africa Human Rights Education
CBO:	Community Based Organization
CSO:	Civil Society Organization
FGM:	Female Genital Mutilation
GTF:	Governance and Transparency Fund
HRE:	Human Rights Education
HRE Workers:	Individuals or CBOs delivering micro-projects – alternatively known as project participants
IDPs:	Internally Displaced Persons
M&E:	Monitoring and Evaluation
NCs:	National Coordinators
NGO:	Non-Governmental Organization
PMT:	Project Management Team (based in Dakar)
UMAV:	Union Malienne des Aveugles
UPR:	Universal Periodic Review
VAW:	Violence against Women

## 3. Executive Summary

During the period 1 April 2010 to 31 March 2011 Amnesty International's Africa Human Rights Education project entered full implementation stage, evidenced by the development and initiation of 93 micro-projects. The micro-projects promote the full range of civil, cultural, economic, political and social rights. Themes currently covered by the micro-projects include gender-based violence, women's rights, child rights, politically motivated violence and police brutality/impunity, transparency in extractive industries, corruption and maternal health.

HRE workers are employing a range of participatory human rights education methodologies and are benefiting from ongoing capacity building, mentoring and resource development delivered via national and regional level project structures. During the reporting period, we completed numerous activities towards the six project outputs.

- *Output 1: Strengthened capacity of at least 20 local partners to plan, co-ordinate and deliver locally relevant HRE*

Twenty partners and 146 project participants have steered the planning and content of HRE programmes at the national and village level. They have reviewed national strategy papers, identifying and prioritising human rights issues to be addressed by the micro-projects which include the expected changes at the community level. In the first year of implementation we have seen the capacity of all partners strengthened, particularly in relation to financial monitoring, tracking and reporting, and participatory monitoring and evaluation.

- *Output 2: A pool of 150 HRE workers (15 x 10 countries) and CBOs is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects*

HRE workers were selected on the basis of being able to deliver micro-projects addressing the human rights issues identified in the national plans. The first year of implementation has seen the HRE workers' plans come to fruition and the capacity building they have all received in project planning, budgeting, monitoring and evaluation have continued to strengthen their abilities to implement the micro-projects using a variety of strategies and to monitor social change at the community level.

HRE workers and CBOs have successfully evaluated the first phase of their micro-projects using simple participatory tools developed by Amnesty International's own Learning and Impact Unit and the Project Management Team. These include 'Stop-Start-Continue', 'Most Significant Change' stories and the impact grid. These were first tested in Sierra Leone, Benin, Togo and Mali and then cascaded to HRE workers in these countries. These Monitoring and Evaluation tools have been instrumental in allowing HRE workers to successfully evaluate the first phase of micro-projects' implementation.

The benefits of the capacity building around micro-project design, planning, monitoring and evaluation have been evidenced in the considerable improvement in micro-project proposal quality during the second phase of implementation compared to those of the first phase.

- *Output 3: An increased number of people (22,500 = 150 x 50 people x 3 years) are aware of their human rights and are empowered with information and understanding of how they relate*

Ninety-three micro projects have enabled 50,280 people to understand their rights and start to assert them. A wide range of people have been empowered including 18,380 men, 9,927 women, 21,195 young people, 281 teachers, 383 elders, 559 community leaders, 199 people with disabilities and 25 journalists. These figures do not include radio programme listeners and theatre spectators.

The micro-projects involve and engage a wide range of community members, above all the most marginalised including women, children, people living with a disability, people living with HIV and minority communities.

- *Output 4: People living in at least 50 communities are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities*

Currently Amnesty International is supporting more than ninety community-based organizations in ten partner countries to deliver information and training about and for justice and human rights through the implementation of locally relevant micro-projects. The micro-projects have created a platform for women, young people and minority groups to express the human rights abuses that are affecting them. For example, through theatre performance, radio shows, community *durbars*<sup>1</sup> and public forums they have been able to depict their situation and call for a behaviour change and accountability in their communities.

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<sup>1</sup> A *darbar* is a community meeting.

- *Output 5: Strong, embedded and sustainable human rights culture for change enabled through a human rights education network that facilitates mutual learning, best practice, and a joint voice*

AHRE networks have been established in the ten countries and are functioning well; some have been extended to other local human rights organizations and the media, and the Francophone HRE workers have set up a sub-regional network. National Coordinators in Uganda and Kenya, and Togo and Benin have carried out exchange visits. In addition, HRE workers have undertaken inter-micro project monitoring visits at the national level in Kenya, Togo, Benin, Senegal and Uganda resulting in sharing and learning through observing projects in action. The Project Management Team in Dakar has supported the networks through the regular sharing of information about project achievements, reports and tools.

- *Output 6: Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and resources as a key tool for change*

Both partners and micro-project participants have produced a wide range of HRE materials on human rights themes of their concern. These materials, including training manuals, documentaries, and brochures have been distributed to target beneficiary communities. Radio and drama scripts have been produced and used in community radio discussion programmes, public sensitization and street theatre presentations across the project countries (see annex A6).

Based on the specific request of communities in Mali, UMAV has transcribed into Braille the Convention of the Rights of Persons with Disabilities and a collection of extracts of national and international instruments related to people with disabilities. Participants in Burkina Faso have produced a pictorial toolkit explaining the law related to women's rights to inheritance with a description text in Mooré the main local language. In Senegal, Uganda and Togo, posters, t-shirts and calendars with strong human rights messages have been produced in local languages. In addition Amnesty International has its own online resource centre for exchanging HRE resources, ideas and learning globally. This website is accessible to the AHRE network through registration – about 90% of project participants have accessed these online resources at least twice during the reporting period.

There have been several external events which have had an impact on the micro-projects; these are detailed under Section 11.

#### **4. Programme Management**

The project is still delivered by the Project Manager and two Regional Coordinators with the support of one Administrative Assistant. Since the last report a Regional Accountant has joined the team to oversee financial management of the project at regional as well as national levels.

#### **5. Working with Implementing Partners**

There has been no change to the primary and secondary partners during the reporting period. However, in Kenya, a new National Coordinator based with the primary partner Legal Resources Foundation was recruited in November 2010 after the resignation of the previous coordinator.



## 6. Risk Assessment

	Description	Rating	Cause and Consequence	Risk Management
<b>PROJECT IMPLEMENTATION</b>				
1	Mismanagement of project funds by partners	Medium	<ul style="list-style-type: none"> <li>▪ Unspent funds could lead to lost funds and subsequent inability to deliver certain activities and reach certain outputs</li> <li>▪ Overspent funds will result in partners having to utilise other resources or divert time to fundraising</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accountant provides ongoing support, training and advice to partners on budget management</li> <li>▪ Accountant encourages adherence amongst partners to new standard procedures handbook</li> </ul>
2	Failure of partners to achieve indicators of success outlined in the project logical framework and/or inability to provide evidence/ means of verification	Low	<ul style="list-style-type: none"> <li>▪ Some project partners have further need for further capacity building in project implementation plus project reporting and data collection (success stories and lessons learned)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Project Management Team continues to offer support and training on collecting testimonies and success stories – this is ongoing.</li> <li>▪ Ongoing capacity building of partners and HRE workers / project participants has been built into the project design. If necessary all funds for capacity building, training and learning can be focused into better implementation of projects on the ground – the provision of specialist mentoring and expertise on a national basis from various local training providers is currently being explored as an option</li> </ul>
3	Individual micro-project participants withdraw	Medium	<ul style="list-style-type: none"> <li>▪ Many project participants are committed volunteers and are using their free time, and on occasion (when micro-project budgets are not sufficient) their own resources, to implement projects. Replacing and training participants leads to a temporary stall of the micro-project.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Project Management Team will ensure that micro project budgets cover all expenses incurred by project participants during project implementation thereby reducing any risk of financial burden on project</li> </ul>



	Description	Rating	Cause and Consequence	Risk Management
				participants.
4	Fraud and financial risk	Low	<ul style="list-style-type: none"> <li>▪ Insufficient funds within the project to pay for a dedicated financial accountant for each partner</li> <li>▪ Lack of partner capacity to monitor and track expenses, especially where there is no dedicated finance officer leading to damaged reputation for AI and reduced activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Amnesty International has recruited a Regional Accountant who has conducted a financial operational review in all countries to make sure that financial procedures are robust and on track</li> <li>▪ Regional Accountant has provided financial management training for each national team and developed with partners a common financial and accounting manual which being used by the project partners</li> <li>▪ Ongoing monitoring by the Accountant to make sure the procedures are correctly implemented</li> <li>▪ In crisis, apply AHRE project financial risk management crisis policy: procedures to follow before, during and after banks stop their operations</li> </ul>
5	Devaluation of national currency	Low	<ul style="list-style-type: none"> <li>▪ Project budget becomes unrealistic in certain countries</li> <li>▪ Certain activities can only be partially carried out as funds are insufficient</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transfer funds quarterly, only for planned and budgeted activities</li> <li>▪ Monitor activities and budget monthly to avoid under spends</li> </ul>
<b>EXTERNAL ENVIRONMENT</b>				
6	Seasonal events and climate (e.g. the rainy season, Ramadan) hamper/stop micro-project	High	<ul style="list-style-type: none"> <li>▪ Project activities stop due to fasting</li> <li>▪ Project activities stop due to farmers preparing fields</li> <li>▪ Communities become difficult to access during rainy season due to flooding and damaged roads</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project participants take these events into account when planning activities, avoiding these periods for activity implementation</li> </ul>

	Description	Rating	Cause and Consequence	Risk Management
	implementation			
7	Political violence	High	<ul style="list-style-type: none"> <li>▪ Elections are due to be held in Senegal – 26 February 2012, Mali – April 2012, and Ghana – December 2012.</li> <li>▪ Pre- and post-election periods can bring the micro-projects to a complete stop as witnessed in Cote d'Ivoire recently due to partners' and community members' insecurity or because banks are closed</li> <li>▪ Politically active project participants may use their micro-projects for political gain to increase votes for the candidate they support or for themselves, therefore blurring the project boundaries</li> <li>▪ Project participants may be against the ruling government and may therefore be targeted by government during pre-election periods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Politically active project participants keep a low profile and minimise project activities during the election period</li> <li>▪ Project Management Team to advise project participants to avoid mixing project activities and their political activities</li> <li>▪ In crisis, apply AHRE project financial risk management crisis policy: procedures to follow before, during and after banks stop their operations</li> </ul>
8	Change in attitude of local authorities or government during project implementation especially when elections are approaching	Low	<ul style="list-style-type: none"> <li>▪ Local authorities fear unrest or increased capacity and engagement of local rebel communities and don't allow implementation</li> <li>▪ Governments stop or block the micro-projects because they are uncomfortable with implementation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support project participants in maintaining continuous contact with authorities and involve them in the process where appropriate</li> <li>▪ Inform authorities of project activities prior to the event</li> <li>▪ Maintain good relationships and seek micro-project support from other powerful authorities such as traditional or religious leaders</li> </ul>
9	Risk to individuals in claiming their rights	Medium	<ul style="list-style-type: none"> <li>▪ A shift in power dynamics in the community as individual rights holders challenge other community members on human rights violations</li> <li>▪ Rights holders don't have the means to tackle</li> </ul>	<ul style="list-style-type: none"> <li>▪ National Coordinators advise project participants to liaise with other NGOs and stakeholders in the community to make links and create referral</li> </ul>

	Description	Rating	Cause and Consequence	Risk Management
			<p>human rights violations because of lack of access to justice or funds to pay for services</p> <ul style="list-style-type: none"> <li>▪ Individual rights holders may drop out of the project because they feel exposed</li> </ul>	<p>pathways to ensure additional support for rights holders.</p> <ul style="list-style-type: none"> <li>▪ Project participants refer and link rights holders with volunteer lawyers, legal advice and counselling services.</li> <li>▪ High risk countries are those where elections are about to happen (local or national), projects participants pay a courtesy visit to local authorities explaining what they intend in the target village or community. The Project Management Team will advise project participants to suspend activities where necessary.</li> </ul>

## 7. M&E Arrangements

Monitoring and Evaluation arrangements continue to reflect those outlined in the Monitoring and Evaluation Operational Plan submitted in our Inception Report.

## 8. Log Frame Changes

No changes have been made to our logframe since the last reporting period.

## 9. Emerging Impact on Governance and Transparency

See Annex A9 for two articles:

Article 1: Ghana, Girl child education and retaining girls in education for longer  
 Title: *Mobilising school communities on children's rights has led to more girl students continuing their education*

Article 2: Uganda, reducing violence against women amongst IDPs  
 Title: *An HIV positive woman overcomes stigma*

## 10. Cross-cutting Issues

As reported last year, a high number of micro-projects are targeting gender-related rights abuses, and women's access to justice. Projects are also targeting marginalised groups and minority ethnic groups like the Nubian community in Kenya (see Section 11 for positive impacts on the Nubian community), the Batwa community in Uganda (see Section 13 *Gender, social exclusion and governance* for positive impacts on the Batwa community), and vulnerable groups such as people living with HIV and AIDS. Those groups who are most likely to live in poverty, face human rights abuses and lack access to justice and services, are the groups this project aims to reach.

## 11. Progress Towards Sustainability

Capacity building is key to the successful delivery of the AHRE project and its sustainability. As such, it is mainstreamed in all activities at regional, national and community levels and is directly relevant to Outputs 1, 2, 3 and 4 of the project logframe.

### Changes in partners' capacity

#### Skills acquired by all partner organizations

Based on organizational strength self assessments conducted in 2009 and 2010, partners identified areas in which they needed to improve their skills: project cycle and design, Monitoring and Evaluation, financial procedures and advocacy. During the reporting period, all partners organized a training session on one of the topics they had identified as a priority. In Senegal, partners contracted a consultant from *Aide-et-Action Senegal* to train them on monitoring and evaluation. This has helped them to update

their country monitoring and evaluation plan, to support project participants and to conduct effective monitoring and evaluation of the micro-projects.

In addition, the Regional Accountant conducted financial and operational reviews of all primary partner organizations, except for the primary partner in Côte d'Ivoire<sup>2</sup>. During his visits, he provided partners with training and on-the-job coaching in financial management which has been cascaded to all project participants and has led to a substantial improvement in financial reporting. In addition, as a result of the review, the Regional Accountant has developed a common financial and accounting manual for partners' use. The manual has been adopted by all primary partners who have reported that it has already started to help them with finance and administration.

### **Skills acquired by all National Coordinators**

As a result of training in Behavioural Change Communication<sup>3</sup>, some micro-projects are using it as one of the tools for social change. In Burkina Faso, a micro-project on the promotion of inheritance rights of widows and orphans implemented by *Association Nationale d'Appui aux Initiatives de développement Communautaire* in the provinces of Bam and Loroum is now based on a strategy of 'Information, Education and Communication' and of Behaviour Change Communication involving women, men and youth in the targeted communities.

### **Sharing of knowledge and experience and replicating best practice**

Some best practices have started being replicated in other countries. For example, the success of the participation of traditional leaders as influential change agents in Burkina Faso has inspired the National Coordinator in Côte d'Ivoire with a micro-project that involves community, traditional and religious leaders being implemented in Sinfra.

### **Skills acquired by all Project Participants**

Over the past year, specialized training sessions were held at local levels for the project participants. During these meetings and training sessions, a variety of topics were covered including project and financial management, M&E, project design, relevant HRE material design, communication, facilitation skills and conflict management. In Togo, a training session was conducted for all project participants on monitoring human rights and conflict prevention and management. Project participants are now able to monitor human rights abuses in their communities and know how to tackle conflicts that arise.

Ongoing support in project design and development has been given through national workshops. Building on the intense capacity building on this topic during the previous reporting period, a different approach was adopted to further deepen and strengthen their skills consisting largely of group work using guiding questions and applying them to a 'live' example of a micro-project being implemented. Participants worked together as a group to find answers to these guiding questions and in doing so simultaneously improved and fine tuned the micro-project. They then applied these principles to their own micro-projects. They also found it useful as a sharing and learning opportunity as they better understand each other's micro-projects. Other trainings for both National Coordinators and Project Participants included knowledge of instruments for the

<sup>2</sup> Not visited because of the post-electoral conflict.

<sup>3</sup> Behaviour Change Communication is a process of working with individuals, communities and societies to:

- develop communication strategies to promote positive behaviours which are appropriate to their settings; **AND**
- provide a supportive environment which will enable people to initiate and sustain positive behaviours.

promotion and realization of economic, social and cultural rights and their application at the community level.

### **Access to resources**

Besides training workshops and seminars, the capacity of project participants has also been strengthened through the sharing of HRE materials that have been produced, purchased, translated or copied by the National Coordinators. In all countries, the production, use and distribution of posters, banners, t-shirts, booklets, training tools, pictorially illustrated awareness raising materials and many other items have been useful in conveying specific human rights messages to all community members, both literate and non-literate.

The partners that have benefited from all these capacity building activities are CBOs and NGOs which will continue working with the communities. Thus, the knowledge and skills acquired will contribute to increasing their visibility and credibility, improving the quality of their work and sustaining their HRE work. As such, the benefits of our activities will remain with partners and their communities after the GTF funding has come to an end.

### **External events that have had a positive or negative effect on the sustainability of the outputs of the programme**

A number of external events have had positive and negative impacts on project activities during this reporting period notably in Kenya, Uganda, Côte d'Ivoire and Burkina Faso.

In **Kenya**, the national debate on the draft Constitution was a great opportunity for project participants, above all those focusing on politically motivated violence and discrimination such as Kibera Kids, Youth Project Organization and Nubian Rights Forum, to disseminate the content of the future constitution in local languages using theatre and radio discussions. These activities were a great contribution to the national debate leading to the adoption of the new Constitution and Nubian Rights Forum reached out and engaged more people, even doubling the airtime for its radio discussion programme at the listeners' request. The radio management has declared their intention to seek funds elsewhere to increase further the airtime for this popular programme.

In **Uganda**, suicide bombings were carried out in July 2010 against crowds watching a screening of a FIFA World Cup Final match in Kampala. After the bombings, the Arabic and Amharic speaking refugee communities faced extreme discrimination by police and the majority community; some were even physically attacked and their houses burned. Other refugees feared being associated with these communities in case they were implicated and faced similar discrimination. For security reasons, a micro-project promoting the rights of refugees was put on hold for two months. Even though some micro-project activities were delayed during these difficult times, these have been rescheduled and we anticipate they will soon be back on schedule as set in the original plan.

In **Côte d'Ivoire**, post-election violence negatively affected the delivery of the micro-projects, mainly in the south of the country where activities have largely been put on hold for security reasons. The current political situation, which began in November 2010, has led to many human rights violations at the national and community level including in communities where micro-projects are operating. However, the insecurity actually created an opportunity for some of our participants to actually intervene and stop the violence. One such case was in Central Cote d'Ivoire where the entire village was burned during the post-election violence, resulting in 15 deaths and many people

injured. The community was divided between two ethnic groups, who fought each other until the project participant stepped in to initiate mediation to bring the village back together. This was possible because of the relationship of trust that the project participant had worked hard to build with the community<sup>4</sup>.

As a result, the leaders of the different communities now sit together and discuss their differences to find sustainable solutions. However, the project participant is aware that the situation is fragile and is closely monitoring the situation. This mediation enabled the micro-project to continue, with greater trust and closer collaboration with the leaders until the national political situation led to the activities being completely halted for security reasons. As soon as the situation is more favourable, the National Coordinator will liaise with the project participants in order to assess the situation and re-plan the micro-projects' activities.

In **Burkina Faso**, following the death of a young student in Koudougou in February 2011 violent fights broke out between the police and thousands of young people which resulted in five deaths. The violence re-started again in March, resulting in police stations being burnt in Bobo-Dioulasso, Koudougou and Fada NGourma, after which military forces rioted in Ouagadougou.

During this period of instability the project participants and the National Coordinator have been very careful in their movements, and some micro-project activities have been delayed in the affected areas. At the end of the reporting period, the situation was still unstable. It is hoped that the impact on the micro-projects will be minimal and the Project Management Team and National Coordinator will continue to monitor the situation.

## 12. Innovation

Amnesty International is aiming to bring about human rights change at a very local level, in mainly rural areas where communities have previously had no opportunity to hear about their rights or no information on how to claim them. We engage with communities through participatory consultation, starting with their local realities, actively listening to them and building their critical consciousness around human rights on issues relevant to them – all micro-projects were designed after consulting with communities to identify their burning human rights needs. This process encourages community buy-in and ownership of the micro-projects ensuring that solutions are relevant and responsive to their needs. As such we have also involved communities in impact assessment, reflection and reviewing the programme's successes so far.

We have used innovative methodologies such as 'edutainment' to deliver human rights education in a tangible, relevant and engaging way. In Senegal, Sierra Leone, Mali, Burkina Faso and Kenya for example, community members perform their own sketches in place of professional actors on issues that are relevant to their own communities to educate their peers, using entertainment to educate rather than more traditional information-giving workshops. In Uganda an interactive theatre approach has been used, where the actors act out a sketch, for example on women's inheritance. They then ask members of the communities how they think the sketch should end and what the solution to the problem should be. The communities are encouraged to act out the new

<sup>4</sup> The project participant is leading a micro-project on the initiation of community leaders on protection of maternal health rights.



sketch with their own endings before the facilitator summarises their contributions and they discuss together the best solution. This methodology is particularly useful for engaging people who are illiterate and who are not usually targets for human rights education.

During the reporting period, the programme has continued to win over traditional chiefs who wield much influence over the attitudes and behaviour of their communities. This has facilitated access to communities and developing ‘multipliers’ capable of creating community awareness especially in favour of the disabled and aged. In Burkina Faso the active involvement of two traditional chiefs has led to the banning of *Siongo*<sup>5</sup> and *Gangogo*<sup>6</sup> rituals in Bousse, a village about 55 kilometres north of Ouagadougou<sup>7</sup>.

### Employing new technology

Given that most micro-projects are located in remote areas where there is limited or no access to the internet, project participants and the focal persons communicate via text messages and mobile phone calls to arrange meetings and events or share information. Some countries have taken the initiative to publish newsletters to distribute among their participants, beneficiaries and other human rights organizations. Partners in Kenya and Togo publish quarterly newsletters, “*Ongea Sasa*” and “*Echo-EDH Togo*”, to disseminate information on their HRE activities which are distributed among members of the HRE Network and other local human rights organizations in both countries. In Burkina Faso, the HRE Network runs a blog for its members<sup>8</sup>.

We have started developing a website for the project as a whole: [www.africa-hre.org/eng](http://www.africa-hre.org/eng) . This is a live tool which we will be using to share information, resources, stories of impact coming out of the micro-projects, and which we will be updating and developing. This will be linked with the global Amnesty International HRE Network Website to enable cross learning amongst members globally and to facilitate information sharing amongst and beyond project participants from the 10 project countries. Through the website we are encouraging participants to link up through social networks such as Facebook, YouTube and Twitter, especially those in areas where the internet is accessible. This is part of our Communications Strategy which we have developed during the reporting period, which was not part of our original project proposal but which we believe will greatly encourage cross-learning amongst the 10 partner countries as well as raising visibility of Human Rights across the region. See Section 13 *Media and governance* and Annex C2 for more details.

## 13. Learning from GTF

During the reporting period, some key learnings have emerged on micro-project intervention strategies that are bringing about meaningful social change at local levels.

<sup>5</sup> A ritual in which the corpse is made to identify the one who is supposed to be responsible for its death by heading straight to the fellows compound. The identified person, usually a very old and marginalised fellow, is banned from the village for life

<sup>6</sup> A ritual where people are made to drink a concoction to prove their innocence in suspected spiritual killings. For more details please see <http://lejournaledh.blogspot.com/2010/12/lutte-les-violences-faites-aux-femmes.html>

<sup>7</sup> A video on the involvement and the endorsement of traditional chiefs in Burkina can be found on the AHRE Project website ([www.africa-hre.org/eng](http://www.africa-hre.org/eng))

<sup>8</sup> <http://lejournaledh.blogspot.com>

This is emerging in many ways, some of which that have been noted across several projects.

### **Rights come with responsibilities**

We adopted strategies that focused not just on the rights of communities members but also on their responsibilities to respect the rights of others. Some unexpected results have come out of this approach. For example, this strategy has been used in northern Ghana by a micro-project on girl child education (see Annex A9 Article 2) working with children and their parents on the importance of education- some key changes have been observed in attitudes of both children and parents. Previously many children did not go to school during harvest as they had to help their parents. Since the micro-project activities started, more parents have allowed their children to attend school as they realize the importance of getting an education and the link to having greater opportunities in the future. Children know they have the right to an education by law, but they also realize they have a responsibility to help their parents after school hours and at weekends with shea nut harvesting and other household chores as they still need to support their parents to provide a livelihood for the family. Equally, parents have started buying school uniforms and books for their children which they didn't do before, as they have realized their responsibilities do not stop at just allowing their children to attend school. They have also started visiting the school to inquire about their children's progress.

### **Engaging duty bearers in the formal justice system**

In some communities the police are feared or mistrusted and getting police or other local government mechanisms involved from the beginning of the programme has been crucial to the success of several micro-projects. For example, in Uganda, one micro-project is focusing on reducing violence against women amongst recently repatriated IDPs. Amongst this community, police and members of armed forces were hugely mistrusted because they had been perpetrators of rape and sexual violence against women during the war between the Ugandan government and the Lords Resistance Army. One of the micro-project's strategies was to build a relationship of trust between the community and their local police so that the community would gain confidence in reporting cases of rape; previously the police had been open to corruption and were paid by the perpetrators not to give the victims the documents required for them to file a case. Now paralegals who have been trained by the project, know how many documents the police have, how many they should have given out and accompany the victims to report their cases. In addition, communities have their own copies of the documents which they can use as a last resort if the police don't give them out, and the police know this and that they can't get away with corruption anymore. The project participant commented, *"There is something missing in the micro-project if the authorities are not involved"*.

### **Agents for change**

Micro-projects have continued to engage with local chiefs and elders who are key influencers and decision makers in the communities. It has also become apparent that identifying key people in the community to act as community mediators is another strategy for success. This has included training paralegals or legal literacy volunteers as well as activists who champion the cause on behalf of others such as men's networks who educate their peers on women's issues. However it is also noted that whilst community mediation has its place, not all problems can be solved within and by the community themselves. These strategies need to be buttressed against existing

structures so that the gains made within the community do not fizzle out over time but rather are strengthened and sustained by their links with formal systems.

### **Instilling confidence in women and changing attitudes amongst men towards women's issues**

All projects that are focusing on women's issues have cited increased confidence amongst women as an emerging impact of their interventions. For example, women never used to attend durbars, nor did they speak up about community issues. In Senegal, a women's association, *Association pour la Promotion de la Femme Sénégalaise*, is running a micro-project to reduce violence against women and girls. As a result of its activities, women now know that violence against them is punishable by law, they are aware of possible justice alternatives in case of rights abuses and violations, and more women who have been the victims of violence are now willing to give public testimony. The micro-project has generated self-confidence among women and they now manage to resist family pressure to withdraw support in the case of prosecution of their perpetrators, above all if it is their husbands.

Many micro-projects report that sensitisation activities have contributed to challenging and to a large extent changing cultural beliefs, attitudes and behaviours that are demeaning to women. For example, in Ghana, an evaluation study on a project being implemented in partnership with the Federation of Women Lawyers (FIDA) to promote and defend the rights of women revealed that before the project started women were seen as a commodity, they were generally 'seen and not heard' and wife beating was seen as a 'normal and culturally acceptable' practice. However through the project activities the community reported "*all these attitudes are changing although some of these practices are still not completely changed*". Women are increasingly being seen as human beings with equal rights.

### **Access to justice and human rights**

Communities are challenging reliance on tribal customary law and claiming their rights through the formal justice system, which they previously didn't know existed. Many micro-projects are supporting and building confidence in communities to access and claim their rights through the justice system; through sensitising them on the law, and through working with authorities to build relationships of trust between communities and authorities, which in many cases have been eroded through past corruption or abuses of power. This is a slow process, but micro-projects have reported emerging successes.

### **Gender, social exclusion and governance**

Amnesty International is committed to ensuring the voices of discriminated and marginalised groups are heard on human rights issues that affect them, and as such 95% of the micro-projects are dealing with gender, social exclusion and governance. The break down is: 63% of micro-projects are related to gender issues including violence against women, women's inheritance, female genital cutting, maternal health and accessing justice and redress for these violations; 25% are related to child rights issues such as early pregnancy and marriage, girl child education, sexual abuse, violence against girls and child labour; 7% are targeting minorities' rights including those of Batwa women in Uganda, people living with HIV and AIDS, and refugees in Kenya.

Through human rights education we are empowering individuals who have never before had the opportunity to raise their voice to demand their rights within their communities: women to their own husbands, communities to the police and communities to their

traditional leaders, village chiefs and elders, to ensure duty bearers are held accountable to national and international human rights laws. Several intervention strategies have been used to increase the voices of the marginalised and discriminated against and to make sure they are heard by people running local governance structures:

In **Uganda** a micro-project implemented by the *African International Christian Ministry* focuses on Batwa women who are a greatly marginalised ethnic minority group. Recently evicted by the Government from their native forest land where they lived a traditional hunter-gatherer lifestyle, the women are now battling landlessness and discrimination from the dominant community as they are resettled into subsistence farming communities. This has led to problems within the Batwa community as women lose their identity and self confidence, men turn to alcohol abuse and domestic violence becomes rife. The women also face gender based violence from the majority community as myths about sleeping with Batwa women as a cure for HIV, backache, or any such ailments are widely used to justify raping Batwa women.

Before this micro-project, officers demanded a fee before accepting reports of cases of rape. The fee prevented Batwa women from accessing justice and speaking out about the violent abuses they were facing. One of the micro-project activities was to bring sub-county officers together with the Batwa women in a public forum where the women had the opportunity to speak out about what they needed. The officers have now agreed to waive the fee for all cases so that Batwa women are able to file cases before local council courts without having to pay court fees, thus increasing victims' access to justice. At the public forum, another resolution was passed so that in every village with Batwa settlements has Batwa representatives on the local village council. As a result, this has strengthened Batwa women's confidence in participating in local governance and a few have been elected to local council positions in their district during the reporting period.

In **Mali**, a women's association, *Association pour le Progrès et la Défense des Droits des Femmes*, is implementing a micro-project that provides a centre for women and children as a space for listening, information, sensitization and support on domestic violence issues. The association has trained paralegals on domestic violence who then accompany the victims and support them in accessing justice. As a result of the centre's activities, 28 cases of violence have been registered and are being dealt with.

### **Media and governance**

Several micro-projects are being implemented by media partners. In Côte d'Ivoire our local partner *Radio Nationale Catholique* in Abidjan hosts a weekly discussion programme on economic, social and cultural rights; in Kenya our radio partner *Uhaki* broadcasts on the topical discussion on politically motivated violence twice a week to the residents of the Kibera slum in Nairobi. *Uhaki* witnessed significant community mobilization on the discussions leading to the adoption of Kenya's draft constitution, which was finally adopted in August 2010. People living in Kibera had an opportunity to participate in a discussion on land ownership, and rights of the minorities, both issues pertinent to the Nubian community. The programme was listened to by decision-makers and was an opportunity for them to hear the concerns of the community. After the enactment of the constitution both issues have been recognised. Minority communities have been recognized under the Bill of Rights, and the constitution now recognizes community land.

Local media houses including TV and newspapers have covered micro-project activities in all ten countries relaying information about activities to the general public. Press cuttings have been collected in particular from Benin, Senegal, Burkina Faso, Togo and Kenya.

During the reporting period, a Communications Strategy (see Annex C2) was designed for the programme, with the aim of increasing visibility to external stakeholders including duty bearers and rights holders by capturing experiences, good practices and lessons learnt across the ten project countries. National, regional and international media will be targeted as well as online media through e-newsletters, a dynamic website, social media such as Facebook, Twitter and YouTube, press conferences and releases, field visits and interviews.

### Annex A1 – Achievement Rating Scale

- 1 = fully achieved, very few or no shortcomings  
 2 = largely achieved, despite a few short-comings  
 3 = only partially achieved, benefits and shortcomings finely balanced  
 4 = very limited achievement, extensive shortcomings  
 5 = not achieved

Please complete this template in summary form to provide a uniform assessment of progress against your stated objectives.

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
<p><b>Purpose:</b> Civil society will be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate HRE locally relevant to the human rights issues they face – leading to marginalised constituency groups' greater</p>	3	<p><b>P. OV1:</b> Evidence of enhanced collaboration and partnership that enables civil society actors to tackle a range of human rights issues affecting marginalised groups (enabled to better plan and implement sustainable and integrated human</p>	<p><b>P. OV1:</b> Evidence of collaboration and joint working between organizations, replication of projects, best practice standards. Lack of collaboration between organizations with experience in delivering HRE – projects happen in isolation from one another and there are few contacts made between the few communities accessing</p>	<p><b>P. OV1:</b> Partnership Committees have been instrumental in providing strategic guidance to the National Coordinators in the implementation of the project at country level. They review and validate quarterly workplans and reports, follow up closely the activities through field visits and provide advice for improvement. NCs often accompany</p>	<p><b>P. OV1:</b> Partners in Togo contributed to writing the Universal Periodic Review report submitted by the Government of Togo to the UN High Commission on Human Rights.</p>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
critical understanding of, and capacity to claim, their human rights		rights education programmes)  <b>P. OV2:</b> Human rights issues identified by stakeholders and beneficiaries are tackled and improved through the delivery of well planned, collaborative, locally relevant	HRE – there is desire and will to replicate learning and share good practice  <b>P. OV2:</b> Lack of support, resources and tools to develop HRE which is relevant to marginalised communities Lack of coherent national strategies to ensure the targeting of marginalised communities and to avoid duplicity	the Project Management Team on each monitoring and support visit, participate in briefings and debriefings, and ensure that recommendations are implemented. In addition most partnership committee members have undergone specialised training in project management, M&E and financial reporting.  <b>P. OV2:</b> Partners have reviewed their National Strategies to incorporate emerging issues from micro-projects implementation during the first phase: including advocacy and lobbying skills, working in	



OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
		<p>projects and strategies.</p> <p><b>P.OV3:</b> Increased access to community level HRE for a wide range of constituency groups – critical understanding of human rights increases and people in specific target groups are mobilised into claiming their rights</p>	<p><b>P.OV3:</b> Existence of current HRE projects. Evaluation of previous HRE projects. Lack of access to HRE which is relevant to the needs of specific communities. Key lessons from previous Amnesty International HRE projects in West Africa include: Impact is increased when civil society organizations take ownership and locally identify relevant themes and approaches. There is a need to move from HRE</p>	<p>partnership to tackle issues not covered by the AHRE project such as access to justice (Sierra Leone) and microcredit (Uganda and Ghana).</p> <p><b>P.OV3:</b> 92 micro-projects have been successfully implemented and evaluated during the reporting period leading to changes in the human rights situation in the targeted communities.</p> <ul style="list-style-type: none"> <li>▪ In the Galinkpegu community in Ghana, domestic violence has reduced due to men and women understanding their rights. Volunteer mediators trained by</li> </ul>	<p><b>P.OV3:</b></p> <ul style="list-style-type: none"> <li>▪ Unintended impact: in the Galinkpegu community, some women now have access to and control over pieces of land and are able to provide food and provisions for their families to complement the maize their husbands provide. This had been one of the sources of conflict leading to domestic violence</li> </ul>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
			<p>training in workshops to practical support to plan and implement HRE. The need to target marginalised communities. There is a need to translate materials into local languages.</p>	<p>the project helped them address and resolve some of the household issues that were at the root.</p> <ul style="list-style-type: none"> <li>▪ In the Tabligbo community in Togo, apprentices now know their employment rights and right to adequate working conditions, and are less exploited by their employers. Previously employers had made it very difficult for apprentices to enrol in the official trade exam but as a result of the micro-project both employers and apprentices understand and respect their rights, with employers being more</li> </ul>	<p>which the project has been able to address. Land ownership was previously denied to women as only men in the village inherited land.</p> <ul style="list-style-type: none"> <li>▪ Unintended impact: the young people who want to stand for election have been opposed by existing politicians, and some have even received death threats. To mitigate this opposition, the project participant held a community meeting with politicians and young people, to explain how the new constitution encourages the next generation to step up</li> </ul>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
				<p>responsible and allowing them to write the official trade exam.</p> <ul style="list-style-type: none"> <li>▪ In Kenya, Kibera Kids Youth organisation has empowered young people living in Kibera to claim their civil and political rights through training on the new draft constitution, which prescribes the involvement of local communities in local governance issues. In 2008 these young people were involved in post-electoral violence and were used as puppets by the political parties to incite violence. Through the training, some young people have been motivated to stand for</li> </ul>	<p>and represent their communities.</p> <ul style="list-style-type: none"> <li>▪ Unintended impact: two young people who were previously gang members involved in post-electoral violence have participated in project activities and now perform theatre dramas to explain the importance of the new constitution to their peers, and encourage them not to get involved in politically motivated violence.</li> </ul>

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		<p><b>P.OV4:</b> Positive changes in relation to human rights behaviour and relationships amongst the specific groups, institutions and organizations with whom the project works</p>	<p><b>P. OV4:</b> Lack of HRE programmes which go beyond awareness of rights to ensure understanding of how human rights can improve lives. Evidence of participation in human rights and governance projects/ actions/dialogues/ policy debate and formulation</p>	<p>election.</p> <p><b>P.OV4:</b> The micro-projects are rooted in very remote, isolated and marginalised communities where human rights issues have never been discussed before.</p>	<p><b>P.OV4:</b></p> <ul style="list-style-type: none"> <li>▪ In Burkina Faso, a micro-project has successfully been endorsed by rural tribal chiefs where communities are under traditional tribal structures.</li> <li>▪ In a micro-project on corruption in Mali a magistrate visits communities to explain that everybody is responsible for the eradication of corruption. A number of citizens now claim receipts whenever they are made to pay bribes for services, deterring those concerned from</li> </ul>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
					extorting money from them.
<p><b>Output 1:</b> Strengthened capacity of at least 20 local partners (2 x 10 countries) to plan, co-ordinate and deliver locally relevant HRE</p>	2	<p><b>O1 OV1:</b> Coherent, coordinated, informed and quality country-level plans enable the delivery of human rights education projects targeting locally relevant human rights issues (through selected agents of change and key target constituencies).</p>	<p><b>O1 OV1:</b> Limited experience of delivery of sustainable HRE programmes on a national basis across the ten project countries. Lack of project planning, management and evaluation techniques in small NGOs reported</p>	<p><b>O1 OV1:</b> Most partnership committee members have received specialised training including on M&amp;E in Senegal M&amp;E, on project management in Côte d'Ivoire, on the Universal Periodic Review in Togo. During the project participants' review, sharing and training meeting in Togo in March 2011 they were all trained on active participation. These trainings have enabled committee members to provide effective support to National Coordinators and project participants.</p>	<p><b>O1 OV1:</b> The M&amp;E training allowed the Senegal partnership committee to improve their M&amp;E plan, and accompany the National Coordinator on some of her M&amp;E visits giving much more strategic guidance to project participants</p>

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		<p><b>O1 OV2:</b> Amalgamation of HRE experience and expertise of representatives on a national level (human rights organizations, experts and networks guide HRE complementary planning in each country)</p> <p><b>O1 OV3:</b> 20 partners report an increased ability to coordinate, support and measure HRE interventions that meet the needs of a range of specific constituency groups in each country</p>	<p><b>O1 OV2:</b> Poor networking and information sharing. Availability of human rights and HRE experts in each country who are willing to contribute to and participate in the project</p> <p><b>O1 OV3:</b> Limited capacity to monitor and evaluate HRE programmes.</p>	<p><b>O1 OV2:</b> Country networks are functioning and in most cases have been extended to include external local human rights organizations. The Francophone partners have additionally created an on-line network for sharing and exchanging best practice.</p> <p><b>O1 OV3:</b> Partners are successfully implementing their M&amp;E plans and have supported project participants to conduct participatory M&amp;E of the first phase of their micro-projects using simple tools like 'Stop-Start-Continue', 'Most Significant Change' and</p>	

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		<p><b>O1 OV4:</b> Increased visibility and profile of partners and human rights themes addressed through the project at national and international level</p>	<p><b>O1 OV4:</b> Low visibility of CSOs undertaking HRE. Evidence of visibility (or lack of) in media, meetings, participation in dialogue, coalitions, networks, NGO roundtables</p>	<p>Attribution. The design and focus of the micro-projects being submitted for the second phase has been significantly improved as a result of monitoring and evaluating the first phase.</p> <p><b>O1 OV4:</b> Media coverage of micro-project activities has enhanced the visibility and profile of participating organizations in most countries. Maata-N-Tudu in Northern Ghana has reported that through the visibility and credibility of the AHRE programme, they have been able to attract donor funding for</p>	



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				<p>other projects.</p> <p>In Senegal, the National Association of People Living with Physical Disability has used the programme's tools and templates to successfully access external funding.</p> <p>A wide range of press cuttings, radio shows and TV features has been collated by partners (See annex A4). Thanks to this media, some participants are regularly interviewed on topics related to human rights violations.</p> <p>A project participant from Tepehurdi in Kenya is now a recognized voice on all issues related to police brutality</p>	

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				<p>and impunity in Teso. Some National Coordinators and participants take part in AI International Secretariat active participation and HRE material development working groups and are often invited to share their experiences in AI international meetings including the bi-annual HRE Forum. Partners have also been involved in other international fora. AI Togo was invited to participate with other NGOs in writing the Togo country report for the UPR.</p>	
<p><b>Output 2</b> A pool of 150 HRE workers (15 x 10</p>	2	<p><b>O2 OV1:</b> 150 HRE workers have increased project</p>	<p><b>O2 OV1:</b> HRE workers and CBOs have poor understanding of human</p>	<p><b>O2 OV1:</b> The 146 HRE workers recruited are still in place and</p>	

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countries) and CBOs is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects		management, evaluation and specialised HRE delivery skills	rights laws and instruments, and require project management and evaluation training and support Lack of resources and training to implement HRE	implementing their micro-projects effectively. They have received at least 3 national level trainings on participatory M&E, networking and project management. In addition they have received regional training on ESCR, active participation, security of human rights defenders and communication. Projects participants are now skilled enough to implement and evaluate better their micro-projects. This is clear in the quality of the second phase of micro-project proposals which build on learnings from the first phase and define clear objectives and	

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		<p><b>O2 OV2:</b> Community HRE projects are developed and delivered by HRE workers that directly respond to the needs of specific constituency groups / that mobilise greater critical understanding of and remedial action against specific human rights violations. (150 projects [5x10x3 years], with 30% of HRE workers reporting that they have utilised the tools</p>	<p><b>O2 OV2:</b> Identification of key human rights issues, targets and key social change agents at the local level HRE targets elite groups and urban areas. Lack of awareness amongst marginalised communities. Limited understanding of how HRE is relevant to improving people's lives, even in countries where HRE is widespread</p>	<p>workplans.</p> <p><b>O2 OV2:</b> 92 micro-projects with diverse human rights themes have been implemented mostly in rural and semi-urban communities. The majority focus on women's and child rights issues. 90% have been evaluated and are in their second phase of implementation. The use of participatory theatre, community <i>durbars</i>, radio discussion programmes and other participatory methodologies relevant to the needs of the target communities have enabled beneficiaries to understand the human rights issues that are</p>	

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
		<p>and skills gained in the project).</p> <p><b>O2 OV3:</b> Tools and training received by HRE workers augments their ability to mobilise people into action for human rights</p>	<p><b>O2 OV3:</b> Lack of knowledge of how human rights mechanisms and tools can be utilised to improve people's lives amongst HRE workers / CBOs</p>	<p>relevant to their lives. In Ghana, through the activities of a micro-project run by the Single Mothers Association, women in Sumburungu have decided not to undergo primitive widowhood rituals any longer, not only because it is humiliating, but also they understand the negative impact it has on their family.</p> <p><b>O2 OV3:</b> HRE workers have been trained in many different skills, see O2 OV1 for details.</p>	
<p><b>Output 3</b> An increased</p>	1	<p><b>O3 OV1:</b> Increased participation in civil</p>	<p><b>O3 OV1:</b> HRE targets elite groups and urban areas.</p>	<p><b>O3 OV1:</b> Micro-projects are reaching far more</p>	<p><b>O3 OV1:</b></p> <ul style="list-style-type: none"> <li>▪ With this trajectory, it</li> </ul>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
<p>number of people (22,500 = 150 x 50 people x 3 years) are aware of their human rights and are empowered with information and understanding of how they relate to their lives</p>		<p>society: 22,500 people in marginalised groups report an increased understanding of human rights issues and the ability to apply the knowledge and tools for social [and political] change [promoting and protecting human rights].</p> <p><b>O3 OV2:</b> A broad range of communities and groups access the</p>	<p>Lack of awareness of rights and HRE amongst marginalised communities. % of groups and individuals that participate and report increased knowledge. % of participants reporting change in behaviour</p> <p><b>O3 OV2:</b> Limited understanding of how HRE is relevant to improving people's lives,</p>	<p>people than expected. In total, the 92 micro-projects have enabled 50,280 people to understand their rights and start to apply that knowledge for social change. In Burkina Faso alone 16,225 people have been reached through the first phase of 9 micro-projects. In Ghana, a micro-project run by the Federation of Women Lawyers on women's rights initially targeted 100 people and has already reached 400 by the end of first phase.</p> <p><b>O3 OV2:</b> The 50,280 people reached who now understand and have started to assert</p>	<p>is highly probable that by the end of the programme, the 22,500 people target will have been doubled.</p> <p><b>O3 OV2:</b></p> <ul style="list-style-type: none"> <li>▪ Over the past year, micro-project activities have been carried out</li> </ul>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
		<p>programme (and demonstrate enhanced critical understanding / capacity to assert their rights) including at least 11,250 women, 1,000 young people, 10,000 people living in remote communities and 500 people with disabilities. Communities in at least 4 regions of each country access the programme</p>	<p>even in countries where HRE is widespread. Participation in the project % disaggregated data (age, gender, disability, geography).</p>	<p>their rights include 18,380 men, 9,927 women, 21,195 young people, 281 teachers, 383 elders, 559 community leaders, 199 people with disabilities and 25 journalists. These figures do not include radio programme listeners and theatre spectators.</p>	<p>in very remote and sometimes difficult to access communities in most regions of all 10 countries</p> <ul style="list-style-type: none"> <li>▪ In Ghana there are micro-projects in 9 different communities in the most under-developed part of the country; the nearest is about 50km and the farthest about 350km from Tamale, the capital of the Northern Region which is 800km from the capital city, Accra.</li> <li>▪ In Uganda, a micro-project working with Batwa ethnic minority women is located in Kabale, more than 400km from Kampala.</li> <li>▪ In Senegal and Mali,</li> </ul>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
					two micro-projects targeting people living with a disability in Thiès and Ségou are 70km and 235km respectively from the capital cities.
<p><b>Output 4</b> People living in at least 50 communities are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities</p>	2	<p><b>O4 OV1:</b> People formulating plans and organising projects of self-help in at least 50 communities / constituency groups (developing skills to document human rights abuses and to take action on human rights abuses)</p> <p><b>O4 OV2:</b> at least 30% of constituents report that they</p>	<p><b>O4 OV1:</b> Lack of participation in vertical forms of accountability amongst poor and marginalised communities</p> <p><b>O4 OV2:</b> Most perpetrators and victims of human rights abuses,</p>	<p><b>O4 OV1:</b> As a result of the first phase of the micro-projects we have reached people in over 100 communities. Constituency groups have declared during participatory evaluation sessions that they now feel more confident to identify human rights violations and abuses and report these to the HRE workers, other human rights organizations and the police.</p>	<p><b>O4 OV1:</b></p> <ul style="list-style-type: none"> <li>▪ One HRE worker in Kenya reported that he received several testimonies about human rights violations in the Teso community and many of these testimonies have been reported in newspapers.</li> </ul>



OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
		<p>have changed their human rights behaviour (either as perpetrators or victims of human rights abuses) Improved access to human rights and justice in beneficiary communities occurs</p>	<p>especially in poor and marginalised communities, are not aware of human rights</p>	<p><b>O4 OV2:</b> Success stories from participatory evaluations indicate that both perpetrators and victims of human rights abuses are changing their behaviour as a result of micro-projects' activities. In Thioffack, Senegal, a poor and courageous woman has succeeded in having an influential person jailed for raping her daughter. This was unprecedented because nobody in the community thought this man could be tried, let alone sentenced. In Seme-Kpodji, Benin, men have testified that there is more peace in the house because they no longer beat their</p>	

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				<p>wives. In Kibera, Kenya, youth from Kibera Youth Organization confessed that they were previously involved in politically motivated violence but are now acting as peer sensitizers to encourage them not to take money from politicians to take part in the violence.</p>	
<p><b>Output 5</b> Strong, embedded and sustainable human rights culture for change enabled through a human rights education network that facilitates mutual learning, best practice, and a joint voice.</p>	2	<p><b>O5 OV1:</b> All project partners are firmly embedded into human rights education movements in their own countries, linked to a range of NGOs, CBOs and networks. Indicator of functioning network for change: Africa</p>	<p><b>O5 OV1:</b> There is little collaboration between organizations delivering HRE. HRE projects take place in isolation and learnings are not replicated</p>	<p><b>O5 OV1:</b> AHRE networks have been established in the 10 countries and are functioning well. They each produced an annual action plan and met regularly to implement and evaluate it. Some have been extended to other local human rights</p>	<p><b>O5 OV1:</b></p> <ul style="list-style-type: none"> <li>▪ Networking meetings in October 2010 and March 2011 strengthened best practice exchanges and learning between HRE workers, partners and Amnesty International.</li> <li>▪ National HRE network members have exchanged information</li> </ul>

OBJECTIVE STATEMENT	ACHIEVEMENT RATING FOR YEAR BEING ASSESSED	LOG FRAME INDICATORS	BASELINE FOR INDICATORS	PROGRESS AGAINST THE INDICATORS	COMMENTS ON CHANGES OVER THE LAST YEAR, INCLUDING UNINTENDED IMPACTS
		<p>HRE Network is an active learning forum with at least 160 members participating and sharing ideas and skills (10 exchange visits, 36 monthly Africa wide e-mail circulars and 360 in country, web page and blog created and utilised and three thematic groups created with web pages, 3 network meetings for project co-ordinators and 1 network meeting with project co-ordinators and HRE worker representatives). Learning is</p>		<p>organizations and the media.  A sub-regional network of Francophone HRE workers and coordinators has been set up.  Exchange visits have been conducted between National Coordinators in Kenya and Uganda, and Togo and Benin.  National level HRE workers in Kenya and Uganda, Togo, Benin and Senegal have conducted monitoring visits to each others micro-projects..  E-mails are sent by the Project Management Team to partners on a regular basis, sharing information about</p>	<p>and best practices and organised trainings on issues that will strengthen their work but are not specifically covered by micro-project activities. For example, the Universal Periodic Review in Togo, Monitoring and Documenting ESCR violations in Sierra Leone, conflict Management in Ghana.</p>

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		<p>replicated and increased, complementary activities are developed, duplication is decreased and a culture of HRE becomes embedded on a national basis</p>		<p>achievements, reports and tools, and giving and receiving feedback on reports and new materials. Partners send regular e-mails and text messages to HRE workers in their respective countries to give guidance, feedback, briefings and advice on micro-project activities. HRE workers circulate e-mails and text messages (free subscription service in Burkina and Côte d'Ivoire) to seek and give information. A website (<a href="http://www.africa-hre.org">www.africa-hre.org</a>) has been designed together with a blog, Facebook, Twitter and YouTube accounts. Network members in Burkina Faso have their</p>	

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		<p><b>O5 OV2:</b> Increased learning is facilitated by at least 3 thematic sub groups formed, bringing together HRE Workers across the ten countries</p>	<p><b>O5 OV2:</b> Limited learning and sharing of thematic / methodological information around HRE delivery and learnings within and between countries</p>	<p>own blog, those from Togo have a Yahoo listserv and Kenya, Burkina Faso and Togo have their own e-newsletters.</p> <p><b>O5 OV2:</b> The thematic sub-groups are not yet functioning but during the March 2011 meeting in Togo, 79 HRE workers across the 10 countries started to set up sub-groups on FGM, gender based violence, and HRE in schools and minority groups.</p>	<p><b>O5 OV2:</b> There has been little progress on this over the past year, therefore in year 4 of the project the PMT will ensure that the thematic groups are up and running and functioning effectively.</p>
<p><b>Output 6</b> Sustainable critical human rights consciousness is increased as CSOs and communities are</p>	3	<p><b>O6 OV1:</b> Increased availability of locally relevant HRE materials and training in local languages that meet the needs of</p>	<p><b>O6 OV1:</b> HRE materials are inaccessible and few are translated into local languages</p>	<p><b>O6 OV1:</b> A wide range of HRE materials have been produced by both partners and micro-project holders on human rights themes of concern. These</p>	

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empowered with better quality, more relevant, accessible human rights education and resources as a key tool for change		specific constituency groups and enhance the impact, dissemination and sustainability of locally delivered HRE projects (range includes radio scripts, drama scripts, posters, leaflets, curriculum guides etc) Increased relevance of materials for target communities, including in materials translated into at least 2 languages in each country and a range of formats including non-word		materials (posters, flyers, small gadgets, T-shirts, etc) have been distributed target beneficiary communities. Radio and drama scripts have been produced and used in community radio discussion programmes and public sensitization, street theatre presentations across the 10 countries (for more details see annex 6). At the specific request of communities in Mali, UMAV has transcribed into Braille the Convention of the Rights of Persons with Disabilities and a collection of extracts of national and international instruments related to people with	

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		<p>based for illiterate audiences (posters, radio, drama etc).</p> <p><b>O6 OV2:</b> HRE (physical and virtual) resource centres increase access to critical</p>	<p><b>O6 OV2:</b> Most perpetrators and victims of human rights abuses, especially in poor and marginalised communities,</p>	<p>disabilities.</p> <p>In Burkina Faso, all the microprojects holders, with the support of the national coordinator produced a pictorial toolkit explaining the law related to women's rights to inheritance, with a description text in Mooré, the main local language.</p> <p>In Senegal, Uganda and Togo, posters, t-shirts and calendars with strong human rights message have been produced in local languages.</p> <p><b>O6 OV2:</b> The resource centres physically exist and are moderately stocked. However, these are underutilised as they</p>	

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		<p>understanding of human rights. Accessed by at least 22,800 users per year (780 visits x 10 countries x 3 years)</p> <p><b>O6 OV3:</b> Online resource centre – increased sharing of HRE information between ten project countries and beyond. Online resource database of at least 200 resources established and accessed at least 1,200 times during</p>	<p>are not aware of human rights</p> <p><b>O6 OV3:</b> Limited learning and sharing of information within and between countries.</p>	<p>are far from target communities and HRE workers. In Côte d'Ivoire the National Coordinator has produced electronic versions of the Resource Centre materials which have been distributed to HRE workers and other partners.</p> <p><b>O6 OV3:</b> Amnesty International has its own online resource centre for exchanging HRE resources, ideas and learning globally, accessible to the AHRE network through registration. It houses over 2,000 HRE materials. About 90% of project participants have declared having</p>	



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		the project.		accessed these online resources at least twice during the reporting period. The AHRE project is in the process of developing its own website where HRE materials produced by the project participants will be uploaded very soon. Participants will be regularly informed by e-mail of any new materials that have been uploaded and encouraged to use or adapt them accordingly.	

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)	A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
Budget heading:	Activity: Buying laptops and	All capital equipment bought in fiscal year
		As per previous report

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)	A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
<b>CAPITAL COSTS PARTNERS</b> equipment for national resource centres ( <i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i> )	1 (September 2008 – March 2009)	
Budget heading: <b>HUMAN RESOURCES (AMNESTY INTERNATIONAL)</b> Activity 1.1 AI recruit and induct AI Programme Staff ( <i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i> )	Two regional Project Coordinators were recruited in fiscal year 1 (September 2008 – March 2009) Permanent Project Manager recruited in October 2009.	All staff in place
Budget heading: <b>HUMAN RESOURCES (PARTNERS)</b> Activity 1.3 Partners recruit 10 national project coordinators ( <i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i> )	National Coordinators recruited in fiscal year 1 (September 2008 – March 2009). National Coordinator in Kenya has been replaced after the resignation of the incumbent. New Coordinator started in November 2010.	As per previous report
Budget heading: <b>ACTIVITY 1 (AMNESTY INTERNATIONAL)</b> Establishing project infrastructure and capacity building for	Partnerships with 21 partners (3 partners in Kenya: LRF, CREAM and Amnesty Kenya) were formalised in fiscal year 1 and 2. No funds allocated for this reporting period.	All partners in place

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)	A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES	
partners			
<p>Budget heading:  <b>ACTIVITY 1 (PARTNERS)</b>                      Establishing project infrastructure and capacity building for partners</p>	<p>Activity 1.4 Partnership committees (made up of at least 5 representatives from partners and other NGOs/ specialists) formed in 10 countries (Q2, Project Year 1) and meeting at least twice per year throughout the project (<i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i>)</p>	<p>Partnership committees are now operational in all 10 countries and meet regularly.</p>	<p>Partnership committees guide national implementation of project</p>
<p><b>Budget heading</b>                      (Not reflected in Budget)</p>	<p>Activity 1.5: Partners conduct organizational self-assessment using existing AI tools to identify strategic, resource and capacity needs (<i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i>)</p>		

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
Budget Heading: <b>ACTIVITY 1 (PARTNERS)</b> Establishing Project Infrastructure and Capacity Building	Activity 1.6: Partners develop country plans ( <i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i> )	In response to one of the Mid Term Review recommendations <sup>9</sup> , Country plans were reviewed and aligned with the Logframe once the micro-projects were developed, assessed and approved. New country level plans took into account individual micro-project plans. These were developed after the approval of the first phase of the micro-projects between November and December 2010.	
Budget Heading: ACTIVITY COSTS 1 <b>(PARTNERS and AMNESTY INTERNATIONAL)</b> Establishing Project Infrastructure and Capacity Building	Activity 1.7 – Annual training, review and planning with national coordinators ( <i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i> )	The second annual training, review and planning meeting with national coordinators was held in October 2010 in Senegal.	This meeting was to collectively review the findings of the Mid Term Review report and to provide specialised training in several areas; Behavioural Change Communication, participatory M&E, financial management and reporting. The action plan for the year was also developed. Since that meeting, micro-project M&E has been easier thanks to the simple tools developed; financial management and reporting has been smoother with better understanding of each budget line; and the process of developing phase 2

<sup>9</sup> Specific Recommendation point. 6 (GTF 376: Feedback on your MTR and Management Response 3<sup>rd</sup> May 2011)

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)	A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES	
			micro-projects was improved especially in terms of content and quality.
<b>Budget heading</b> (Not reflected in Budget)	Activity 1.8 – Ongoing support and advice for partner organizations (from project management team) ( <i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i> )	Throughout the reporting period.	Partners have received a variety of on-going support from the PMT including M&E tools and training, strategic direction during field visits through briefing and debriefing meetings. Supporting them in developing MOUs between partners and project participants, and a financial review systems which has strengthened their financial systems.
Budget Heading: <b>ACTIVITY 1 (AMNESTY INTERNATIONAL)</b> Establishing Project Infrastructure and Capacity Building	Activity 1.9 – Annual monitoring and support visits from project management team ( <i>Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE</i> )	The Project Management Team visited all 10 countries at least once by during the reporting period. The Regional Accountant visited and trained 9 primary partners (with the exception of AI Cote d'Ivoire due to the security situation) in financial management through on the job coaching over a one week period each <sup>10</sup> .	

<sup>10</sup> This was already planned and started before the Mid Term Review, however it responds to the Specific Recommendation point 4. (GTF 376: Feedback on your MTR and Management Response 3<sup>rd</sup> May 2011)

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
		In addition, in Ghana, with the support of Amnesty International's own Learning and Impact Unit and International Projects Unit, all project participants were trained in participatory stakeholder engagement methodology to carry out an impact assessment of their micro-projects. The methodology included using impact pathways, monitoring frameworks, stakeholder mapping, and tools such as focus group discussion and interviews for data collection. The training was followed by the study of two micro-projects using the methodology learned. The results of which have been compiled into a learning document which will be distributed widely to apply lessons learned in planning and evaluating HRE projects. The findings from the study are detailed in Section 13 <i>Rights Come with Responsibilities, Instilling confidence in Women and changing attitudes amongst men</i> , Annex 9 Article 2 and Annex 1. POV3.	
Budget Heading: <b>ACTIVITY 2 (PARTNERS)</b>	Activity 2.1: Analysis and identification of 150 HRE workers / project participants	The 146 HRE workers recruited across the 10 countries are still in place.	

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
Training and support of HRE workers	<i>(Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects)</i>		
Budget Heading: <b>ACTIVITY 2 (PARTNERS)</b> Training and support of HRE workers	Activity 2.2 Partners design HRE training materials for HRE workers / project participants <i>(Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects)</i>	Materials produced in all countries for the first phase of micro-projects.	Funds available for materials to be produced for second phase of micro-projects.
Budget Heading: <b>ACTIVITY 2 (PARTNERS and AMNESTY INTERNATIONAL)</b> Training and support of HRE workers	Activity 2.3: Partners induct HRE workers through a week long pan-Africa planning and training session <i>(Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support,</i>	This was completed in full in year 1 of the project.	

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)	A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES	
	<i>deliver and monitor HRE projects)</i>		
Budget Heading: <b>ACTIVITY 2 (PARTNERS)</b> Training and support of HRE workers	Activity 2.4: HRE workers / project participants consult constituents about HRE project plans and finalise and submit plans to national coordinators to refine with partnership committee. Final approval of plans given by AI project manager ( <i>Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects)</i>	Since the last reporting period and the development of the first phase of the micro-projects, there has been a significant improvement in the overall quality of the proposals for the second phase. 90% of the micro- project plans have been reviewed by the Project Management Team and all build on the first phase, taking into account lessons learned. Overall they have much clearer, more specific objectives, realistic budgets and much improved M&E plans.	A second round of assessment of remaining micro-projects is in progress. The proposals submitted are based on the findings of the 1 <sup>st</sup> phase which were evaluated using participatory methodologies with the target groups and beneficiaries. Changes proposed are either of scope, methodologies/tools or target groups. These include lobbying and advocacy skills, engaging with more leaders, increasing the target groups and communities to be reached, adding new activities, and abandoning some tools and activities not useful to the communities. For example, in Senegal, the project participant working with teachers in madrassas on ending children being forced to beg ( <i>talibe</i> ) has decided not to screen the film which he developed in the first phase of the micro-project as he found that it irritated a lot the Koranic teachers, and actually blocked discussion on the topic rather than encouraging it



ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
Budget Heading: <b>ACTIVITY 2 (PARTNERS)</b> Training and support of HRE workers	Activity 2.5: Biannual planning and review meetings held with HRE workers to deliver training, feed learning into programmes, build networks and adapt plans ( <i>Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects</i> )	National level planning and review meetings took place in all countries.	In response to the Mid Term Review recommendations <sup>11</sup> , the training delivered included conflict resolution (Togo and Ghana), leadership skills (Ghana) and presentation skills (Senegal). We hope to put more emphasis on advocacy skills and campaigning techniques in the next reporting period.
Budget Heading: <b>ACTIVITY 2 (PARTNERS)</b> Training and support of HRE workers	Activity 2.6: Annual project support and monitoring visits undertaken by National Coordinators (to project participants) ( <i>Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects</i> )	National Coordinators have visited each micro-project at least once during the reporting period, alongside ongoing support to project participants through regular phone calls and e-mail exchanges.	This cost less than expected and the remaining funds will be used to increase the number of micro-project visits during the next reporting period.

<sup>11</sup> Specific Recommendation points. 7 & 8 (GTF 376: Feedback on your MTR and Management Response 3<sup>rd</sup> May 2011)

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
Budget Heading: <b>ACTIVITY 2 (PARTNERS)</b> Training and support of HRE workers	Activity 2.7: Specialised training for project participants ( <i>Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects</i> )	At least two trainings have taken place in all countries. One of the Mid Term Review recommendations <sup>12</sup> was that the training provided to the micro-projects should include skills to empower stakeholders and tools to gain confidence when claiming their rights. In fact negotiation techniques, conflict resolution, presentation and leadership skills are being transferred through numerous activities held in the field in which stakeholders actively participate. Women, men, youth and marginalised groups are now skilled in addressing human rights issues in front of the community and local authorities through community <i>durbar</i> , counselling, door-to-door sensitization, lobbying and media work.	In many partner countries, training in advocacy and campaigning skills is planned for the second phase of micro-project implementation.

<sup>12</sup> Specific Recommendation point.8 (GTF 376: Feedback on your MTR and Management Response 3<sup>rd</sup> May 2011)

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
Budget Heading: <b>ACTIVITY 2 (PARTNERS)</b> Training and support of HRE workers	Activity 2.8: National Coordinators offer on-going communication and support for HRE workers / project participants ( <i>Output 2: A pool of HRE workers / project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects</i> )	Phone and face-to-face training and skilling-up has been delivered on an ongoing basis by National Coordinators.	
Budget Heading: <b>ACTIVITY 3 (PARTNERS)</b> Implementation of HRE projects	Activity 3.1: HRE workers / project participants deliver 1 project per year ( <i>Output 3: An increased number of people are aware of their human rights and are empowered with information and understanding of how they relate to their lives</i> )	In response to the Mid Term Review recommendations <sup>13</sup> and to ensure sustainability and impact, the existing 93 micro-projects will continue into the 4 <sup>th</sup> project year. This means that the micro-projects will run for two years instead of one, and will be in two phases. As a result, the overall number of micro-projects is less than the 150 originally planned.	90% of project participants have completed the first phase, and the second phase will run from June 2011 to June 2012.

<sup>13</sup> Specific Recommendation points 9 & 10 (GTF 376: Feedback on your MTR and Management Response 3<sup>rd</sup> May 2011)

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
Budget Heading: <b>ACTIVITY 3 (PARTNERS)</b> Implementation of HRE projects	Activity 3.2: HRE workers / project participants are supported with resources to deliver HRE projects ( <i>Output 3: An increased number of people are aware of their human rights and are empowered with information and understanding of how they relate to their lives</i> )	Each country has received £28,700 for the micro-project activities out of the £47,964 allocated.	There is a carry forward into the next reporting period which will cover the second phase of micro-project implementation.
Budget Heading: <b>ACTIVITY 3 (PARTNERS)</b> Implementation of HRE projects	Activity 3.4: Ongoing monitoring of HRE projects ( <i>Output 3: An increased number of people are aware of their human rights and are empowered with information and understanding of how they relate to their lives</i> )	National Coordinators have visited each micro-project at least once during the reporting period, alongside ongoing support to project participants through regular phone and e-mail exchanges.	HRE workers monitor and evaluate their micro-projects according to their proposal plans regularly on a monthly or quarterly basis. All micro-projects ending during the reporting period have been evaluated using participatory methodologies.
Budget Heading: <b>ACTIVITY 4 (PARTNERS)</b> Implementation of HRE projects	Activity 4.1: Community HRE committees are established ( <i>Output 4: People living in at least 50 communities are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities</i> )	In some countries, community HRE committees have been established. In Ghana, a school management committee has been set up in Kanshegu; in Benin a child trafficking alert committee has been set up in Zé, in Senegal a school in Guinguineo has set up a students/teachers/parents committee with child rights box set up to denounce	The PMT will encourage the other countries to set up similar committees during the second phase of the microprojects.

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
		anonymously abuses they are facing. In Cote d'Ivoire, in Sinfra, there is a committee to follow-up maternal health care services in the community.	
Budget Heading: <b>ACTIVITY 4 (PARTNERS)</b> Implementation of HRE projects	Activity 4.2: Community HRE plans are developed ( <i>Output 4: People living in at least 50 communities are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities</i> )	Community plans have been formulated into micro-projects in the ten countries involved.	
Budget Heading: <b>ACTIVITY 5 (AMNESTY INTERNATIONAL)</b> Establish national and continent wide networks	Activity 5.1: AI facilitate the creation of an Africa HRE network ( <i>Output 5: Strong, embedded and sustainable human rights culture for change enabled through a Human rights education network that facilitates mutual learning, best practice, and a joint voice</i> )	National networks are operational in all countries and some HRE workers are linked into the existing Amnesty International global HRE network.	A regional meeting held in Togo in March 2011 brought together many of the HRE workers across the region, strengthening the network and contributing to the establishment of a Francophone regional HRE network. The online network will be more effective when the project website is fully functional in the next reporting period, with easy access for every member of the network. The development of the communications strategy for the project as a whole will encourage and further facilitate the

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)	A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES	
			networks' sharing of ideas and experience, both within the project and across the Amnesty International global movement. <sup>14</sup>
Budget Heading: <b>ACTIVITY COSTS 5 (PARTNERS)</b> Establish national and continent wide networks	Activity 5.2: Partners support and strengthen existing networks or create new country networks ( <i>Output 5: Strong, embedded and sustainable human rights culture for change enabled through a Human rights education network that facilitates mutual learning, best practice, and a joint voice</i> )	HRE workers have come together at a national level for annual planning and review on numerous occasions throughout the reporting period in each of the 10 project countries.	
Budget Heading: <b>ACTIVITY 5 (PARTNERS and AMNESTY INTERNATIONAL)</b> Establish national and continent wide networks	Activity 5.3: Network meetings – Africa-wide project coordinators meetings, national level meetings of HRE workers, mid-term network meeting with selected national coordinators and HRE workers ( <i>Output 5: Strong, embedded and sustainable human rights culture for change enabled</i> )	HRE workers were brought together at the Africa-wide level for a week long planning, sharing and networking meeting in Togo in March 2011.	Following the Mid Term Review recommendations <sup>15</sup> , it was agreed that it would be better to postpone this meeting from December 2010 to March 2011 and focus the content on networking and experience sharing instead of training. It was agreed that more emphasis should be put on national trainings relevant to the project participants' needs so that they could all benefit more from smaller

<sup>14</sup> This responds to the Mid Term Review, Specific Recommendation point 5. (GTF 376: Feedback on your MTR and Management Response 3<sup>rd</sup> May 2011)

<sup>15</sup> Specific Recommendation point 2. (GTF 376: Feedback on your MTR and Management Response 3<sup>rd</sup> May 2011)

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)	A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES	
	<i>through a Human rights education network that facilitates mutual learning, best practice, and a joint voice)</i>		groups and more tailored training.
Budget Heading: <b>ACTIVITY 6 (PARTNERS)</b> Increase access and quality of locally relevant HRE materials	Activity 6.1: Partners assess in-country HRE materials and identify and collate existing materials ( <i>Output 6 - Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and resources as a key tool for change</i> )	Partners have collected and stocked existing materials in their Resource Centres. These have been made accessible to project participants and general public.	
Budget Heading: <b>ACTIVITY 6 (PARTNERS)</b> Increase access and quality of locally relevant HRE materials	Activity 6.2: Workshop to develop HRE training kits and materials ( <i>Output 6 - Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and resources</i> )	This was completed in the previous reporting period.	

ACTIVITIES (STATE THE MAIN ACTIVITIES IN RELATION TO EACH BUDGET HEADING AND ENSURE THAT YOU HAVE SHOWN WHICH OUTPUTS THEY RELATE TO)		A JUDGEMENT STATEMENT ON PROGRESS SO FAR WITH EVIDENCE TO SUPPORT THIS	COMMENTS TO EXPLAIN THE EXTENT OF PROGRESS, RECOMMENDATIONS FOR KEY CHANGES TO ENSURE BETTER ACHIEVEMENT OF OBJECTIVES
	<i>as a key tool for change)</i>		
Budget Heading: <b>ACTIVITY 6 (PARTNERS)</b> Increase access and quality of locally relevant HRE materials	Activity 6.3: Print and distribute materials ( <i>Output 6 - Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and resources as a key tool for change)</i>	All partners have produced and distributed HRE materials for the first phase of micro-projects.	Partners will produce more materials for the second phase of micro-projects.
Budget Heading: <b>ACTIVITY 6 (PARTNERS)</b> Increase access and quality of locally relevant HRE materials	Activity 6.4: Resource centres established ( <i>Output 6 - Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and resources as a key tool for change)</i>	Physical resource centres have been established and stocked with relevant materials in each country. These are accessible to the general public and project participants.	



## Annex A2 – Programme Log Frame

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
<b>Goal:</b> Improve human rights for the most disadvantaged by empowering communities in ten African countries to promote and defend their human rights	<b>G.OV1:</b> 22,500 people across 10 countries in Africa report that as a result of accessing the Human Rights Education projects their awareness of rights, ability to claim and defend their rights and hold governments accountable has increased.	In the highly marginalised communities in which this project operates there are grave disconnects between human rights awareness activities and the resultant impact - rights education has failed to translate to interventions that enable people to hold state and non-state actors accountable. Access to justice is a deep-seated problem in all the ten partner countries - there is limited awareness on the part of the victims of institutions set up to provide redress for human rights violations. Ignorance of legal instruments to protect human rights and the fact that they are not applied is conducive to abuse by those with power.	<b>1.1</b> Statistics on constituents accessing the HRE projects <b>1.2</b> Baseline and endline assessment of human rights awareness <b>1.3</b> Surveys of and testimonies from constituents accessing the HRE projects (questionnaires, interviews etc)	Freedom of partners and HRE workers / project participants to operate in their countries. On-going support from communities for the project
	<b>G.OV2:</b> 70% of constituents involved in the programme (15,750) report understanding of how	In all project countries partners reported that perpetrators of human rights violations almost always go unpunished.	<b>2.1</b> Baseline and endline assessment (participatory evaluation carried out with micro- project beneficiaries	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	human rights can be utilised to improve their lives.	There is a need to reconcile disconnects between theory and practice involving the dispensation of justice in the target communities and enhancing the demand side of justice.	– relating to up to 100 projects in specific communities across ten countries) <b>2.2</b> Biannual monitoring reports from HRE workers / project participants and annual monitoring reports of project coordinators <b>2.3</b> Participatory mid-term and final evaluation (including questionnaires and interviews with constituents)	
	<b>G.OV3:</b> 30% of constituents involved in the programme (6750) report behavioural change that has affected their own lives, applying their new skills and knowledge and participating in civil society.	Fears around reporting abuses and claiming rights are linked to segregation, discrimination and voicelessness. There is evidence of tensions between the administration of customary traditional rights and human rights (as enshrined in international human rights conventions).	<b>3.1</b> Needs assessment documentation (participatory consultation with communities as part of micro-project planning and delivery) <b>3.2</b> Country and HRE plans <b>3.3</b> Biannual and annual reports documenting qualitative feedback	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
			<b>3.4</b> Training reports and materials developed	
	<b>G.OV4:</b> 20 local partners and 150 HRE workers / project participants/CBOs report and demonstrate that they are enabled and resourced to deliver better quality and locally relevant human rights education projects	HRE programmes lack operational representation in most of the human rights violation-prone areas. CBOS identify priority capacity building needs to design and deliver HRE projects that are effective tools for social change. There is a lack of project planning, management and evaluation techniques in small NGOs. There is a need to be more participatory and consultative in strategy development and planning and a need for increased engagement between NGOs.	<b>4.1</b> Needs assessment documentation <b>4.2</b> Country and HRE plans <b>4.3</b> Biannual and annual reports documenting qualitative feedback <b>4.4</b> Training reports and materials developed <b>4.5</b> Participatory consultation and evaluation carried out with HRE workers / project participants comprising CBOs and individual community leaders	
<b>Purpose:</b> Civil society will be better informed, resourced, equipped and enabled to plan, develop, deliver	<b>P.OV1:</b> Evidence of enhanced collaboration and partnership that enables civil society actors to tackle a range of human rights issues affecting marginalised groups	Little evidence of collaboration and joint working between organizations, replication of projects, or best practice standards. Lack of collaboration between organizations with experience in delivering HRE – projects happen in	<b>1.1</b> Partnership agreements <b>1.2</b> Partnership Committee meeting TORs and minutes of meetings <b>1.3</b> Workshop and training reports	Co-operation of local partners  Participation of HRE workers /

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
and evaluate HRE locally relevant to the human rights issues they face – leading to marginalised constituency groups' greater critical understanding of, and capacity to claim their human rights	(enabled to better plan and implement sustainable and integrated human rights education programs)	isolation from one another and there are few contacts made between the small number of communities accessing HRE – there is desire and will to replicate learning and share good practice Example from Senegal: Where HRE is conducted in the field, organised replication is almost nonexistent. There is a need to have well-trained local relays to ensure proper monitoring of HRE programmes. Prior to the project collaboration between Amnesty International national entities, project participants (CBOs) and other civil society groups working on education around human rights was weak (and found to be in the early stages of the project set up). Example from Côte d'Ivoire: There is very little collaboration among NGOs and institutions that deliver HRE and most of the time, tools are not revisited. In addition, it is difficult to monitor such training because of a lack of resources.	<b>1.4</b> All annual records of support and active communications <b>1.5</b> Project monitoring visit reports <b>1.6</b> Minutes of annual review and planning meetings with qualitative feedback on capacity building support <b>1.7</b> Participatory consultation / evaluation carried out with / testimonies from HRE workers / project participants comprising CBOs and individual community leaders	project participants/ CBOs in the project  Continued stability and accessibility to targeted regions

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	<p><b>P.OV2:</b> Human rights issues identified by stakeholders and beneficiaries are tackled and improved through the delivery of well planned, collaborative, locally relevant projects and strategies.</p>	<p>Lack of support, resources and tools to develop HRE which is relevant to marginalised communities – lack of coherent national strategies to ensure the targeting of marginalised communities and to avoid duplicity All the project partners in this project operate on very small budgets and are reliant on short term grants and funding, as a result the majority have very few HRE resources and tools. In Uganda the partners report that the government of Uganda has had very limited outreach in terms of HRE and although the Uganda Human Rights Commission has had some success a gap remains. Various restrictions exist to successful HRE in Uganda (e.g. requirements around reporting to Resident District Commissioners, creating a climate of fear, and restrictive donor conditions). Community consultations carried out by AMNet (Advocacy Movement Network) &amp; DADA (Democracy and Development Associates) in two</p>	<p><b>2.1</b> Country plans x 10 (including needs assessment / baseline on access to HRE provision) <b>2.2</b> AI approvals / recommendations on country plans <b>2.3</b> Annual monitoring visit reports <b>2.4</b> National Coordinator and partnership committee reports <b>2.5</b> Baseline and endline assessment (participatory evaluation carried out with micro-project beneficiaries – relating to up to 100 projects in specific communities across ten countries) <b>2.6</b> Reports from community leaders participating in HRE projects.</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<p>chiefdoms in Kambia District, Sierra Leone found that HRE is conducted but is not systematic or interlinked and also 'giving conflicting messages' and 'not continuous'. They also found that victims of human rights violations had not been included in previous HRE. In Kenya partners report that there are <i>"grave disconnects between human rights awareness activities and the resultant impact. Rights education has invariably failed to translate to interventions that enable people to achieve their rights and hold the state and non-state actors accountable for their omissions"</i></p>		
	<p><b>P.OV3:</b> Increased access to community level HRE for a wide range of constituency groups - critical understanding of human rights increases and people in specific target groups are mobilised into claiming</p>	<p>Lack of access to HRE which is relevant to the needs of specific communities. Key lessons from previous Amnesty International HRE projects in West Africa include: Impact is increased when civil society organizations take ownership and locally identify relevant themes and approaches. There is a need to move</p>	<p><b>3.1</b> Baseline and endline assessment (participatory evaluation carried out with micro-project beneficiaries – relating to up to 100 projects in specific communities across ten countries) <b>3.2</b> HRE project plans</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	their rights	<p>from HRE training in workshops to practical support to plan and implement HRE. The need to target marginalised communities. There is a need to translate materials into local languages.</p> <p>Community consultations in Sierra Leone revealed that despite some current access to HRE, delivering organizations “lack operational representation in most of the human rights violation-prone areas”. Need to move from HRE training in workshops to practical support to plan and implement HRE. For example in Senegal partners identified a need to build HRE into schools curricula because <i>“in Senegal HRE is virtually non-existent in the curricula of schools and training institutions and is not clearly supported by existing resources and materials”</i>. Need to translate materials into local languages. All the project partners are small NGOs which have low or non-existent budgets for producing or translating materials. In</p>	<p><b>3.3</b> Partnership committee meetings  <b>3.4</b> Monitoring visit reports  <b>3.5</b> Biannual reports on activities and outputs  <b>3.6</b> List of actions planned and scheduled in <i>Plans de Développement Social, Economique, et Culturel / Social, Economic and Cultural Development Plans</i> (Mali)</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<p>Sierra Leone partners report a need for materials that will reconcile disconnects between theory and practice – for example user friendly information on the Criminal Procedure Act including texts in Mende, Krio and Temne, and drama scripts / radio programmes which will demystify human rights law and enhance the demand side of justice. There is a requirement for the development of HRE programmes which are relevant to the needs of the communities they serve.</p> <p>HRE programmes lack operational representation in most of the human rights violation-prone areas.</p> <p>There is a need for materials and resources that will reconcile disconnects between theory and practice, demystify human rights law and enhance the demand side of justice</p>		
	<b>P.OV4:</b> Positive changes in relation to human rights	Lack of HRE programmes which go beyond awareness of rights to ensure	<b>4.1</b> Participatory consultation and feedback	



	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	behaviour and relationships amongst the specific groups, institutions and organizations with whom the project works	<p>understanding of how human rights can improve lives.</p> <p>Evidence of participation in human rights and governance projects/actions/dialogues/policy debate and formulation etc.</p> <p>Evidence of tensions between the administration of customary traditional rights and human rights (as enshrined in international human rights conventions)</p> <p>During needs assessment conducted prior to and during the first capacity building and networking workshop for project participants (HRE workers and CBOs) (July 2009 Grand Bassam, Côte d'Ivoire) participants reported a priority capacity building need because designing and delivering HRE projects goes beyond awareness, and they can be effective tools for social change.</p> <p>Across all of the project countries participants reported tensions between rights and responsibilities - for example some potential project beneficiaries concluded that the</p>	<p>/ with micro-project beneficiaries</p> <p><b>4.2</b> Participatory evaluation carried out with indirect beneficiaries of micro-projects for example parents, police, other CBOs, neighbouring communities</p> <p><b>4.3</b> Community leaders draw up new policies</p> <p><b>4.4</b> HRE project plans</p> <p><b>4.5</b> Partnership Committee meetings</p> <p><b>4.6</b> Monitoring visit reports</p> <p><b>4.7</b> Biannual reports on activities and outputs</p> <p><b>4.8</b> Local structures monitoring the enrolment and retention of girls in school / women reporting gender-based violence etc in the target communities</p> <p><b>4.9</b> Parent-teacher associations and other community-based</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		importation of "the white man's concept" is responsible for children and women disrespecting their parents and husbands (Sierra Leone) or that <i>"if a society believes in a culture like Female Genital Mutilation, then it will not be easy to show them that this practice violates women's and girls rights"</i> (Uganda)	monitoring teams	
<b>Outputs</b>				
<b>Output 1:</b> Strengthened capacity of at least 20 local partners (2 x 10 countries) to plan, co-ordinate and deliver locally relevant HRE	<b>O1 OV1:</b> Coherent, coordinated, informed and quality country-level plans enable the delivery of human rights education projects targeting locally relevant human rights issues (through selected of agents of change and key target constituencies)	Limited experience of delivery of sustainable HRE programmes on a national basis across the ten project countries. Lack of project planning, management and evaluation techniques in small NGOs reported. In the partner induction and project planning workshop conducted in March 2009 all partners stressed the need for the AHRE project to deliver partner capacity building in relation to HRE methodologies, HRE materials development, project leadership and management. Further to the training several HRE workers (CBOs/individual	<b>1.1.1</b> Country plans <b>1.1.2</b> Needs assessment <b>1.1.3</b> Organizational self-assessment <b>1.1.4</b> Mid-term and final evaluation	Financial and managerial stability of partner organizations

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		community leaders) have requested additional support on project planning for example in Côte d'Ivoire, interviews with HRE workers show that most of them have requested further training on project design as well as on the role of trainers and the tools that they can use to deliver successful human rights education. In Kenya partners have identified that HRE workers (CBOs/individual community leaders) need further support with project formulation and implementation and developing work plans which are SMART.		
	<b>O1 OV2:</b> Amalgamation of HRE experience and expertise of representatives on a national level (human rights organizations, experts and networks guide HRE complementary planning in each country)	As P1 plus Poor networking and information sharing. Availability of HR and HRE experts in each country who are willing to contribute to and participate in the project. In Sierra Leone an internal organizational assessment of capacity building needs conducted by the	<b>1.2.1</b> Partnership Committee TORs and minutes of meetings <b>1.2.2</b> Network membership lists and activity reports in annual Project Coordinator reports <b>1.2.3</b> Statistics relating to HRE workers / project participants recruited and	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<p>coordinating partner found that “there is a need to be more participatory and consultative in strategy development and planning (and) a need for increased engagement with other NGOs”. Poor coordination among implementers, inadequate or non-existent follow-up activities, lack of references, and limited evaluation and impact assessment were reported as major barriers to the effective and efficient delivery of HRE.</p> <p>In Kenya the project partners have identified that partnerships with faith-based organizations are crucial to tackling human rights violations, as is working with paralegal organizations</p>	<p>trained</p> <p><b>1.2.4</b> Reports of all workshops / consultations with HRE workers / project participants and other stakeholders</p>	
	<p><b>O1 OV3:</b> 20 partners report an increased ability to coordinate, support and measure HRE interventions that meet the needs of a range of specific constituency groups in each country</p>	<p>There is limited capacity to monitor and evaluate HRE programmes. Project partners have identified a particular need for the HRE workers / project participants to receive extra support on monitoring and evaluation</p>	<p><b>1.3.1</b> Country plans containing strategies and tools (and organizational baseline)</p> <p><b>1.3.2</b> All project team minutes with approvals and amendments of country plans</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
			<b>1.3.3</b> Quarterly national project coordinator reports <b>1.3.4</b> Annual AI monitoring and evaluation visits <b>1.3.5</b> Documentation of project coordinator and HRE worker training <b>1.3.6</b> Documentation of biannual review and planning meetings with HRE workers / project participants <b>1.3.7</b> Project budgets <b>1.3.8</b> Organizational self-assessment at beginning and end of project <b>1.3.9</b> Mid-term and final evaluation <b>1.3.10</b> Documentation of information sharing, support and advice given by AI	
	<b>O1 OV4:</b> Increased visibility and profile of partners and human rights	Low visibility of CSOs undertaking HRE. Evidence of visibility (or lack of) in	<b>1.4.1</b> Press articles <b>1.4.2</b> Minutes and records of public meetings	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	themes addressed through the project at national and international level	media, meetings, participation in dialogue, coalitions, networks, NGO roundtables. No baseline data was reported on the existing participation in civil society/human rights projects/governance issues and changes in behaviour; this will be collected at the level of the project participants prior to the commencement of the micro-projects	<b>1.4.3</b> Commentary on project from other civil society actors	
<b>Output 2:</b> A pool of 150 HRE workers / project participants (15 x 10 countries) and CBOs is created and equipped with the necessary human rights knowledge, skills and tools to design,	<b>O2 OV1:</b> 150 HRE workers / project participants have increased project management, evaluation and specialised HRE delivery skills	See above in O1 OV1. HRE workers and CBOs have poor understanding of human rights laws and instruments, and require project management and evaluation training and support. Lack of resources and training to implement HRE. In the partner induction and project planning workshop conducted in March 2009 all partners stressed the need for the Africa Human Rights Education project to deliver partner capacity building in relation to HRE methodologies plus human rights	<b>2.1.1</b> Training workshop reports <b>2.1.2</b> Completed HRE worker training evaluation reports <b>2.1.2</b> Resources approval forms from project managers <b>2.1.3</b> Baseline and endline of project planning, management and reporting skills	Freedom of HRE workers / project participants to operate  Continued interest in participating in the project

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
support, deliver and monitor HRE projects		conventions laws etc. To date the project has attracted more HRE workers (CBOs & individual community leaders) and micro-project submissions than anticipated, reflecting the need and desire for a micro grant scheme to deliver HRE.		
	<b>O2 OV2:</b> Community HRE projects are developed and delivered by HRE workers / project participants that directly respond to the needs of specific constituency groups / that mobilise greater critical understanding of and remedial action against specific human rights violations. (150 projects [5x10x3 years], with 30% of HRE workers / project participants reporting that they have utilised the tools and skills gained in the	Identification of key human rights issues, targets and key social change agents at the local level HRE targets elite groups and urban areas. Lack of awareness amongst marginalised communities. Limited understanding of how HRE is relevant to improving people's lives, even in countries where HRE is widespread. In all ten project countries project partners find limited understanding of how HRE is relevant to improving people's lives - especially in relation to violence against women. Access to justice is a deep-seated problem in all the ten partner countries. For example the partners in Ghana find that "even	<b>2.2.1</b> HRE project plans (approved by partnership committee in each country) <b>2.2.2</b> HRE biannual monitoring reports; Project Coordinator monitoring reports of HRE projects <b>2.2.3</b> Photographic evidence, statistics of attendees, other forms of documentation identified at country level <b>2.2.4</b> Criteria of identification of project themes and approaches in country plan <b>2.2.5</b> Participatory consultation reports	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	project).	<i>though (there are) Laws, a Constitution, &amp; conventions which frown upon human rights abuses and which set grave punitive measures for those who violate the rights of women and children, there is limited awareness on the part of the victims on the existence of these laws that protect their rights, the state institutions set up to provide redress and even what rights they hold as human beings". In Mali partners reported that "inadequate command of communication tools by NGO actors...and ignorance of legal and instruments to protect human rights and the fact they are not applied is conducive to the abuse of those with power and the violation of human rights".</i>	<b>2.2.6</b> Mid-term and final evaluations <b>2.2.7</b> Biannual review and planning meetings documenting variety of approaches and accessibility for various target groups	
	<b>O2 OV3:</b> Tools and training received by HRE workers / project participants augments their ability to mobilise people	As O2 OV1 Lack of knowledge of how human rights mechanisms and tools can be utilised to improve people's lives amongst HRE workers / CBOs	<b>2.3.1</b> Baseline and endline assessments of HRE worker ability to deliver locally relevant HRE <b>2.3.2</b> Minutes of biannual	



	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	into action for human rights		review and planning workshops <b>2.3.3</b> Biannual reports completed by HRE workers / project participants	
<b>Output 3:</b> An increased number of people (22,500 = 150 x 50 people x 3 years) are aware of their human rights and are empowered with information and understanding of how they relate to their lives	<b>O3 OV1:</b> Increased participation in civil society: 22,500 people in marginalised groups report an increased understanding of human rights issues and the ability to apply the knowledge and tools for social [and political] change [promoting and protecting human rights].	HRE targets elite groups and urban areas. Lack of awareness of rights and HRE amongst marginalised communities. For example in Togo <i>“the different training courses that are run to teach about legal instruments and texts are always directed at people who have some academic experience thereby leaving out a broad swathe of the population living in poorer areas where many people are illiterate”</i> . In Mali <i>“inadequate command of communication tools by NGO actors undermines the fight against the practice of excision”</i> and ignorance of legal and instruments to protect human rights and the fact they are not applied is conducive to the abuse of those with	<b>3.1.1</b> Qualitative documentation of projects generated, including video recordings, photos, drama scripts, radio transmissions. Statistics on project attendees <b>3.1.2</b> Baseline and endline assessment of awareness <b>3.1.3</b> Project monitoring visits <b>3.1.4</b> Biannual monitoring reports and minutes of biannual meetings <b>3.1.5</b> Baseline and end line assessments (questionnaires and interviews with constituents)	Communities willing to participate in HRE training

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<p>power and the violation of human rights. According to CBO Centre Afrika Obota <i>“On consulting beneficiaries, we found that only 2 out of every 10 people had some idea about legal instruments and 9 out of 10 had no experience of HRE”</i>.</p> <p>No baseline data was reported on the existing participation in civil society/human rights projects/governance issues and changes in behaviour; this will be collected at the project participants’ level prior to the commencement of the micro-projects.</p>	<p><b>3.1.6</b> Mid term and final evaluation  <b>3.1.7</b> HRE worker qualitative biannual reports with feedback from constituents</p>	
	<p><b>O3 OV2:</b> A broad range of communities and groups access the programme (and demonstrate enhanced critical understanding / capacity to assert their rights) including at least 11,250 women, 1,000 young people, 10,000 people</p>	<p>As O2 OV2 plus  Limited understanding of how HRE is relevant to improving people’s lives, even in countries where HRE is widespread.  In Uganda the constituencies with the least access to HRE and human rights knowledge were found by partners to be women from minority groups and women refugees. For example project</p>	<p><b>3.2.1</b> Statistics on constituents benefiting from the HRE programmes, according to gender, age, region, disability etc  <b>3.2.2</b> Biannual review and planning meetings documenting accessibility for various target groups</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	<p>living in remote communities &amp; 500 people with disabilities. Communities in at least 4 regions of each country access the programme</p>	<p>participant African International Christian Ministry (AICM) reports that the Batwa, Bakiga and Bafumbira tribes possess very limited information about human rights and particularly women's rights. In Burkina Faso vulnerable groups are cited as older people accused of sorcery, pregnant girls and teenage mothers, and people with disabilities. In Sierra Leone partners have emphasised that women have extremely limited control over their situation in society due to social, cultural and structural issues. Project participant Sabi Yu Rights (SYRAG) undertook consultations with 50 people in four of the villages forming the Grafton Community in rural Sierra Leone and <i>"according to respondents access to justice is considered a major problem with causing factors stated as poverty and lack of knowledge on how to seek redress...causing perpetrators to walk away free"</i>.</p>	<p><b>3.2.3</b> Strategy to ensure accessibility documented in Country Plan <b>3.2.3</b> Baseline and end line assessments (questionnaires and interviews with constituents) <b>3.2.4</b> Mid term and final evaluation <b>3.2.5</b> HRE Worker qualitative biannual reports with feedback from constituents</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
<b>Output 4:</b> People living in at least 50 communities are able to identify local human rights issues, their correspondence to human rights instruments and the relevance of human rights in their communities	<b>O4 OV1:</b> People formulating plans and organising projects of self-help in at least 50 communities / constituency groups. (Developing skills to document human rights abuses and to take action on human rights abuses)	Lack of participation in vertical forms of accountability amongst poor and marginalised communities. Baseline data has identified many barriers to participation including discrimination, HRE projects that do not translate to action or are inaccessible, and a lack of skills and knowledge to tackle issues of customary traditions. Consultations undertaken in three chiefdoms in Moyamba district, Sierra Leone – Kongbora, Kaiyamba and Fakunya - found that <i>“there is much awareness of human rights (55%) but the (HR) situation is not adequately improved due to the lack of an adequate human rights education culture and traditional belief, lack of proper monitoring and reporting and (the fact that) perpetrators almost always go unpunished”</i> . Partners in Uganda highlight how abuse victims are not accessing justice because of fears around reporting which they describe as linked to segregation and discrimination against	<b>4.1.1</b> Community HRE plans <b>4.1.2</b> HRE worker biannual reports <b>4.1.3</b> Project coordinator visits	Interest in human rights approaches from targeted communities

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<p>minority groups, for example the Batwa, by local councils and courts. Project participants Human Rights Defenders Solidarity Network (HRDSN) emphasise violence against women refugees... <i>“starting with their husbands, camp officials, employers, refugee agency employees and other people in the community who use these women’s vulnerability and ignorance to abuse them sexually”</i> and the resultant impact on participation and accountability initiatives.</p> <p>In Sierra Leone partners have reported a need to reconcile disconnects between theory and practice involving the dispensation of justice in target communities. For example disseminating user friendly information on the Criminal Procedure Act to help target beneficiaries to create, and live in local rights -based communities of their own design. In Burkina Faso partners highlight the need for the transition from customary to modern</p>		

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<p>law (via the adoption of the Code des Personnes et de la Famille – CPF in 1994) to be known and owned by communities. For example in relation to inheritance rights, partners call upon a need <i>“to confront the pressures families now governed by the CPF find themselves under... (and) carry out awareness-raising concerning the inheritance rights of married couples and children in the context of modern law”</i>. In Burkina Faso: <i>“Generally speaking (there is a need to) raise awareness of notables and customary dignitaries about the need to combat the types of violence that are linked to the socio-cultural practices that are still in use in our societies”</i>.</p> <p>In Côte d’Ivoire, partners report racketeering in hospital maternity units and operating suites and delivery kits being sold to labouring women who are also charged for the services of midwives. In Mali, partners cite human rights violations around discrimination and exclusion relating to certain</p>		

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<p>peoples and groups lacking identify documents: <i>“At school, some children face (access) problems relating to birth certificates”</i>.</p> <p>In Burkina Faso, project participants report very low levels of understanding of human rights mechanisms that might improve people’s lives. For example project participants ‘Association Song Taaba des Femmes Unies et Développement (ASFUD)’ report that practical steps taken by the Ministry for Human Rights Promotion to raise human rights awareness have had very little impact on beneficiaries at the grassroots level.</p>		
	<p><b>O4 OV2:</b> At least 30% of constituents report that they have changed their human rights behaviour (either as perpetrators or victims of human rights abuses - Improved access to human rights and justice in</p>	<p>Most perpetrators and victims of human rights abuses, especially in poor and marginalised communities, are not aware of human rights. In each of the ten project countries women are cited as lacking information about Human Rights and suffering human rights violations because they are ignorant of their right to seek</p>	<p><b>4.2.1</b> Qualitative biannual and end of grant reports on programme outcomes with participatory feedback from communities <b>4.2.2</b> Baseline and endline assessments <b>4.2.3</b> Mid term and final evaluation</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	beneficiary communities occurs	<p>redress. Specific findings related to widows.</p> <p>In Ghana community consultations in Zanlerigu in the Talensi/Nabdam District of the Upper East Region of Ghana found that there is widespread and continuous violence against widows which goes unchallenged and unreported. During the course of community consultations they found <i>that “a major constraint to human rights in most communities is inadequate awareness”</i> and that <i>“very few of these rural poor have information or access to education related to their basic human rights including sexual reproductive health”</i>. Impunity is also reported in schools - in Burkina Faso project participant consultations revealed numerous abuses of human rights in the school context ranging from corporal punishment to sexual harassment. In Côte d'Ivoire partners report that <i>“the school environment is largely characterised by numerous ongoing</i></p>		



	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
		<i>acts of violence</i> ". Partners in Togo cited human rights violations in the context of customary succession (not recognising the right of women to inherit and women being virtually absent from CVD [Village Development Committees]).		
<b>Output 5:</b> Strong, embedded and sustainable human rights culture for change enabled through a human rights education network that facilitates mutual learning, best practice, and a joint voice	<b>O5 OV.1:</b> All project partners are firmly embedded into human rights education movements in their own countries, linked to a range of NGOs, CBOs and networks. Indicator of functioning network for change: Africa HRE Network is an active learning forum with at least 160 members participating and sharing ideas and skills (10 exchange visits, 36 monthly Africa wide email circulars and 360 in country, web page and	P. OV1 plus: There is little collaboration between organizations delivering HRE; HRE projects take place in isolation and learnings are not replicated. Community consultations carried out by AMNet (Advocacy Movement Network) & DADA (Democracy and Development Associates) in two chiefdoms in KAMBIA DISTRICT, Sierra Leone, found that HRE is being conducted but is not systematic or interlinked – in five of the six communities being targeted HRE is being delivered already. Communities gave criticism of the existing interventions and responses as follows (in the respective five communities):	<b>5.1.1</b> Network - Copies of guiding principles <b>5.1.2</b> Network - Member sign up lists <b>5.1.3</b> Online network resources <b>5.1.4</b> Record access to network site <b>5.1.5</b> Annual review and planning meeting reports record qualitative relevance and quantitative accessibility of network <b>5.1.6</b> Planning and reports documentation of exchange visits (including video recording/ photographs where	Inter-regional and inter-national travel between countries is possible for participants

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	blog created and utilised and three thematic groups created with web pages, 3 network meetings for Project Co-ordinators and 1 network meeting with project co-ordinators and HRE worker representatives). Learning is replicated and increased, complimentary activities are developed, duplication is decreased and a culture of HRE becomes embedded on a national basis.	'not emphasising the responsibilities of women and children'; 'lacking solutions to the welfare of children', 'giving conflicting messages and lacking a responsibility-based approach to HR', 'not continuous or sustainable due to lack of resources'.	relevant) <b>5.1.7</b> Network models recorded in annual country plans, <b>5.1.8</b> Minutes of networking meetings at biannual review and planning meetings <b>5.1.9</b> Record of shared information through email circulars and informal meetings in annual reports <b>5.1.10</b> Relevance and usage of the network through mid-term and final evaluation	
	<b>O5 OV2:</b> Increased learning is facilitated by at least 3 thematic sub groups formed bringing together HRE workers / project participants across the ten countries	As P. OV1 Limited learning and sharing of thematic / methodological information around HRE delivery and learnings within and between countries	<b>5.2.1</b> Joint HRE project plans <b>5.2.2</b> Joint HRE project reports <b>5.2.3</b> Blogs and emails generated through cross country thematic groups <b>5.2.4</b> Log of information sharing and blog	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
			discussions on thematic issues <b>5.2.5</b> Qualitative feedback of use and relevance of thematic groups in feedback to project co-ordinators in biannual review and planning meetings and biannual reports	
<b>Output 6:</b> Sustainable critical human rights consciousness is increased as CSOs and communities are empowered with better quality, more relevant, accessible human rights education and	<b>O6 OV1:</b> Increased availability of locally relevant HRE materials and training in local languages that meet the needs of specific constituency groups and enhance the impact, dissemination and sustainability of locally delivered HRE projects (range includes radio scripts, drama scripts, posters, leaflets, curriculum guides etc)	As P.OV3 HRE materials are inaccessible and few are translated into local languages	<b>6.1.1</b> Training reports and training materials <b>6.1.2</b> Questionnaires with feedback from HRE workers / project participants <b>6.1.3</b> Baseline and endline assessment of understanding and capacity of HRE and human rights <b>6.1.4</b> Database and hard copy list of HRE materials produced or collated <b>6.1.5</b> Project Coordinator	Quality printing, translation and transportation possible within countries

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
resources as a key tool for change	- Increased relevance of materials for target communities, including in materials translated into at least 2 languages in each country, and a range of formats including non-word based for illiterate audiences (posters, radio, drama etc).		<p>annual report on range and suitability of materials</p> <p><b>6.1.6</b> Printing and distribution lists</p> <p><b>6.1.7</b> List and copies of materials produced and developed</p> <p><b>6.1.8</b> Printing and distribution lists</p> <p><b>6.1.9</b> Baseline and endline survey with HRE workers / project participants to assess relevance of materials</p> <p><b>6.1.10</b> Mid-term and final evaluation with constituents to assess relevance of materials</p>	
	<b>O6 OV2:</b> HRE (physical and virtual) resource centres increase access to critical understanding of human rights. Accessed by at least 22,800 users per year (780	<b>As P.OV3</b>	<p><b>6.2.1</b> Resource centres visitors and loaning book</p> <p><b>6.2.2</b> List of documents in resource centre maintained and updated</p> <p><b>6.2.2</b> Itinerary of resource centre equipment</p>	

	<b>Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.</b>	<b>Baseline Data (and specific examples of country level baseline values)</b>	<b>Means of verification Sources of information / data which will be used to assess the indicators)</b>	<b>Important assumptions</b>
	visits x 10 countries x 3 years)			
	<b>06 OV3:</b> Online resource centre- increased sharing of HRE information between ten project countries and beyond on-line resource database of at least 200 resources established and accessed at least 1,200 times during the project.	<b>As P.OV3</b>	<b>6.3.1</b> List of resources on the database <b>6.3.2</b> List of recorded usage through AI team <b>6.3.3</b> Documented feedback from HRE workers / project participants and Project Co-ordinators on usage of the database through reporting and reviewing mechanisms	

### Activities

#### 1: Creation and Management of Project Infrastructure and Capacity Building for Partners

1.1 AI recruit and induct AI Programme Staff ( Q2 – Quarter 4, Project Year 1)

1.2 AI formalise existing partnerships and identify at new partners through a thorough assessment process and against a set criteria. Partnership agreements established (Q2, Project Year 1)

1.3 Partners recruit 10 national Project Co-ordinators who are approved, inducted and trained by AI (Q2, Project Year 1)

1.4 Partnership Committees (made up of at least 5 representatives from partners and other NGOs/ specialists) formed in 10 countries (Q2, Project Year 1) and meeting at least twice per year throughout the project

1.5 Partners conduct organizational self assessment, using existing AI tools (OSSA), to identify partners' strategic, resources and capacity needs and participatory project needs assessment to develop the Country Plan (Q3 and 4, Project Year 1)

<b>Activities</b>
1.6 Partners develop Country Plans (including risk assessment, needs assessment of human rights themes and constituencies, selection and training of HRE workers / project participants, M&E strategy, cross cutting issues etc) approved by AI (Q3, Project Year 1)
1.7 Annual training, review and planning with Project Co-ordinators by AI (Q3, Project Year 1 – changed to quarter 2, Quarter 4 Project 2, 3 & 4)
1.8. On-going support and advice for partner organizations from Africa Programme Coordinators/ Programme Manager (bi-monthly contact, Y1 - 4). Will include support and advice on planning and development for each stage of the project and practical exercises in assessment, mapping, designing and delivering activities/ materials.
1.9 Annual monitoring and support visits from AI Programme Co-ordinators/ Programme Manager (Q3, Project Y 2, 3 and 4).
<b>2: Training and support of HRE workers / project participants and development of HRE Projects</b>
2.1 Further analysis and identification of 150 HRE workers / project participants/ CBOs (women, young people, journalists, teachers, community leaders) in collaboration with partners (Q3, project Y1)
2.2 Partners design HRE training materials with support of Project Coordinators. Including HRE training kits for 150 HRE workers / project participants (from Q3, project Y1 – partners have requested that this an ongoing activity to be extended throughout quarters 1 & 2 of the second project year)
2.3 Partners induct HRE workers / project participants through 1 week long pan-Africa training and planning session (Q4, project Y1) and support them to develop their HRE Project Plans
2.4 HRE workers / project participants consult constituents about HRE Project Plans and finalise and submit plans to Project Co-ordinators to refine with Partnership Committee. Final approval given by AI Project Manager (Changed from Q4, project Y1 to quarter 1, project Y2).
2.5 Biannual Review and Planning Workshops held with HRE workers / project participants, to deliver training identified through annual self assessments, feed learning into programmes and adapt HRE plans accordingly (Q2 & Q4, Y2, 3 and 4)
2.6 Annual project Support and Monitoring Visits undertaken by Project Co-ordinators with each HRE project (Project Y2, 3 & 4)
2.7 Specialised human rights/ HRE training for 150 HRE workers / project participants (one week training in Y2 and Y3)
2.8 Project Co-ordinators offer on-going communication and support for HRE workers / project participants (bi-monthly communication)
<b>3: Implementation of HRE Projects (access &amp; critical awareness)</b>
3.1. 150 HRE workers / project participants deliver 1 project per year (project Y2, 3 and 4) to 22,500 target constituents (7,500 x 3 years). Projects could include: use of theatre, radio and media, HRE in schools etc
3.2. HRE workers / project participants are supported with resources to deliver the HRE projects (average of £1000 per year, per

<b>Activities</b>
project) in project Y2, 3 and 4.
3.3 Ongoing monitoring of HRE projects by HRE workers / project participants
<b>4: Implementation of HRE projects (mobilisation, action, behaviour change)</b>
4.1 Community HRE committees established
4.2 Community HRE plans are developed
<b>5: Better coordination, networking and skill sharing</b>
5.1 AI facilitate the creation of an Africa HRE network (Q2, project Y1), which is developed and accessed by Project Co-ordinators and HRE workers / project participants (project Y2, 3 & 4)
5.2 Partners support and strengthen existing networks or create new country networks through resources promoting links to the Africa HRE network (both online and in person: meetings, database of resources, notice board, resource centres, opportunities to share experiences) (on-going)
5.3 Network meetings: Africa wide Project Co-ordinators (Y 1,2,3 and 4 of the grant), country biannual meetings of HRE workers / project participants and one mid-term network meeting with Project Co-ordinators and HRE workers / project participants.
5.4 Thematic networking facilitated through grouping of in-country HRE workers / project participants at the national level and online communications and 10 country exchange visits (one per country) at the Africa wide level
<b>6: More relevant training and awareness-raising materials and tools</b>
6.1 Partners assess in-country HRE materials and identify, collate existing materials for the HRE projects - from Q3, project Y1 – partners have requested that this an ongoing activity to be extended throughout quarters 1 & 2 of the second project year)
6.1 Workshop to adapt or develop HRE training kits for HRE workers / project participants and HRE projects - from Q3, project Y1 – partners have requested that this an ongoing activity to be extended throughout quarters 1 & 2 of the second project year)
6.2 Print and distribute materials - from Q3, project Y1 – partners have requested that this an ongoing activity to be extended throughout quarters 1 & 2 of the second project year)
6.3 Resource centres established and utilised by Project Co-ordinators, HRE workers / project participants and others (Q4, project Y1 and on-going)
<b>7. Monitoring and Evaluation</b>
7.1. Country M&E plans developed by partners
7.2. Ongoing monitoring of HRE projects by HRE workers / project participants (consultative feedback)
7.3. Biannual HRE Review and Planning meetings and submission of HRE worker monitoring reports
7.4. Project Coordinators monitor each HRE project, each year of the grant and complete standard participatory monitoring forms
7.5. Project Coordinators develop biannual country monitoring reports which are submitted to the AI Project Manager and shared

<b>Activities</b>
and discussed at annual review and planning meetings
7.6. AI Programme team undertake monitoring visit to each country in year 2, 3 & 4 completing standardised monitoring forms
7.7. External mid-term and final participatory evaluation of the programme
7.8 Baseline and endline assessment of HRE, human rights understanding and application in citizen's lives in which indicators of success are adapted and refined at the country level



## Annex A3 – Annual Financial Report

### A3.1 Programme Identification

1. GTF Reference No.	GTF-376
2. Organization Name	Amnesty International

### A3.2 – Reporting Period

1. Start of Period	01 April 2010
2. End of Period	31 March 2011

### A3.3 – Funds received from DFID during Reporting Period

Payment No.	Date Received	Amount
Payment 1	25/06/2010	£56,600.60
Payment 2	18/11/2010	£257,467.11
Payment 3	03/02/2011	£213,308.62
Payment 4	06/06/2011	£146,174.12
<b>Total received during Period</b>		<b>£673,550.45</b>

### A3.4 – Expenditure during Reporting Period 1 April 2010 to 31 March 2011

Agreed Budget Lines	Total Agreed Year 3	Current Year 3 expenditure April 2010 to 31 March 2011	Variance	Variance %
Capital Costs Partners	£ -	£ -	£ -	0.00%
Capital Costs AI	£ -	£ -	£ -	0.00%
Human Resources Partners	£ 116,889.91	£ 116,889.91	£ -	0.00%
Human Resources AI	£ 120,208.88	£ 120,208.88	£ -	0.00%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): Partners	£ 30,205.50	£ 30,205.50	£ -	0.00%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): AI	£ 15,708.23	£ 15,708.23	£ -	0.00%
Activity Costs 2 (Training & Support of HRE Workers): Partners	£ 208,122.21	£ 208,122.21	£ -	0.00%
Activity Costs 2 (Training & Support of HRE Workers): AI	£ -	£ -	£ -	0.00%
Activity Costs 3 (Implementation of HRE)	£ 160,348.07	£ 160,348.07	£ -	0.00%

Projects): Partners				
Activity Costs 3 (Implementation of HRE Projects): AI	£ -	£ -	£ -	0.00%
Activity Costs 4 (Increase access and quality of locally relevant HRE materials): Partners	£ 75,615.90	£ 75,615.90	£ -	0.00%
Activity Cost 4 (Increase access and quality of locally relevant HRE materials): AI	£ -	£ -	£ -	0.00%
Activity Costs 5 (Establish and facilitate relevant and accessible national and continent wide networks): Partners	£ 32,246.24	£ 32,246.24	£ -	0.00%
Activity Cost 5 (Establish and facilitate relevant and accessible national and continent wide networks): AI	£ -	£ -	£ -	0.00%
M&E partners	£ -	£ -	£ -	0.00%
M&E: AI	£ 18,028.18	£ 18,028.18	£ -	0.00%
Project Management: Partners	£ 51,101.23	£ 51,101.23	£ -	0.00%
Project Management: AI	£ 12,315.62	£ 12,315.62	£ -	0.00%
<b>Totals</b>	<b>£ 840,789.98</b>	<b>£ 840,789.98</b>	<b>£ -</b>	<b>0.00%</b>

### A3.5 – Expenditure to Date (31 March 2011) since start of Programme

Agreed Budget Lines	Total Agreed Programme Budget to Date	Current Total Expenditure to 31 March 2011	Variance	Variance %
Capital Costs Partners	£ 9,109.00	£ 9,109.00	£ -	0.00%
Capital Costs AI	£ -	£ -	£ -	0.00%
Human Resources Partners	£ 245,787.99	£ 245,787.99	£ -	0.00%
Human Resources AI	£ 300,073.93	£ 300,073.93	£ -	0.00%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): Partners	£ 98,680.64	£ 98,680.64	£ -	0.00%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): AI	£ 51,713.94	£ 51,713.94	£ -	0.00%

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Activity Costs 2 (Training & Support of HRE Workers): Partners	£ 383,449.71	£ 383,449.71	£ -	0.00%
Activity Costs 2 (Training & Support of HRE Workers): AI	£ 22,286.00	£ 22,286.00	£ -	0.00%
Activity Costs 3 (Implementation of HRE Projects): Partners	£ 218,657.07	£ 218,657.07	£ -	0.00%
Activity Costs 3 (Implementation of HRE Projects): AI	£ -	£ -	£ -	0.00%
Activity Costs 4 (Increase access and quality of locally relevant HRE materials): Partners	£ 150,203.44	£ 150,203.44	£ -	0.00%
Activity Cost 4 (Increase access and quality of locally relevant HRE materials): AI	£ -	£ -	£ -	0.00%
Activity Costs 5 (Establish and facilitate relevant and accessible national and continent wide networks): Partners	£ 49,338.48	£ 49,338.48	£ -	0.00%
Activity Cost 5 (Establish and facilitate relevant and accessible national and continent wide networks): AI	£ 1,000.00	£ 1,000.00	£ -	0.00%
M&E partners	£ -	£ -	£ -	0.00%
M&E: AI	£ 26,166.54	£ 26,166.54	£ -	0.00%
Project Management: Partners	£ 99,751.29	£ 99,751.29	£ -	0.00%
Project Management: AI	£ 31,576.23	£ 31,576.23	£ -	0.00%
<b>Totals</b>	<b>£ 1,687,794.27</b>	<b>£ 1,687,794.27</b>	<b>£ -</b>	<b>0.00%</b>

**Annex A4 – Materials produced during the reporting period**

Item	Date	Title or description of material	Access via web site (if applicable)
1.	April 2010- Jan 2011	<b>Training manuals</b> - Informational and Human Rights Education Manual (training modules) Benin, -Education defender manual around Human rights in Cote d'Ivoire (Trainers' guide) translated into local languages: Gouro, Malinké and Mooré, -Training of Trainers Manual for Human Rights Educators, -Education and Training Materials on all key thematic areas being addressed by micro projects in Sierra Leone. - Training manuals in Economic, Social and Cultural Rights, Gender Based Violence, Corruption, Handicapped Persons' Rights, Child Rights, Women's Rights	
2.	April 2010 – March 2011	<b>Booklets</b> -Understanding the Universal Declaration on Human Rights (the UDHR in three versions) (Cote D'Ivoire), International pact on Economic, Social and Cultural rights (Cote D'Ivoire), How to seize jurisdictions in Côte d'Ivoire, Abridged constitution of Ghana, Ending sexual and gender based violence against Batwa women	
2.	April 2010 – March 2011	<b>Posters</b> -Fundamental child rights, Right to sexual health and reproduction, Women's succession rights, Right to protection from exploitation, mistreatments and trafficking, Women's right to physical integrity, Protection of children living with physical disabilities, the Rights of Street Children	<a href="http://edhamali.blogspot.com/p/ressources.html">http://edhamali.blogspot.com/p/ressources.html</a>  <a href="http://edhamali.blogspot.com/p/ressources.html">http://edhamali.blogspot.com/p/ressources.html</a>
3.	May 2010	<b>Awareness kits</b> on Violence against children in school settings, Female Genital Mutilation, Violence against women, Sexual and reproductive rights, Violence against the elderly, Succession rights of widows and orphans, Understanding HRE in Africa	
4.		Burkina Faso HRE Newsletter	<a href="http://lejournaledh.blogspot.co">http://lejournaledh.blogspot.co</a>

	May 2010		<a href="#">m/</a>
5.	August 2010	<b>Documentary</b> on maternal mortality, title <i>Women's Destiny (Destin des femmes)</i>	
6.	August 2010	<b>Resource centre materials:</b> compilation of 300 digital files on Human rights on CD Rom (Cote d'Ivoire)	
7.		<b>Audio CDs</b> -The Universal Declaration of Human Rights in local languages: Mende, Limba, Temne and Krio -Gender Laws in local languages: Temne, Limba, Krio and Mende	
8.	April 2010 – March 2011	<b>Radio Spots</b> -Preventions of Sexual and Gender Based Violence and Women's human Rights abuse - Women too have a right to own and inherit property - Land grabbing and changing attitudes and behaviours on gender based violence towards the Batwa community - Messages on Human Rights & HIV/AIDS in form of spot messages	
9.	April 2010 – March 2011	<b>Press clips</b> Economic, Social and Cultural Rights, Gender Based Violence, Corruption, Handicapped Persons' Rights, Child Rights, Women's Rights	
10.	February 2011	<b>Impact Assessment Case study</b> African Human Rights Education micro-projects in Ghana: A learning document	

### Annex A5 – Web Update for Programme



Amnesty International's Africa Human Rights Education (AHRE) Project is a four year project aimed to enhance civil society capacity to deliver locally relevant human rights education and to improve human rights for the most disadvantaged by empowering marginalized communities to promote and defend their human rights.

The Project delivers community-level human rights education in 10 countries across East and West Africa in partnership with 21 local organizations in Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo and Uganda.

Local partners mobilize human rights educators and activists, supporting them through training and resources, to design, deliver, monitor and evaluate a range of innovative local human rights education projects.

Since our project started in September 2008, 143 HRE participants have been supported to design and deliver a range of innovative human rights education micro-projects utilising theatre, radio and existing local governance structures. So far 94 micro-projects are being effectively implemented reaching out to 50,280 people: 18,380 men, 9,927 women, 21,195 young people, 281 teachers, 383 elders, 559 community leaders, 199 people with disabilities and 25 journalists and media workers. By the end of the project in 2012, we expect to reach more than triple the 22,500 people targeted.

For example, HRE participants in Benin are implementing a micro-project to raise awareness amongst the community on women's right to inheritance, a right which doesn't exist in traditional tribal law and which often leaves women destitute on the death of their husband or father. Through raising community awareness on national inheritance laws and entitlements through marriage, and training community members on how to file court cases where violations occur, a change in attitude amongst both men and women in the community is starting to emerge. One woman whose father passed away reported that three men in her family advocated for the women to equally inherit the assets of their late father, a practice that has never occurred before in this community.

Our project is anchoring a culture of human rights within communities, enabling people to identify and address local human rights issues within a human rights framework. It provides communities with critical awareness of human rights, how to claim their rights and holding duty bearers to account to promote and protect those rights.

[www.africa-hre.org](http://www.africa-hre.org) and <http://www.amnesty.org/en/human-rights-education/projects-initiatives/ahrep>

## Annex A6 – Annual Workplan

For the Period 1 April 2011 to 31 March 2012

GTF Number: 376

Organization: Amnesty International

ACTIVITIES	April 2011 to March 2012											
	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	April	May	June	July	August	September	October	November	December	January	February	March
Analysis, identification and recruitment of HRE participants to maintain the number of up to 15 HRE Participants/CBOs per country												
Partners design HRE training materials and kits for 150 HRE participants with support of IS project managers												
HRE Participants evaluate their micro-project activities and refine their HRE project plans for 2nd phase of projects and submit them to the partnership committee												
Final approval of HRE plans given by IS project manager												
National project coordinators offer ongoing communication and support for HRE Participants (bi-monthly communication)												
HRE Participants are provided with resources to undertake their projects												
Resource database (managed by AI), including materials collated and developed through the project and global HRE materials –is promoted and accessed by project coordinators and HRE participants throughout the project												

ACTIVITIES	April 2011 to March 2012											
	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	April	May	June	July	August	September	October	November	December	January	February	March
Partners support and strengthen existing networks or create new country networks through resources promoting links to the Africa HRE network (both online and in person: meetings, database of resources, notice board, resource centres, opportunities to share experiences) – Ongoing activity												
Thematic networking facilitated through grouping of in-country HRE participants at the national level and online communications												
Africa Project Management Team provide on-going support and advice to partners to include support and advice on planning, development and management												
Resource centres maintained and utilised by project coordinators, HRE participants and others												
Africa programme management team delivers annual monitoring and support visit to each partner												
Plan and deliver annual training, review and planning workshop for National Project Co-ordinators												
PMT support partners to develop HRE training materials/kits												
AI maintain Africa HRE website which is accessed by Project Coordinators, HRE participants and others												
Facilitate and support in-country network meetings (Biannual review and planning meeting for HRE participants)												



ACTIVITIES	April 2011 to March 2012											
	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	April	May	June	July	August	September	October	November	December	January	February	March
Specialised human rights/ HRE training is delivered for HRE Participants at national level– as identified through self assessment												
5 – 10 (maximum of 15) HRE participants each deliver one project. Projects could include use of theatre, radio and media, HRE in schools etc												
On-going monitoring of HRE projects by HRE participants (photos, consultative feedback, records of participants / attendance and outcomes)												
Project coordinators monitor each HRE project each year of the grant and complete standard participatory monitoring forms												
A range of HRE Materials are collected and developed and disseminated throughout the year												
Partners submit expenditure report monthly to IS project manager												
Partners submit narrative and expenditure report for the quarter to IS project manager												
	April	May	June	July	August	September	October	November	December	January	February	March

## Annex A7 – Partners

GTF No	Organization	Project Name	Continent (from DFID Country Profiles)	Country	Partner	Address	Current (since)	Intend to but never worked with	Worked in the past but dropped off (state the end-date)	To be (in year)
376	Amnesty International	Africa Human Rights Education Programme	Africa	Benin	<b>Women in Law and Development in Africa - Benin</b>	Carré 1066 K Vodjè Kpota, Cotonou Tel / fax +229 21 30 60 92	Dec-08			
				Benin	<b>Amnesty International Benin</b>	01BP3536, Cotonou Bénin, Tel +229 21 32 36 90	Dec-08			
				Burkina Faso	<b>Amnesty International Burkina Faso</b>	#27, Pissy Boumiougou, Ouagadougou, Burkina Faso	Dec-08			
				Burkina Faso	<b>Groupe d'Etudes et de Recherches sur la Democratie et le Developpement Economique et Social (GERDES Burkina)</b>	02 BP 5301, Ouagadougou 02, Burkina Faso	Mar-09			

GTF No	Organization	Project Name	Continent (from DFID Country Profiles)	Country	Partner	Address	Current (since)	Intend to but never worked with	Worked in the past but dropped off (state the end-date)	To be (in year)
				Burkina Faso	<b>Mouvement Burkinabe des Droits de l'Homme et des Peuples (MBDHP)</b>	MBDHP, BP 2055, Ouagadougou 01, Burkina Faso, Tel: +226 50 31 31 50, Fax +226 50 31 32 28. E-mail: mbdhp@cenatrin.bf	Not current		Left in March 2009 at request of AI Burkina Faso as failed to provide various accountability documents including audited accounts	
				Cote d'Ivoire	<b>Amnesty International Cote D'Ivoire</b>	Las Palmas, Immeuble F, Porte 80, Cocodi 2, Palataux, Abidjan, Côte d'Ivoire	Dec-08			
				Cote d'Ivoire	<b>Association des Femmes Juristes de Cote d'Ivoire (AFJCI)</b>	BP 1758 Abidjan 01, Côte d'Ivoire, Tel: +21 32 28 24, Fax: +20 21 44 54, E-mail: afjci@aviso.ci	Dec-08			

GTF No	Organization	Project Name	Continent (from DFID Country Profiles)	Country	Partner	Address	Current (since)	Intend to but never worked with	Worked in the past but dropped off (state the end-date)	To be (in year)
				Ghana	<b>Maata-N-Tudu Association</b>	15&17 Rice Close Vitim Estates. Box 1015 Tamale, Northern Region Tel: +233 71 22 916	Dec-08			
				Ghana	<b>Amnesty International Ghana</b>	PMB, Accra-North Ghana, Tel: +233 12 220 814, E-mail: info@amnestyghana.org	Dec-08			
				Kenya	<b>Legal Resources Foundation</b>	PO Box 34720, Nairobi 00100 GP, Kenya	Dec-08			
				Kenya	<b>Centre for Rights Education and Awareness</b>	Convent Drive, Lavington off Isaac Gathanju Rd, P.O. Box 11964-00100 GPO Nairobi, Kenya E-mail: info@creaw.org	Dec-08			
				Kenya	<b>Amnesty International Kenya</b>	AACC Hqs, Waiyaki Way, P.O.Box 1527,00606,Sarit Centre, Nairobi, Kenya Email: amnestykenya@sections.amnesty.org	Dec-08			

GTF No	Organization	Project Name	Continent (from DFID Country Profiles)	Country	Partner	Address	Current (since)	Intend to but never worked with	Worked in the past but dropped off (state the end-date)	To be (in year)
				Mali	<b>Amnesty International Mali</b>	Kalabancoura, Route de l'Aéroport, Rue 24, Immeuble Soya Bathily	Dec-08			
				Mali	<b>Association pour le Progrès et la Défense des Droits des Femmes (APDF)</b>	Immeuble Djiré ACI-2000, Avenue Cheick Zayed route de Lafiabougou, Bamako Tel/fax: +223 20 29 10 28 E- mail: APDF@datatech.toolnet.org	Dec-08			
				Senegal	<b>Amnesty International Senegal</b>	303, Immeuble Arame Siga, Secre Cœur II, BP 35269, Dakar	Dec-08			
				Senegal	<b>Groupe Agora pour l'Education aux Droits de l'Enfant et a la Paix (GRA-REDEP)</b>	Appartement AG3, BP 26440 Liberté VI, Dakar, Sénégal Tel:+221 33 8271213 E-mail: gra-redep2@orange.sn	Dec-08			
				Sierra Leone	<b>Amnesty International Sierra Leone</b>	16 Pademba Road, PMB 1021, Freetown, Sierra Leone	Dec-08			

GTF No	Organization	Project Name	Continent (from DFID Country Profiles)	Country	Partner	Address	Current (since)	Intend to but never worked with	Worked in the past but dropped off (state the end-date)	To be (in year)
				Sierra Leone	<b>Centre for Democracy and Human Rights (CDHR)</b>	48 Station Road, Makeni, Northern Province	Dec-08			
				Togo	<b>Amnesty International Togo</b>	Boulevard. de RPT, Casablanca, BP 20013, Lomé, Togo	Dec-08			
				Togo	<b>Groupe de Réflexion et d'Action Femme Démocratie et Développement (GF2D)</b>	Boulevard du Haho, en face du séminaire catholique Jean Paul 2, Hédzranawoé – Assiyéyé, BP 14455 Lomé, Togo, Tel: +228 261 49 25, Fax: +228 261 49 26, E-mail: gf2dcriff@yahoo.fr	Apr-09			

GTF No	Organization	Project Name	Continent (from DFID Country Profiles)	Country	Partner	Address	Current (since)	Intend to but never worked with	Worked in the past but dropped off (state the end-date)	To be (in year)
376				Togo	<b>Association Togolaise pour la Defense et la Protection des Droits de l'Homme (ATDPDH)</b>	20 rue Nabin 3, Tokoin solidarite, BP 80378, Tel. / fax (228 220-20-98, Email: freedom_tg@yahoo.fr / atdpdh@ifrance.com	Not current		Left in March 2009 at request of AI Togo due to reputation risk (an internal conflict within their organization unrelated to the AHRE project took them before the courts of Togo)	
				Uganda	<b>East &amp; Horn of Africa Human Rights Defenders Project (EHAHRDP)</b>	Sub regional coordination office, Human Rights House, Plot 1853, Lulume Rd., Nsambya, P.O. Box 70356 Kampala,	Dec-08			

GTF No	Organization	Project Name	Continent (from DFID Country Profiles)	Country	Partner	Address	Current (since)	Intend to but never worked with	Worked in the past but dropped off (state the end-date)	To be (in year)
						program@defenddefenders.org				
				Uganda	<b>Agency for Co-operation and Research in Development (ACORD)</b>	Plot 1272 Block 15, Nsambya, P. O. Box 280, Kampala, Uganda Tel: +256 414 287 667 / 266 596 E-mail: acorduganda@acord.or.ug	Jul-09			



## Annex A8 – Main Contacts List

See attached Contacts list.

## Annex A9 – Short articles about emerging impact

### Article 1

#### **Mobilising school communities on children’s rights has led to more girl students continuing their education**

*“If I had not been involved in the project activities, I would not have cared or pressured her to come back... The awareness and knowledge I gained from the sensitisation meetings of the project made me encourage my daughter to come back and to find a Senior High School which I could afford to send her to” Napari,*



In partnership with local organization, Maata-N-Tudu Association, and teachers in the Ghana Education Service (GES), Amnesty International is mobilising school communities, children and their parents on their rights and responsibilities. Girl students are beginning to claim their rights to education, and to a brighter future.

When most girls and boys in northern Ghana – the poorest region in the country – reach the age of 13 or 14, they travel south to the capital Accra to earn money. They do odd jobs, live on the streets and are often exploited without protection or family support. This practice, known as *kayayo* is common among girls who drop out of school to earn money for their wedding. Boys, on the other hand, go to raise money to support their high school education. Boys who do *kayayo* often re-join school later but girls rarely go back to school.

GES, through regular sensitisation meetings on rights and responsibilities, has brought parents and children together to discuss their education. Students are learning about their own rights, and the responsibilities that come with them, through fun quizzes and debates. As a result, parents’ attitudes to school and students’ own attitudes to school, have improved greatly. Most of all, girl students are less likely to drop out and are continuing their education longer.

Parents have started supporting their children by buying school uniforms and stationary, and realising that farm work, shea butter making and harvesting can be done outside of school hours enabling their children can attend school regularly. Previously, most parents thought their responsibility ended after sending their children in school; now many parents are regularly coming to school to enquire about their children’s performance.



Fathers like Napari are even encouraging their daughters to come back to school after doing *kayayo*. And mothers like Fatima want to give their daughters a better life: “we don’t want our daughters to grow up illiterate like us.”

GES, has also involved the National Council for Civic Rights (NCCE), and the Commission of Human Rights and Administrative Justice (CHRAJ) who often give talks at sensitisation meetings, strengthening community support for children’s and in particular girls’ education.

Reaching out to 4139 people in the three northern regions of Ghana, Amnesty International is working in partnership with Maata-N-Tudu Association to improve the education and living conditions of girls in the Upper West, Upper East and Northern Regions. Well educated girls will be able to get decent jobs with reasonable earnings to raise the standard of their livelihood. Improved standard of living will mean better dwellings; decreased poverty and creating role models for other young girls in the community to follow.

## Article 2

### An HIV positive woman overcomes stigma

*“Remember that I wouldn’t have been here to testify if it wasn’t for the HRE women’s network, by now I would live no more!”*



This is how Judith (a pseudonym) starts the conversation! Gulu Women’s Economic Development and Globalisation (GWED-G) and the Justice and Peace Commission (JPC), in partnership with Amnesty International and funds from UKAid, are empowering women in Gulu, Uganda, to claim their rights through community mobilisation.

GWED-G and JPC have empowered women in this war-affected community to understand their rights and fight entrenched gender-based violence and land grabbing which has penetrated every level of family and community life and hampered their re-integration into their homeland as they return after 25 years in refugee camps in their own country.

GWED-G and JPC have mobilised community action through forming networks for women and embedding paralegals and Rapid Action Teams into the community. These harness the influence of parish chiefs to speak out and encourage community dialogue and bring police on board from the start. Strengthening the relationship with the police has been a key strategy – community perceptions have been challenged from seeing police as perpetrators of violence to positive law enforcers.

One beneficiary is Judith from Angaya Parish who suffered greatly during the war<sup>16</sup> when she was abducted by rebels and raped repeatedly. As a result she contracted HIV and was ostracised by her own community. Through the HRE womens' network training and practical support, Judith's life has turned around. She has been able to access medical treatment and claim her rights, overcoming the stigma and isolation which she faced from the community. She now leads a confident, healthier and more dignified life and farms her own land. Judith is now a community role model and a community activist helping to educate other women on their rights and their recourses to justice.

*"Imagine, I have two hectares of land with food planted by the HRE womens network...they toiled my land for me. Where is the passion to help me coming from? I think it's because of how they are being educated to deliver HRE messages. I now have many friends who come to me and share their burden because of me pushing for their rights as people living with HIV/AIDS. This is contrary to my previous situation!"* Judith says.



The community has started to regain its trust in local justice mechanisms, enabling women to seek and access legal redress for violations. And women who have been violated in the past have regained their confidence and dignity and overcome stigmatization. The community as a whole is now more aware of their rights, engaging in dialogue and working together to reveal and tackle prejudicial attitudes and beliefs towards women, violence and HIV. Men are more sensitised to women's rights issues and the number of rape and domestic violence cases have been reduced.

Through human rights education in Uganda, Amnesty International has mobilised communities to tackle the issues that are most pertinent to them and which keep them in poverty; including child labour, gender based violence and women's access to land, and have minorities and marginalised people have participated in decision-making. In total we have reached out to 1,489 women, men, youth and minority groups, not to mention the thousands of indirect beneficiaries who listen to radio discussion programmes, watch theatre performances or attend community *durbars* organised by the project participants.

### **Annex B1 – Detailed Budget for all Project Years**

See attached budget, based on the budget agreed by DFID on 9<sup>th</sup> June 2011. In response to the Mid Term Review Specific Recommendation point 1., the budget has been regrouped so that all expenditures related to micro-projects are under the heading 'training and support' for Year 4 and Year 5 of the budget.

### **Annex B2 – Sensitive Information**

There is no sensitive information in the report.

<sup>16</sup> The war in northern Uganda between the government and the Lords Resistance Army (known as the LRA).

## Annex C1 – Any Outstanding Issues from Previous Reports

There are no outstanding issues. Specific recommendations from the Mid Term Review Report have been addressed in this report. Specific recommendation point 3 was addressed in a separate statement sent to KPMG on 3<sup>rd</sup> June 2011, which was accepted by KPMG on 22<sup>nd</sup> June 2011.

## Annex C2 - Communications Strategy

### Communications Strategy for the Africa HRE Project

#### Introduction

This communication strategy has been developed by the Office of Africa Communication Consulting (ACC), on behalf of the Amnesty International Africa Human Rights Education Project (Africa HRE Project), whose management team is based in Dakar, with activities in ten African countries (Benin, Burkina Faso, Ivory Coast, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo and Uganda).

The strategy has been developed on the basis of a specific request made by the leaders of the Africa HRE Project in Dakar. This request is based on several key aspects, summarised as follows:

- Establish and coordinate online and offline communication tools (creation of a website, presence on social networks, promote online exchanges and dialogue, etc.) for the visibility of the project
- Carry out a press relations campaign, and finally
- Contribute to the training of project stakeholders on issues related to communication and visibility of the project

Once developed and implemented, this comprehensive strategy will contribute to the Africa HRE Project's improved visibility outside of the limited circle of stakeholders and beneficiaries, as well as its appropriation by the largest number of stakeholders and interested parties in the countries concerned (i.e. eight in West Africa, two in East Africa).

The development of this strategy has benefited greatly in its preparatory phase from the participation of the Senior Consultant at the Review, Planning and Networking workshop for the Africa HRE Project held in Lomé, Togo from 14 to 18 March 2011. During this meeting, a communication session provided an opportunity for an overview of the strategy to be presented and for feedback to be collected from those project participants, leaders partners present in the Togolese capital.

#### I. Background

To date, human rights defenders have usually carried out promotion via major exposure campaigns. In some cases, these campaigns yield significant results, but in many others, they lead to other difficulties. These include: the perception of claiming certain rights as a "foreign" privilege, initially resulting in reluctance, including on the part of

potential beneficiaries of human rights defence programmes; the arrest of human rights activists, often considered as ordinary opponents when they openly criticise regimes guilty of abuse.

Ignorance among communities of the basic principles on which these rights are based is one of the main problems to be overcome by human rights activists.

To resolve this problem, human rights education, in particular the Africa HRE project, is underpinned by work in grassroots communities and with clearly identified groups. This work helps them to understand the issues surrounding human rights, the need to know them, appropriate and consistently enforce them throughout the communities.

The project explicitly aims “to raise awareness of human rights and increase the knowledge of these rights” and to “explain how human rights instruments can be used to improve people's lives” in the countries concerned by the programme, according to these instigators.

The communication solution will therefore be based on the elements described above, in particular on the **innovative aspect of the programme** (especially targeting the media) and on the aspects relating to “**need and appropriation by communities**” (targeting decision makers, partners or even beneficiaries) to develop and implement a communication plan with detailed activities over a period of one year (from February 2011 to February 2012).

In view of its scale (ten countries) and its operational procedures (many microprojects in operation independently of each other), the programme will certainly pose difficulties when this comprehensive communication strategy is implemented. Some of these obstacles will be outlined later in this strategy document, with suggestions of possible solutions to overcome them.

## II. Objectives

The main objectives that this communication strategy aims to fulfil can be summarised as follows:

- *Visibility of the programme*

The vision, mission and objectives of the HRE Africa Project should, wherever possible, benefit from a high level of visibility among human rights activists, partners and the general public.

- *Visibility of activities and actions*

The programme activities should benefit from a certain reputation among stakeholders and partners to ensure its promotion and extension, in order to encourage the involvement of other stakeholders and the continued involvement of partners. Emphasis will be placed on the methodology (using a range of different channels) and strategy (participatory approach) in the development, implementation, monitoring and assessment of activities.

- *Visibility of stakeholders*

This involves showcasing and bringing to public attention to the involvement and the work carried out on the ground by the leaders and partners of the Africa HRE network members, in particular activists and participants in project, as well as beneficiaries via their testimonies and expressions of gratitude.

All three of these objectives should work together to position the Africa HRE programme as an **innovative activity and a credible programme** in the field of defence and promotion of human rights in Africa, while ensuring its appropriation by the various communities and various socioeconomic groups.

### III. Key Message

The key message that this communication strategy will attempt to send out throughout its implementation can be summarised as follows: *“promoting HRE can play a significant role in awakening the African consciousness and is vital in the move towards fairer societies, while improving the lives of sectors of the population long deprived of their most basic rights”*. In general, this message will be conveyed and communicated as a “whole”; however, depending on the target audience on a particular occasion, more emphasis may be placed on one aspect of the message.

It is important that all project leaders and partners appropriate the message, taking it into account when making any communication (outreach meeting, media event, awareness raising, advocacy, lobbying, etc.).

Any publicity seeking to promote or defend the project should be based on the content of this message. Publicity based on this message should be gradually produced by each person involved, according to his level and area of activity.

Besides the leaders of the Africa HRE Project, resource persons may be selected, who will be able to bring this message to the attention of the general public or policy makers. These **messengers** might be renowned opinion leaders, human rights activists respected in their communities/countries, arts and entertainment personalities or sports personalities.

### IV. Targets

The targets of this communication strategy are varied but can be classified into three broad categories.

- *Policy makers*

This category refers to all leaders of States where the programme operates; officials in charge of policies in their various countries as well as leaders of international organisations, including sub-regional and continental African organisations, who are able to influence national policies and programmes relating to human rights. Even if they do not adopt it, it is essential that they at least accept the relevance and opportunity offered by the Africa HRE project.

- *Partners*

All partners (both current and potential) of the project, regardless of their partnership link (already established or to be established) must appreciate its relevance in order to reinforce their involvement and/or support vis-à-vis the programme.



- *Communities*

Whether on a local, national or continental scale, African communities should be made aware of the significance of “human rights education”, the issues and the importance of being able to appropriate the programme or event to claim it for their own benefit. Above and beyond the community of human rights defenders, appropriation should be an issue that concerns everybody (i.e. the general public).

To achieve these objectives and to send out the messages to the identified targets, a certain number of actions are to be taken and various channels are to be used. These elements are outlined in the plan (below) and in the table of activities attached to this document.

## V. **Communication Plan**

The communication plan is an element of the communication strategy. It sets out the main aspects for its implementation and is made up of 3 categories of activity:

- *Implementation of tools*

These tools may be as useful for internal communications and corporate communications as for external communication requirements. They range from a brochure, providing an introduction to the programme, to the website, via promotional materials (see below)

- *Launch of lobbying and advocacy activities*

These activities aim to establish direct links with policy makers and to have a positive influence on the decision making process so that policies implemented on a local, national and continental level take the “Human Rights Education” aspect into account.

- *Press relations and media events*

These aim to raise awareness, via the media, of the activities carried out in the context of this project among as many people as possible, to share its successes and to promote the programme beyond the limited circle of its main stakeholders.

This plan covers all planned activities (see annex). It is based on the objectives, targets and key messages already outlined above. However, it is important to identify some of the limitations that may be encountered during the implementation of this communication plan, before detailing all action to be taken (see below and annex).

## VI. **Limitations**

Due to the scope and mission of the Africa HRE project, and for the optimal attainment of all identified targets, the implementation of the communication plan must take into account the main limitations, as follows:

1. *Geographic area*

The first major limitation in the implementation of the communication strategy relates to sending out the same messages and achieving the same objectives in all of the countries involved in the programme.

*Recommended solution*

*As regards this matter, optimal use of ICT will be an essential element, for obvious reasons of time, costs and logistics. Project stakeholders must be equipped, trained and encouraged to make better use of these tools.*

Moreover, it is essential that the communication plan takes account of the need to select “liaison officers” or “focal points” for each country, with whom the objectives and messages set out in the communication strategy will be shared. Therefore, all stakeholders/partners in all countries will be provided with the same level of information, and, in turn, will be able to pass on the messages outlined in the Africa HRE Project Communication Strategy. The Lomé workshop has, in principle, resolved this problem.

### *2. Mobilisation of focal points*

These “focal points” or “liaison officers” are not solely responsible for communication and are already involved in other activities in the context of the programme. In addition, in view of their being asked to contribute on a “voluntary” basis, their actual involvement may prove problematic.

#### *Recommended solution*

*Where possible, ACC will use its own liaison officers in countries where the Office has such officers available, and will seek officers in the other countries. However, the HRE project office in Dakar will play an important role in facilitating collaboration between these ACC “correspondents” and the Amnesty teams on the ground, helping to relaunch the “focal points”, encouraging them to distribute information regarding activities in their respective countries.*

### *3. Bilingualism (or multilingualism)*

The other major limitation which may affect the implementation of communication activities is bilingualism. This difficulty, if unmanaged, could delay communications or render them less effective for partners on the ground. In addition, for certain project promoters working in national/local languages on the ground, it is imperative that this dimension is taken into account and that procedures are established so that the same messages are sent out in national languages, and tools and activities are shared in these languages with the greatest number.

#### *Recommended solution*

The use of English and French on the website has already been decided. The issues surrounding documents prepared or produced in local languages requires careful consideration.

## **VII. Tools to be implemented and action to be taken**

- *Visual identity and promotional materials*

First and foremost, in order to establish a policy of effective communication and to implement the communications plan described above, the programme’s identity should be clearly branded across multiple formats. This will ensure its visibility in any operation or activity undertaken by the Dakar office, the various country teams and project partners.

Therefore, in addition to creating various media and tools bearing the logo and the other elements of the project’s identity (mission, vision, presentation, etc.), it would be beneficial to share the message with the targets outlined in the context of this



communication strategy. These elements must be branded on various media. These tools, some of which may be in electronic form, will be introduced in the early weeks; their primary role is to establish a culture of communication within the daily activities of the Africa HRE Project.

As a minimum, the logo and a brief description of the project or a slogan must be contained in any format, document, electronic or hard copy produced by the project and intended for persons and/or institutions outside of the project.

- *Website*

The website will have multiple functions. It will be a platform for exchange and dialogue between the various stakeholders/partners, human rights defenders, and a source of information for professionals, media and the general public.

Its strength lies in combining the written word with images and sound. The site (which has already been set up) is bilingual (French and English).

A website has become an indispensable, highly effective communication tool, but only if it has a professional feel in terms of its design, management and regular updates.

- *Social networks and sharing sites*

Facebook, YouTube, Twitter and other social networks have become an indispensable media tool, with which information can be shared with a targeted network, and reaches the greatest number of people. They are an effective, low-cost communication tool. We will optimise their use within the context of the Africa HRE project communication strategy.

- *Newsletter*

An electronic newsletter will be designed and distributed on a monthly basis by ACC to its various databases, including the database supplied by the Amnesty International Africa HRE Project team. This is an excellent tool both for internal and external communications. Furthermore, the forwarding of this form of media results in access to thousands of additional, unexpected recipients not included in the original target group. Its content has been predetermined with some participants at the Lomé workshop.

- *Advocacy and lobbying*

The Africa HRE Project may also rely on advocacy in order to convince policy makers on a local, national, sub regional and continental level.

On a local/national level, national HRE networks and/or its partners must also enter into dialogue with state structures (e.g. Ministries of Education, Human Rights, Justice, the Interior; parliament, influential groups and opinion leaders). This must be carried out all year round, at any given opportunity.

On a regional level, the Africa HRE Project must be present, according to the means available at the venues of large meetings or summits of regional institutions (Economic Community of West African States – ECOWAS, East African Community – EAC, African Union, etc.). These meetings are also opportunities to meet with the media, in view of the number of journalists attending, many of whom are accredited.

- *Press Relations*

Press Relations will be carried out according to three main areas:

Firstly, the production and distribution of press releases and statements on a more or less regular basis (at least once per month), especially whenever an opportunity is presented by programme activities or the African news.

Secondly, by means of personal contacts and “pitches” (suggestions) to certain media organisations and/or journalists interested in the programme’s topics, this would encourage them to deal with issues raised by the project.

Finally, the organisation of press conferences or briefings (at least twice during the year) in order to attract the attention of a large number of journalists and the general public about the activities and concerns of the Africa HRE Project.

This task will also be carried out via the organisation of press conferences on the occasion of important events (publication of reports, position taking, major achievements).

Finally, project managers and leaders will facilitate the publication of an opinion paper in various media (local, national, international). Such contributions will enable targeted communication to be carried out on a specific issue, in an informed manner and at low cost.