



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



**Governance and Transparency Fund
Annual Report (1 April 2011 – 31 March 2012)**

Contents**30 June 2012**

1. Programme Identification Details	3
2. List of Acronyms	5
3. Executive Summary	5
4. Programme Management	7
5. Working with Implementing Partners	8
6. Risk Assessment	9
7. M&E Arrangements.....	13
8. Log Frame Changes	13
9. Emerging Impact on Governance and Transparency	13
10. Cross-Cutting Issues.....	13
11. Progress Towards Sustainability.....	13
12. Innovation	17
13. Learning from GTF.....	19
Annex A1 – Achievement Rating Scale	23
Annex A2 – Programme Log Frame	59
Annex A3 – Annual Financial Report	90
Annex A4 – Materials produced during the reporting period	96
Annex A5 – Web Update for Programme.....	99
Annex A6 – Annual Workplan	100
Annex A7 – Partners.....	101
Annex A8 – Main Contacts List.....	102
Annex A9 – Short articles about emerging impact	102
Annex B1 – Detailed Budget for all Project Years.....	105
Annex B2 – Sensitive Information.....	105
Annex C1 – Any Outstanding Issues from Previous Reports.....	105

1. Programme Identification Details

GTF Number	GTF 376
Short Title of Programme	Africa Rights Education Programme (AHRE)
Name of Lead Institution	Amnesty International
Start date	15.09.2008
End date	14.09.2012
Amount of DFID Funding	£3,148,728
Brief Summary of Programme	<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 project will deliver community-level human rights education in 10 countries across East and West Africa in partnership with 20 local organisations. 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>
List all countries where activities have taken place	Benin, Burkina Faso, Côte d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo, Uganda
List all implementing partners in each country	<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 & Horn of Africa Human Rights Education Project (EHAHRDP Uganda)</p> <p>Secondary partners are: 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 Democracy and Human Rights (CDHR)</p>

	(Sierra Leone), CRIFF-GF2D (Togo), Agency for Co-operation and Research in Development (ACORD) (Uganda)
Target groups – wider beneficiaries	<p>Communities and individuals directly benefiting from the HRE projects</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 and teachers).</p> <p>National Level Participants</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:</p> <ul style="list-style-type: none"> ■ 10 project coordinators (national coordinators) ■ 24 local human rights organisations ■ 50 members of 10 partnership committees <p>At least 20 local partners will have increased capacity to plan, co-ordinate and deliver locally relevant HRE</p> <p>HRE Workers</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 Organisation
CSO:	Civil Society Organisation
ESCR:	Economic, Social and Cultural Rights
FGC:	Female Genital Cutting
FGM:	Female Genital Mutilation
GES:	Ghana Education Service
GTF:	Governance and Transparency Fund
HRE:	Human Rights Education
HRE Workers:	Individuals or CBOs delivering micro-projects (alternatively known as Project Participants)
IGD:	Inter Generational Dialogue
IPU:	International Projects Unit (AI – International Secretariat)
IS:	International Secretariat (AI)
LIU:	Learning and Impact Unit (AI – International Secretariat)
M&E:	Monitoring and Evaluation
MoU:	Memorandum of Understanding
NC:	National Coordinator
NGO:	Non-Governmental Organisation
PMT:	Project Management Team (based in Dakar)
PP:	Project Participant (alternatively known as HRE Workers)
UPR:	Universal Periodic Review
VAW:	Violence against Women

3. Executive Summary

During the period 1 April 2011 to 31 March 2012 Amnesty International's Africa Human Rights Education project entered the second phase of micro-project implementation in 267 communities across the ten countries. The micro-projects promote the full range of civil, political, economic, cultural, and social rights. Themes covered by micro-projects include gender-based violence, women's rights, maternal health, child rights, politically motivated violence and police brutality/impunity, transparency in extractive industries and corruption. HRE workers are using a range of participatory human rights education methodologies and are benefiting from ongoing capacity building, mentoring and resource development delivered via national and regional 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 89 project participants have steered the second phase of the micro-project implementation at the national and village level. They have developed project plans for the second phase of the micro-projects which have built on the successes of the first phase, and further addressed the communities needs which were

identified through the first phase evaluations between April-June 2012. Through the implementation of the second phase, project participants have in particular further strengthened and consolidated their skills in monitoring and evaluation and impact assessment to enable them to assess more effectively the expected changes at the community level.

- *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*

During the reporting project participants have implemented the second phase of the micro-projects which will be coming to an end in June 2012. All project participants have now been trained in the evaluation methodologies used in the Ghana impact assessment carried out by a team of project participants, the NC, the PMT, LIU and IPU in March 2011. Engaging rights holders through focus group discussions, and individual interviews at the community level drew out the key changes that the micro-project had brought about, in addition to key lessons that can be applied to other micro-projects. The findings were extremely insightful and as a result the evaluation was published. Copies were shared with KPMG and the Head of DFID's Civil Society Department who both praised the methodology and requested it be shared amongst other GTF grantees. The PMT and Ghana NC have cascaded the evaluation methodology to all project participants who will use these methodologies to evaluate the second phase of micro-projects between April and June 2012. The methodology and lessons learned have also been shared across the Amnesty International movement, at the Amnesty International IS through a presentation to staff, and disseminated across the movement more widely electronically.

Project participants are gaining recognition for their expertise in HRE and are engaging with the media to improve project visibility. In Kenya two PPs have been appointed as human rights education representatives to the Kenyan Justice, Truth and Reconciliation Commission to advise on peace building and national cohesion (see Section 11 – Progress Towards Sustainability for more details).

- *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*

Eighty-nine micro-projects have enabled 124,649 people to understand their rights and start to assert them. A wide range of people have been empowered including 31,879 women, 31,826 men, 59,480 youth/students, 486 teachers, 713 elders and community leaders, 249 people living with disabilities and 16 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*

Each of the 89 micro-projects reaches at least 3 communities. To date the overall number of communities reached is at least 267 which is significantly more than the initial target of 50. Participatory evaluations of the first phase of the micro-projects conducted in June 2011 revealed that people feel more confident in identifying human rights violations and abuses and getting support to seek redress through PPs, other human rights organisations, local chiefs and the police.

- *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*

All ten country networks have been formalised and are operating well with regular activities. Benin has been successful in formally extending membership to local human rights organisations not otherwise involved in micro-project implementation. All networks have increased their online collaboration over the past year to share experiences and best practice. Burkina and Mali have active blogs and Facebook pages on the project; Mali, Burkina, Togo and Kenya have initiated e-newsletters and are contributing to the AHRE global e-newsletter and Facebook page which has proven a valuable tool for maintaining networks, sharing learning, and ensuring complementary working. Thematic sub-groups have progressed particularly amongst Francophone partners who have active sub-groups on FGM, gender-based violence, violence at school and succession rights, and are learning from each other.

- *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*

Partners have developed and produced a wide range of HRE materials to convey stronger human rights messages. Many posters, training guides and manuals, flyers, booklets, postcards and sensitisation toolkits have been produced in local languages as well as French and English, and distributed to communities as part of sensitisation activities. In Kenya, long scarves and headscarves for women were produced with the message “*Tulinde binti zetu*” (“*Let us protect our girls*”) and bags displaying the message “*Tupege kura kwa amani*” (“*Let us vote wisely*”). In Senegal, posters displayed the message: “*UUF WAAY LAGOO MBIRUM NJABOOT GUI LA*” (“*Assisting people living with disabilities is everybody’s responsibility*”).

There have been a number of external events which have had an impact on micro-projects. These are detailed in Section 11 – *Progress Towards Sustainability*.

4. Programme Management

As previously, the project is still delivered by the Project Manager and two Regional Coordinators based in Dakar, Senegal, with the support of one Administrative Assistant. The Regional Accountant, also based in Dakar, oversees financial management of the project regionally as well as nationally.

5. Working with Implementing Partners

There have been no changes to the primary and secondary partners during the reporting period. In Uganda, a new National Coordinator based with the primary partner *East & Horn of Africa Human Rights Education Project* was recruited in November 2011 following the resignation of the previous Coordinator.

6. Risk Assessment

	Description	Rating	Cause and Consequence	Risk Management
PROJECT IMPLEMENTATION				
1	Mismanagement of project funds by partners	Medium	<ul style="list-style-type: none"> ▪ Unspent funds could lead to lost funds and subsequent inability to deliver certain activities and reach certain outputs ▪ Overspent funds will result in partners having to utilise other resources or divert time to fundraising 	<ul style="list-style-type: none"> ▪ Regional Accountant provides ongoing support, training and advice to partners on budget management ▪ Regional Accountant ensures adherence amongst partners to the standard procedures handbook
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"> ▪ Some project partners have further need for more capacity building in project implementation, project reporting and data collection, success stories and lessons learned 	<ul style="list-style-type: none"> ▪ The Project Management Team continues to offer ongoing support and training on collecting testimonies and success stories. ▪ Ongoing capacity building of partners and HRE Workers / Project Participants has been built into the project design
3	Individual micro-project participants withdraw	Medium	<ul style="list-style-type: none"> ▪ Many Project Participants are committed volunteers using their free time, and on occasion (when budgets are not sufficient) their own resources, to implement micro-projects. Replacing and training participants leads to micro-projects being temporarily stalled 	<ul style="list-style-type: none"> ▪ The Project Management Team ensures that micro-project budgets cover all expenses incurred by Project Participants during implementation thereby reducing the risk of financial burden on Project Participants.
4	Fraud and financial risk	Low	<ul style="list-style-type: none"> ▪ Insufficient funds within the overall project to pay for a dedicated financial accountant for each partner ▪ Lack of partner capacity to monitor and track 	<ul style="list-style-type: none"> ▪ Amnesty International has recruited a Regional Accountant who has conducted a financial operational review in all countries to ensure robust

	Description	Rating	Cause and Consequence	Risk Management
			expenses, especially where there is no dedicated finance officer leads to damaged reputation for AI and reduced activities	<p>financial procedures are on track</p> <ul style="list-style-type: none"> ▪ Regional Accountant has provided financial management training for each national team and developed a common financial and accounting manual with partners which is being used ▪ Ongoing monitoring by the Regional Accountant to ensure procedures are correctly implemented ▪ In crisis, the AHRE project financial risk management crisis policy is applied detailing procedures to follow before, during and after banks stop their operations
5	Devaluation of national currency	Low	<ul style="list-style-type: none"> ▪ Project budget becomes unrealistic in certain countries ▪ Certain activities can only be partially carried out as funds are insufficient 	<ul style="list-style-type: none"> ▪ Transfer funds quarterly, only for planned and budgeted activities ▪ Monitor activities and budget monthly to avoid underspends
EXTERNAL ENVIRONMENT				
6	Seasonal events and climate (e.g. the rainy season, Ramadan) hamper/stop micro-project implementation	High	<ul style="list-style-type: none"> ▪ Micro-project activities stop due to fasting ▪ Micro-project activities stop due to farmers preparing fields ▪ Communities become difficult to access during rainy season due to flooding and damaged roads 	<ul style="list-style-type: none"> ▪ Project Participants take these events into account when planning activities, avoiding these periods for implementation
7	Political violence	High	<ul style="list-style-type: none"> ▪ Elections are due to be held in Senegal (26 February 2012), Mali (April 2012) and Ghana (December 2012). ▪ Pre- and post-election periods can bring micro- 	<ul style="list-style-type: none"> ▪ Politically active Project Participants keep a low profile and minimise micro-project activities during the election period

	Description	Rating	Cause and Consequence	Risk Management
			<p>projects to a complete stop (as witnessed in Côte d'Ivoire recently due to partners' and community members' insecurity and banks being closed)</p> <ul style="list-style-type: none"> ▪ 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 project boundaries ▪ Project Participants may be against the ruling government and may therefore be targeted by government during pre-election periods 	<ul style="list-style-type: none"> ▪ Project Management Team to advise Project Participants to avoid mixing micro-project activities and their political activities ▪ In crisis, the AHRE project financial risk management crisis policy is applied detailing procedures to follow before, during and after banks stop their operations
8	Change in attitude of local authorities or government during micro-project implementation especially when elections are approaching	Low	<ul style="list-style-type: none"> ▪ Local authorities fear unrest or increased capacity and engagement of local rebel communities and don't allow micro-project implementation ▪ Governments stop or block micro-projects because they are uncomfortable with implementation 	<ul style="list-style-type: none"> ▪ Support Project Participants in maintaining continuous contact with authorities and involve them in the process where appropriate ▪ Inform authorities of micro-project activities prior to the event ▪ Maintain good relationships and seek micro-project support from other powerful authorities such as traditional or religious leaders
9	Risk to individuals in claiming their rights	Medium	<ul style="list-style-type: none"> ▪ A shift in community power dynamics as individual rights holders challenge other community members on human rights violations ▪ Rights holders don't have the means to tackle human rights violations because of lack of access to justice or funds to pay for services ▪ Individual rights holders may drop out of micro-projects because they feel exposed 	<ul style="list-style-type: none"> ▪ National Coordinators advise Project Participants to liaise with other NGOs and community stakeholders to make links and create referral pathways to ensure additional support for rights holders. ▪ Project Participants refer and link rights holders to volunteer lawyers, legal advice and counselling services ▪ In high risk countries (i.e. those in which local or national elections are

	Description	Rating	Cause and Consequence	Risk Management
				about to happen), Projects Participants pay a courtesy visit to local authorities explaining what they intend to implement in the target village or community. The Project Management Team will advise Project Participants to suspend activities where necessary.

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 log frame since the last reporting period.

9. Emerging Impact on Governance and Transparency

See Annex A9 for two articles:

Article 1: Kenya

Title: **Mobilising the community on women's inheritance rights has led to saving a widow from eviction by her in-laws**

Article 2: Togo

Title: **Apprentices in Tabligbo can now more easily qualify in their trade**

10. Cross-Cutting Issues

As reported last year, 60% of the 89 micro-projects target gender-related rights abuses and women's access to justice: examples of positive impacts on widows in Burkina Faso and girls in Togo are given in Section 13 – Learning from GTF (gender, social exclusion and governance). Micro-projects are also targeting marginalised and minority ethnic groups such as the Nubian community in Kenya and vulnerable groups such as people living with HIV and AIDS. It is these groups, most likely to live in poverty, face human rights abuses and lack access to justice and services, that this project aims to reach.

11. Progress Towards Sustainability

The Project Management Team has continued to build the capacity of partners, National Coordinators and Project Participants during this reporting year. Capacity building has been an integral part of all regional, national and community project activities.

1. Changes in partners' capacity

▪ Skills acquired by partner organisations

The Regional Accountant spent 5 days in Côte d'Ivoire reviewing financial procedures and training the Director of AI Côte d'Ivoire, the National Coordinator and the newly recruited Accountant in filing systems, management of human resources and bookkeeping. The training participants, the Côte d'Ivoire Partnership Committee and a PMT delegation unanimously agreed that the visit had been very useful. All nine other countries had been visited by the Regional Accountant in the previous year. Partners have adopted a new financial manual which they use in their bookkeeping and financial reports. They will continue to use and apply the skills acquired to improve their filing systems, financial procedures, human resource management and accounting.

Partners have received other specialised training following individual country requests. During their annual monitoring and support visits, the PMT trained WILDAF Benin on

results-based project management, AI Burkina Faso on impact assessment and AI Côte d'Ivoire on project design and management, monitoring and evaluation. External trainers trained AI Mali on ESCR and the Convention on the Rights of Persons with Disabilities. The trainings and capacity building the partner organisations have benefited from have helped strengthen and raise the profile of their own organisations to continue their work and attract other donors.

▪ **Skills acquired by all National Coordinators**

There have been several opportunities for NCs to build their skills over the past year. The IS HRE Team developed an active participation Toolkit containing HRE-specific techniques. National Coordinators were directly involved in developing and piloting this Toolkit through three workshops in Denmark (October), Kenya (November) and Senegal (December 2011).

The Denmark workshop was open to all AI Sections, Structures and offices who engage in human rights education worldwide. Burkina Faso and Senegal NCs were selected to participate having demonstrated how active participation relates to their role, the contribution they could make to the workshop and how they would use the skills acquired. The workshop was an excellent opportunity to: 1) feed back to the rest of the AI movement participatory methodologies used in the AHRE project, particularly in relation to working with poor rural communities; and 2) learn new methodologies from other HRE projects around the Amnesty International movement.

The IS Active Participation Unit ran a participatory methodologies training course in Kenya in November open to all AI Sections, Structures and offices worldwide, and relating to all aspects of their work (campaigning and advocacy as well as HRE). Anglophone NCs from Ghana, Kenya and Sierra Leone, and a Project Participant from Uganda attended. Among them two were from other organisations outside Amnesty: the NC from LRF in Kenya and the participant from AIMC in Uganda. The workshop was a great opportunity to not only share the tools and methodologies they are using in their respective countries, but also learn new ones from other participants and the facilitator from Praxis, an organisation specialising in participatory methodologies.

To ensure that other NCs benefited from this sharing and learning, Ghana, Kenya and Sierra Leone's NCs cascaded the methodologies and tools during the December 2011 NCs' Annual Review, Planning and Training Meeting in Senegal, facilitating a two-day training with the IS's HRE Manager. The first day included identifying barriers and successes to rights holders' active participation in HRE projects, power relationships and 'power to empower others' in social change, and how we can be mindful of these issues when facilitating community discussions and focus groups to ensure an inclusive and empowering approach. The second day was a practical sharing of participatory tools, such as community mapping, time analysis, problem-solution tree and prioritisation techniques, to work more effectively with communities.

At the same Meeting, NCs put some of these tools into action with a one-day project planning session led by the IS's International Projects Unit. Using a learning-by-doing approach, NCs developed a plan for the 2012-2015 phase of the AHRE project using participatory tools to identify and analyse the communities' problems and needs, and brainstorming solutions, objectives and activities to tackle those issues to ensure AI and our partners have maximum impact.

Also at the same Meeting, NCs received media training from an external specialist. In line with the communications strategy developed to increase visibility of the project's impact, this training provided practical tips on how to engage with journalists, develop human interest stories and show impact, how to use flip-cams effectively to produce clear and interesting video testimony and interviews with rights holders that appeals to journalists, and how to find the right angle and link stories to national news or events to showcase our contribution and point of view. The Consultant advised NCs to invite journalists to the field to visit micro-projects and hear rights holders' stories first hand rather than reading a press release. Since the training, Uganda, Ghana and Senegal's NCs have accompanied journalists to the field, resulting in several newspaper articles on micro-projects being published in Ghana's *The Advocate*, Senegal's *Kedougou News* and *Xibar.net*¹. More about the impact of this training and implementation of the media and communications strategy can be found in Section 13 – Learning from GTF.

▪ **Skills acquired by all Project Participants**

In each of the ten project countries, National Coordinators have run training workshops to cascade the new ideas, facilitation techniques and participatory methodologies acquired at the Denmark, Kenya and Senegal workshops to Project Participants. Project Participants are now able to work more effectively with rights holders in the community and are familiar with new HRE methods and participatory tools which they are applying to implementation of their micro-projects.

During annual monitoring and support visits, the PMT has facilitated refresher training for Project Participants in project management and evaluation, HRE methodologies, active participation and facilitation. Project Participants now use these skills and tools with little or no support.

2. Sharing of knowledge and experience and replicating best practice

▪ **National knowledge and experience sharing**

In most countries, Project Participants have invited other AHRE Project Participants in their own country to visit their micro-projects in order to share knowledge and experiences. Some PPs have accompanied their National Coordinator on monitoring and support visits in order to peer-review projects. In Kenya, *Kibera Kids Youth and Women and Children in Crisis* both tackle the issue of politically motivated violence in slums. *Kibera Kids Youth's* community theatre forum in Kisumu slum demonstrated to other Project Participants how they address the issue through the power of theatre.

▪ **Sub-regional experience sharing**

For the first time in this project, partners in different countries have held joint workshops in order to learn from each other. Project Participants from Burkina Faso, Côte d'Ivoire and Mali met in Ouagadougou, Burkina Faso, from 24 to 28 January 2012 and Project Participants from Benin and Togo met in Porto-Novo, Benin, from 6 to 10 February 2012.

Benin Project Participants shared their success in collaborating with other human rights organisations: five organisations who are not AHRE implementing partners have now joined their in-country network. Other countries have not yet been able to include non-project organisations in their networks. This was particularly appreciated by the Togolese Project Participants who intend to adopt the same strategy once their own

¹ The articles are at <http://africa-hre.org/fr/index.php/revue-de-presse> and <http://tinyurl.com/boewzg3>

network is strong and stable enough. In return, Benin Project Participants appreciated that Togolese colleagues regularly produce a newsletter to share news and best practice from their micro-projects: participants from Benin have since produced their own newsletter. All participants at the Burkina Faso workshop agreed to issue simultaneous press releases in their respective countries on key international human rights anniversaries. The first such release was on 8 March 2012, International Women's Day.

3. Access to resources

Partners have continued to develop new awareness-raising materials including handbooks, training manuals, guides, brochures and CDs which Project Participants have used in their micro-projects.

In Uganda, the NC has developed, and Project Participants are using, a facilitator's training module on *Children's Rights and Responsibilities*. The module captures several child rights, explains how to promote them in communities and provides guidance to trainers on how to use the module. In Benin, in response to a need expressed by philosophy teachers for basic human rights materials for their classes, one Project Participant produced a model HRE lesson plan to teach first year secondary school students. This has now been distributed in all secondary schools Benin. Other materials have been revised taking into account lessons learned from the first phase of micro-project implementation. For more details, please see the list of materials produced in each country at Annex A4.

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

Political events in the region had a temporary negative effect on activities in Côte d'Ivoire and Mali.

Côte d'Ivoire is still affected by the 2011 post-electoral crisis. As reported in our 2011 Annual Report, the violent and unstable political situation meant micro-projects were put on hold for six months. The situation has now improved and micro-project activities resumed in September 2011. While we have not been able to implement all activities planned this project year, we now plan to implement and complete all activities before the end of the project in September 2012.

In March 2012, a coup d'état in Mali threw the country into political turmoil and, in an attempt to protect citizens from the civil unrest that ensued, a curfew was imposed. The PMT has advised partners to scale down micro-project activities and advised politically active Project Participants to keep a low profile. No micro-projects are located in the disputed area (AZAWAD) and the PMT will continue to closely monitor the situation ensuring that, if necessary, the AHRE risk management policy is applied in good time.

4. Collaboration, networking and influencing public opinion

Due to the positive impact of micro-projects in communities, and the recognition and support they have received, some unexpected impacts have emerged over the past year in terms of national collaboration, networking and influencing opportunities.

In Kenya, two local partner Project Participants, Sheikh Ahmadi Ramadhan of *Uhaki Radio Programme* and Cleophas Okisai of *Teso Peace and Human Rights Development*

Initiative have been appointed as human rights education representatives to the Human Rights Thematic Group of the Kenyan Justice, Truth and Reconciliation Commission. The Group plays a key role in human rights education, specifically on peace building and national cohesion, and is developing a National Reconciliation Policy as the country's blueprint for peace initiatives. The Group also acts as a rapid response unit to identify areas where post-election violence is likely to occur and nominate a team of facilitators to address community needs to prevent violence. Sheikh Ahmadi Ramadhan has also been appointed as Secretary of the Countrywide Forums Committee whose role is to identify 10 geographic areas (potential hotspots for violence) and make suggestions on how to work with each community.

These influential national positions recognise the impact of the AHRE project and the experience, skills and expertise Project Participants have developed while implementing micro-projects in their communities. Although these two Participants' organisations have existed for some time, their profile has been further elevated since becoming involved in the AHRE project as a result of their successfully tackling of human rights issues related to the post-electoral crisis in Kenya. Using innovative tools and methodologies such as theatre, radio, the press, public talks and plays in the target communities to echo their voices, they are calling for duty-bearers to be held accountable and ensuring their voices are recognised in the fight against human rights violations. These national opportunities will add value to their work by opening up new networks, approaches and experiences, building the visibility and profile of the AHRE project, giving access to the Justice, Truth and Reconciliation Commission and offering opportunities for future advocacy, lobbying and campaigning.

12. Innovation

During the reporting period, partners have used several new techniques to engage communities, increase their participation and effect change in their human rights knowledge, behaviour and attitudes. The following are a few examples.

- **Inter-Generational Dialogue (IGD): a methodology to achieve community consensus on sensitive issues**

In Sierra Leone, our partner *Advocacy Movement Network–AMNet* is using IGD to achieve community consensus on female genital cutting (FGC), an issue which is difficult to discuss, highly sensitive and taboo.

The uniqueness of the IGD approach relies on a culturally friendly dialogue. *AMNet* is not seeking to achieve zero tolerance to FGC but rather is facilitating the stakeholders' consensus on an age of informed consent which is in accordance with international and national human rights instruments that seek to promote and protect the rights of the girl child. A participatory dialogue approach opens communication between younger and older generations and breaks the culture of silence, moving communities to take action to address harmful traditional practices. This is the first time that *AMNet* has used this approach and it has had a positive impact: seven communities in Masungbala Chiefdom (Kawula, Tawuya Munu, Bamoi Munu, Bakamakuloh, Masimra, Kirma Bana and Kania) in Sierra Leone have now signed and are enforcing a Memorandum of Understanding (MoU) to ban child FGC.

Organisations including UNICEF have heard about this methodology and have now asked *AMNet* to train their staff. IGD has proven to be powerful in tackling FGC and could be used for other issues such as sexual and gender based violence, sexual harassment, rape and marital rape. It has become increasingly clear that IGD is a tool that PPs can use to facilitate meaningful and productive discourse on all issues addressed by micro-projects. Many PPs have indicated that IGD should be used beyond the scope of the micro-projects to look at other issues arising in communities and increase constituents' active participation in planning and facilitating discussions. *AMNet* will facilitate a four-day training of trainers during the next national Project Participants' network meeting planned between April and June 2012.

- **Peer education**

Some micro-projects have trained peer educators to share information on how human rights relate to their lives and the role duty bearers should play in promoting and protecting rights and changing behaviour. In Northern Ghana, our local partner, Ghana Education Service (GES), is running a micro-project to increase the retention of girls in nine schools. Child Rights Clubs have been formed in three schools with members educating their peers on their rights using an innovative "Each One Teach One, Teach One" approach. Each trained peer educator trains another student, who in turn trains another, creating a multiplier effect and ensuring that skills and knowledge are continually passed on to others. In order to remember and encourage teaching at least one of their peers, students have created a song about the approach which they sing regularly during Club meetings. The approach is innovative not only because it is done by children but it is also done informally so there is no need to plan, any venue is suitable and students can talk to their peers at anytime, be it at school or in the community. This approach was shared by the Ghana National Coordinator during the December 2011 workshop and is now being used by Project Participants in other countries including Benin.

- **Stones, sticks, leaves: counting attendees at a public activity**

The AHRE project has already reached close to 125,000 people across 10 countries, as against the 22,500 planned. While some countries have used classic methods of estimating the number of people reached with their activities (head counting, attendance lists, number of chairs occupied etc), Burkina Faso has used an innovative method of using different materials available in the community (including stones, sticks, leaves, flowers, beads and beans) to count and distinguish between different categories of attendees (women, men, boys, girls, youth, traditional leaders, teachers, local authorities, journalists etc). This is an innovative and brilliant way to circumvent the taboo of not counting and pointing fingers at people in most African communities, and demonstrates how people have been interested by the activity and are willing to show that they were part of it.

Using this method to count, a total of 7,156 men, 6,155 women, 4,201 youth², 8,475 children and 160 traditional leaders³ have been reached in Burkina Faso.

- **Employing new technology**

Internet access is still a major challenge in the ten project countries. Partners in some countries have provided Project Participants with mobile internet USB devices which are used by Participants to keep in touch with National Coordinators and their peers, helping

² Students and young people: they are not included in the count of adult men or women..

³ Traditional chiefs are counted separately as they are key members of the community.

to maintain in-country HRE networks. In Benin, thematic discussion group facilitators equipped with such internet devices are able to efficiently manage and share information collected from groups.

Project Participants have contributed to the AHRE website (<http://www.africa-hre.org/>) set up last year and a Facebook page (<http://www.facebook.com/pages/EDH-Afrique-HRE-Africa/131735266897635>) has been a platform for both project and non-project human rights educators to exchange views and information on a number of issues. In November and December 2011, a long discussion was held on the exclusion of pregnant female students from schools in Burkina Faso. Eventually the Minister of Education issued an order to reintegrate the dismissed girls as their exclusion was against the law.

13. Learning from GTF

As reported last year, we have learned that adopting particular strategies in micro-projects in order to bring about local social change are essential. These include:

- ensuring communities understand that *rights come with responsibilities*;
- making sure that interventions *engage with duty bearers from the formal justice system* (such as the police) to build trust between communities and authorities;
- engaging with *agents for change* such as local chiefs and community mediators to champion the human rights issues on behalf of others;
- *instilling confidence in women* to speak out and share the community decision making 'space' with men.

Over the past year, we have employed these strategies more widely as partners implement the second phase of their micro-projects. In Benin, partner *GPDE-FAMA's* in Adja Ouéré held a sensitisation talk on women's right to inheritance targeting local leaders and duty bearers. A village Chief was so moved that he rounded up his own family and convinced all the men that women should also receive a piece of land as part of their father's legacy. Surprisingly, the family all agreed and as the village Chief has set an example, it is likely the entire community will follow suit. In Sierra Leone, *Amnesty International Women's Group* is supporting individuals in four communities in Kenema. Their team of human rights educators act as mediators and are often called upon to help resolve family disputes, accompany victims of domestic violence to file cases with the police and seek support from social services.

1. Access to Justice and Human Rights

- **Empowering⁴ rights holders through HRE as a first step to understand and claim their rights for personal change**

As the project continues, more and more evidence supports the link between human rights education and individual action to claim rights. In Burkina Faso, as a result of a micro-project to improve women's rights run by our partner *Coordination Communale des Femmes de Ouagadougou*, a woman who had been deprived of inheriting her husband's property following his death as they were not legally married decided to seek

⁴ AI's definition of empowerment is 'a process through which rights holders develop the necessary skills, knowledge, experience and confidence to know their rights and to influence decisions and processes that affect their rights.'

reparation from the formal justice system. With the women's group's information and support, she won her case at the local court.

- **Empowering rights holders through HRE as a catalyst for triggering individual and community action to bring about social change**

The AHRE project has consolidated learning around the effectiveness of using human rights education as a key grassroots intervention strategy to leverage community action for social change. As demonstrated in previous reports, building knowledge in key agents for change (harnessing the influence of key community elders and mobilisers) and knowledge and power 'within' individuals has directly led to people mobilising and taking action in the social sphere for sustainable change in attitudes and behaviour. In some cases, this has led to changes in customary local law. We have continued to see evidence substantiating this over the past year.

After an outreach activity by our partner *Center Afrika Obota in Kalaban Coura* in Bamako, Mali, a woman explained how she was moved by a sketch performed by young girls on early marriage. The performance reminded her of her own experience: she had been the first girl in the area to attend school but was unable to finish high school as her parents forced her, using both physical violence and emotional blackmail, to marry at the age of 15. After marriage her husband didn't allow her to return to school. Although she has moved on and her parents have apologized for their behaviour she still felt bitter at having missed out. She was so moved by the sketch that she is now a community activist persuading parents to allow their daughters to pursue their education rather than getting married. She has high hopes for her own two daughters.

This growing evidence of the natural progression between HRE and mobilisation has been incorporated into plans for the next phase of the AHRE project from September 2012 to December 2015. Partners have planned to undertake local campaigns and advocacy which they are unable to do within the current project as a result of Amnesty International's policy of only accepting government funds for HRE. Skills and knowledge in how to campaign and carry out local advocacy have been expressed by the communities as a need they would like to address in the next phase.

2. Environmental governance and access to public services

Whilst the majority of micro-projects focus on issues such as women's rights, a number focus on economic, social and cultural rights and relate to the three priorities of AI's global Demand Dignity campaign: 1) maternal health and access to adequate maternal health care services; 2) adequate housing (access to land and housing, and stopping forced evictions in slums and informal settlements); and 3) corporate accountability (addressing human rights abuses committed by corporations).

In south-east Senegal, our partner *Allassane Diabakhaté*, a local human rights activist, is working with communities in Saraya and Sabodala where corporate industries have grabbed fertile land in order to mine gold, forcibly evicting the communities who own the land. The displaced communities have not seen any employment benefits or compensation, and have suffered severe health problems as a result of the mine's environmental impact. Our partner has worked with the community to raise their awareness, and increase their understanding, of national mining laws, how to hold authorities to account in respecting the law and the potential effects of mercury used in

mining which is linked to increased number of miscarriages. As a result of the micro-project the community have met the mining company to discuss their forced eviction and to start negotiations around reversing the forced evictions and preventing such evictions in the future. The village Chief of Saraya has testified:

“Your project may not provide us with wells, income generating activities but we highly appreciate how much your activities have raised our awareness and built our capacity to claim our rights and hold local authorities accountable to force those companies to respect the National Mining Code and their commitments.”

In Côte d'Ivoire a micro-project our partner *Grenier International* is working closely with a health centre run by Catholic nuns. As a result of the micro-project's 9 peer educators' awareness raising on maternal health in 14 neighbouring villages and steering them to the Centre, a Nun reported an increase in the number of women coming for pre- and post-natal consultations. Pregnant women who come for consultation now remain at the Centre from their seventh month of pregnancy until delivery to ensure they receive adequate supervision and to avoid complications or hazardous transportation during labour due to the distances between their remote villages and the Centre.

3. Gender, social exclusion and governance

The project continues to ensure that the issues and concerns of women, young people and girls are brought to the attention of, and heard by, men and community leaders.

In 2010, we reported that a micro-project in Burkina Faso had led to Mogho Naaba (King of the Mossi people) declaring a stop to discrimination against widows accused of witchcraft and bringing bad luck into villages which led to their being banned from the village and left destitute. Two Naabas (traditional chiefs) in Boussé in the Mossi Kingdom followed suit. During the past year these Naabas have organized reconciliation ceremonies to apologize to all the women they had banned and officially welcomed them back to the village.

Young people's voices have been raised by a micro-project implemented by our partner *Femme Epanouie et l'Oeil d'Aujourd'hui* in Djintimey, Benin, to protect young girls against early and forced marriage, raising awareness of their right to be part of their parents' decision to marry-them off. The girls have actively participated to all micro-project activities which have put them under the spotlight and provided a platform for expressing themselves. This has led to chiefs unexpectedly declaring that young people should be involved in village decision-making and invited to participate in *durbars* (community meetings) which traditionally hadn't been the case. The adults have been pleased and surprised to hear young people's views, including a meaningful analysis of the human rights situation in their community.

In Togo, girls' voices have been raised by a micro-project on the elimination of early marriage in three localities in Tchaoudjo, implemented by our partner *ATEDHD*. In the past, mosques have not verified girls' ages before conducting marriage ceremonies. However as a result of targeting and training imams on the legal age of marriage, imams are now requesting that parents produce birth certificates for the daughters they present for marriage.

4. Media and governance

Last year, we reported that we had developed a communications strategy for the ten-country project with the aim of increasing visibility to external stakeholders through print, social and e-media. Over the past year each national partner has used this strategy to develop individual communication plans, including media partnerships. In Ghana, our implementing partner Maata-N-Tudu has brokered partnerships with a national newspaper, *The Advocate*, and a regional newspaper, *The Ghanaian Observer* with the National Coordinator accompanying journalists on field visits. In Benin, the partnership is with *Droits Humains Info* and in Côte d'Ivoire with *Le Patriote*, *Notre Voix* and *Fraternité Matin*. The fruit of these partnerships has started to emerge through an increased number of published articles and stories about project successes and activities. A sample of these articles can be found at <http://tinyurl.com/boewzg3>.

Through this media exposure, Project Participants are more recognized as voices of authority on human rights issues in communities and journalists are approaching them more to ask their opinion on human rights violations and abuses. In Kenya a Project Participant from our partner *Teso Peace and Human Rights Development Initiative (TEPEHURDI)* is regularly interviewed and featured in press and radio reports on human rights abuses. This visibility has also led to requests from local police and other human rights CBOs for his support in handling human rights cases in Teso district.

Another result is that media houses are much more willing to provide free space to publish our partners' articles and provide free radio airtime because of positive feedback from readers and listeners. In Abidjan, Côte d'Ivoire, a group of 16 radio and press journalists are promoting and raising awareness of economic, social and cultural rights, specifically the rights to food, health, education and adequate housing through regular features in their respective reports. A weekly discussion programme on the National Catholic Radio in Abidjan covers ESCR such as the right to housing and health; Project Participant Paul Angaman has even been contacted by another local radio to run a similar programme but unfortunately he could not find time to fulfil this request. Radio and newspaper interviews with Project Participants, the National Coordinator have raised the profile of many micro-projects among the general public in Cote d'Ivoire.

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	ACHIEVE-MENT 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
Purpose: 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	2	P. OV1: 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. OV1: Evidence of collaboration and joint working between organisations, replication of projects, best practice standards. Lack of collaboration between organisations with experience in delivering HRE – projects happen in isolation from one another and there are few contacts made between the few communities accessing	P. OV1: With the skills and knowledge acquired last year through capacity building and trainings on M&E, project management and financial monitoring, the Partnership Committees have been able to provide more focused strategic guidance. They efficiently supported the NCs' evaluation of the 1 st phase of micro-project implementation	P. OV1: Partnership Committee members' support to the National Coordinators and Project Participants has resulted in improved quality micro-project proposals and implementation of the second phase.

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critical understanding of, and capacity to claim, their human rights		rights education programmes) P. OV2: Human rights issues identified by stakeholders and beneficiaries are tackled and improved through	HRE – there is desire and will to replicate learning and share good practice P. OV2: Lack of support, resources and tools to develop HRE which is relevant to marginalised communities Lack of coherent national strategies to ensure the	and assessed proposals for the 2 nd phase. They continue to review and validate quarterly work plans and reports, closely follow up activities through field visits and provide advice for improvement. In the meantime, they have received specialised training in impact focused project management, impact assessment, strategic planning and project management with MS Project software. P. OV2: Partners have been introduced to new active participation and participatory methodologies and tools for HRE which allow them to better support Project	P. OV2: Participatory methodologies are systematically applied in most activities in the field and communities feel better and more involved in micro-

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		<p>the delivery of well planned, collaborative, locally relevant projects and strategies.</p> <p>P.OV3: 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>targeting of marginalised communities and to avoid duplicity</p> <p>P.OV3: 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 organisations take ownership and locally identify relevant themes and approaches. There is a need to move from HRE training in workshops to practical support to plan</p>	<p>Participants to more effectively engage rights holders in micro-project activities to increase their human rights understanding.</p> <p>P.OV3: Implementation of phase 2 of the 89 micro-projects during the reporting period has led to many more rights holders accessing human rights understanding. For example in Senegal, one micro-project implemented by our partner <i>APROFES</i>, a women’s association in Kaolack, has been sensitising the community on rape and violence against women. As a result they have supported many women</p>	<p>project implementation.</p> <p>P.OV3: Unintended impacts In Burkina Faso, as a result of a micro-project focusing on women accused of witchcraft and previously banned from their villages, a chief in Bousé organised a reconciliation ceremony to apologise to all the women they had banned from the village and officially welcomed them back. In Tabligbo, Togo, as a result of a micro-</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
			and implement HRE. The need to target marginalised communities. There is a need to translate materials into local languages.	who have suffered rape or sexual violence to file cases against their perpetrators. One particular case resulted in a spiritual 'marabout' being prosecuted and sentenced to 10 years imprisonment for raping one woman's daughter. Nobody in the community believed that this could happen because of social status, however this was made possible through the micro-project. The woman is now supporting other women to access justice in the same way and actively involved in micro-project activities as community mobiliser and adviser. In Sierra Leone as a result of a micro-project	project implemented by our partner <i>ATDPDH</i> targeting apprentices' employment rights, a local examination authority which tests apprentices for trade qualifications has increased the number of examination centres from 6 to 11 to accommodate an increased number of candidates. This was a problem previously as employers had been exploiting apprentices by preventing them from qualifying.

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		P.OV4: Positive	P. OV4: Lack of HRE	<p>implemented by our partner <i>Sabi Yu Rights</i> in Grafton, a community introduced a by-law banning FGM for girls under 18. Community leaders, Soweis (FGM practitioners), youth leaders and the Family Support Unit (a branch of the Police) are working collaboratively to ensure that the ban is respected. Even though Soweis recognise they have abandoned their income-generating activities and need support, they remain committed to their decision and no girl under 18 has been initiated since.</p> <p>P.OV4: Marginalised communities in very</p>	P.OV4: In Ghana, as

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		changes in relation to human rights behaviour and relationships amongst the specific groups, institutions and organisations with whom the project works	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	remote, isolated areas are now aware of their basic rights or the steps needed to get redress when their rights are violated.	a result of a micro-project in Chansa and Danku communities in the very rural area of the Upper West region, women are now allowed to wear clothes on the death of their husbands while they await his burial, whereas before they were forced to parade naked. In addition the burial has to take place within 12 months of the death so that widows can move on and live a normal life: previously the burial took place several years after the death which meant that the widows had to follow these rituals for years. In Djintimey, Benin, a

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					micro-project protects young girls against early marriage and chiefs have unexpectedly declared that young people should be involved in decision making by participating in durbars (community meetings). Adults were pleased to see through the micro-project, the youth had views that the adults respected and appreciated.
Output 1: Strengthened capacity of at least 20 local partners (2 x 10 countries) to plan, coordinate and deliver locally relevant HRE	1	O1 OV1: Coherent, coordinated, informed and quality country-level plans enable the delivery of human rights education projects targeting locally relevant human rights	O1 OV1: 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	O1 OV1: All partners in all ten countries have received specialised training this year based on each partners' own identified needs: results-based management for partners in Benin, impact assessment in Burkina Faso, project design,	O1 OV1: In Benin, partners report having improved their knowledge in impact focused project management and are now capable of putting the learning into practice in their micro-projects and national

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>issues (through selected agents of change and key target constituencies).</p> <p>O1 OV2: Amalgamation of HRE experience and expertise of representatives on a national level (human rights organisations, experts and networks guide HRE complementary planning in each country)</p>	<p>O1 OV2: 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>management, monitoring and evaluation in Kenya, monitoring and evaluation in Cote d'Ivoire, communications and ICT in Mali, and training on ESCR and the Convention on the rights of people with disabilities in Senegal.</p> <p>O1 OV2: Country Networks are functioning well and include approximately 15 HRE workers in each country, and in Benin other non-AHRE partners have joined the network. See O5 OV1 and OV2 for details.</p>	<p>plan implementation.</p> <p>O1 OV2: A number of National Coordinators and Project Participants have been contacted by local organisations to provide capacity building and planning support to improve their human rights work. In Sierra Leone the NC has provided extensive support to</p>

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		<p>O1 OV3: 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>O1 OV3: Limited capacity to monitor and evaluate HRE programmes.</p>	<p>O1 OV3: All partners have been trained in impact assessment. Partners have been trained in the methodology and tools used during the impact assessment of the two micro-projects in Ghana last year with the intention that they use it to evaluate the second phase of micro-projects in June 2012.</p>	<p>Cooperazione Internazionale (COOPI) and World Vision in planning and implementing human rights education within rural communities</p> <p>O1 OV3: Unintended impact: The methodologies and tools used in the Ghana impact assessment have been highly praised by KPMG who recommended the report be shared with DFID. They have also recommended these tools and methodologies be shared with other GTF grantees to assess the impact of their work. The report has been</p>

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		<p>O1 OV4: Increased visibility and profile of partners and human rights themes addressed through the project at national and international level</p>	<p>O1 OV4: Low visibility of CSOs undertaking HRE. Evidence of visibility (or lack of) in media, meetings, participation in dialogue, coalitions, networks, NGO roundtables</p>	<p>O1 OV4: All partners have developed a communication plan which has led to extensive coverage of project activities in national, local, private and community media including TV, radio, newspapers and online publications. In Mali, as a result of communication training, partners have increased their approaches to media outlets because they now feel more</p>	<p>published internally by AI and disseminated through a staff presentation at the IS and electronically to stakeholders across the global AI movement.</p> <p>O1 OV4: Regionally, the AHRE project has been showcased in international media such as RFI, Jeune Afrique, West Africa Democracy radio, Agence France Presse, Dakaractu.com, PressAfrik.com, etc.</p>

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				<p>confident in communicating the impact of their micro-projects and conveying key human rights messages to the general public.</p> <p>Overall there are many more communications examples gathered from all countries which reference micro-project impacts: radio and TV coverage has increased dramatically.</p>	
<p>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,</p>	1	<p>O2 OV1: 150 HRE workers have increased project management, evaluation and specialised HRE delivery skills</p>	<p>O2 OV1: HRE workers and CBOs have poor understanding of human rights laws and instruments, and require project management and evaluation training and support.</p> <p>Lack of resources and training to implement HRE</p>	<p>O2 OV1: There has been no change in the number of Project Participants reported to date. The 146 HRE workers are implementing the second phase of micro-projects and have benefited throughout the reporting year from</p>	<p>O2 OV1: As a result of these capacity building sessions and trainings, Project Participants have become more skilled in capturing stories of change and sharing these with their network colleagues through blogs and</p>

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deliver and monitor HRE projects				capacity building and training which they have identified and requested themselves nationally: in Burkina Faso on financial management; in Benin on facilitation techniques, M&E methods and tools; in Cote d'Ivoire on impact assessment, communication, IT data protection and stories of change for media use; in Ghana, skillsharing and active participation; in Kenya on HRE and IT, media training, active participation and participatory methodologies; in Senegal, impact assessment, ESCR and the convention on people with disabilities.	newsletters. National Coordinators have collated these stories of change and have first-hand evidence and examples of best practice which they can share with the PMT in quarterly reports and with other Project Participants in order to learn from each other.

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		<p>O2 OV2: 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 [5 x 10 x 3 years], with 30% of HRE workers reporting that they have utilised the tools and skills gained in the project).</p>	<p>O2 OV2: 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>O2 OV2: The second phase of the 89 HRE micro-projects covering a variety of human rights themes has been implemented during the reporting period. This phase is due to end in June 2012 and has so far not only deepened the communities' understanding of human rights violations but also has supported them to access redress through formal justice mechanisms. In Burkina Faso for example, one micro-project implemented by our partners <i>Sawadogo and Simporte</i> supported a woman deprived of succession of her late husband's property to win a court case against</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
		O2 OV3: Tools and training received by HRE workers augments their ability to mobilise people into action for human rights	O2 OV3: Lack of knowledge of how human rights mechanisms and tools can be utilised to improve people's lives amongst HRE workers / CBOs	her husband's relatives. This woman approached our partner for support after taking part in one of the projects' sensitization activities on violence against women. O2 OV3: Project Participants have been trained in a broad range of skills, as detailed in O2 OV1.	O2 OV3: During annual monitoring and support visits, the PMT has facilitated refresher training for Project Participants in project management and evaluation, HRE methodologies, active participation and facilitation. Project Participants now use these skills and tools with little or no support from the PMT.
Output 3 An increased number of people (22,500 = 150 x 50)	1	O3 OV1: Increased participation in civil society: 22,500 people in	O3 OV1: HRE targets elite groups and urban areas. Lack of awareness of rights and HRE amongst	O3 OV1: 124,649 people from more than 250 communities across the ten countries now	O3 OV1: This year, the micro-projects have reached more than double the

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>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>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>O3 OV2: 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,</p>	<p>marginalised communities. % of groups and individuals that participate and report increased knowledge. % of participants reporting change in behaviour.</p> <p>O3 OV2: Limited understanding of how HRE is relevant to improving people's lives, even in countries where HRE is widespread. Participation in the project % disaggregated data (age, gender, disability, geography).</p>	<p>understand their basic rights and know how to claim them through the implementation of 89 micro-projects. In Senegal alone, 41,102 people have been reached through the 14 micro-projects being implemented in 8 out of the country's 12 regions.</p> <p>O3 OV2: The 124,649 people who now understand and have started to assert their rights includes 31,879 women, 31,826 men, 59,480 youth/students, 486 teachers, 713 elders and community leaders, 249 people living with disabilities and 16 journalists. These</p>	<p>number of people reached last year. Almost 125,000 people have been reached so far, 5 times the initial project target.</p> <p>O3 OV2: In Senegal the number of youth and students participating in micro-projects targeting child rights, violence against children, sexual harassment and violence in schools has reached more than 29,000 in more than 50 schools.</p>

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		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.		figures do not include radio programme listeners and theatre spectators.	
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	1	O4 OV1: 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)	O4 OV1: Lack of participation in vertical forms of accountability amongst poor and marginalised communities.	O4 OV1: Each of the 89 micro-projects reaches at least 3 communities. To date the overall number of communities reached is at least 267 - significantly more than the initial target of 50. Participatory evaluation sessions have revealed that people feel more confident in identifying human rights violations and abuses and getting	O4 OV1: In Kombokorodougou and Sinfra in Côte d'Ivoire , communities have set up human rights violation monitoring committees to receive reports from rights holders. The committees forward the reports and follow up with chiefs and the local police depending on the nature of the

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		<p>O4 OV2: 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 beneficiary communities occurs.</p>	<p>O4 OV2: Most perpetrators and victims of human rights abuses, especially in poor and marginalised communities, are not aware of human rights.</p>	<p>support to seek redress through Project Participants, other human rights organisations, local chiefs and the police.</p> <p>O4 OV2: Rights holders' individual testimonies and stories of change that have emerged from micro-projects through evaluations indicate that both perpetrators and victims of human rights abuses are changing their behaviour as a result of micro-project activities.</p>	<p>abuse. Involving and linking the micro-project with formal institutional mechanisms such as the police ensures the sustainability of the micro-project in these communities.</p> <p>O4 OV2: Unintended impact: In Sierra Leone the project has led to the establishment and functioning of two 'human rights villages' in the community where multipliers are using participatory techniques to provide information about human rights and step up monitoring of maternal mortality issues.</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
					In Uganda the police have committed to providing consistent monitoring and support to Batwa communities as a result of the micro-projects even though they are ill-equipped in terms of human resources. In Muramba Batwa community, members have set up a Batwa Lobbying and Advisory Committee working closely with the police to seek redress whenever needed.
Output 5 Strong, embedded and sustainable human rights culture for change enabled through a human rights	2	O5 OV1: All project partners are firmly embedded into human rights education movements in their own countries,	O5 OV1: There is little collaboration between organisations delivering HRE. HRE projects take place in isolation and learnings are not replicated	O5 OV1: All ten country networks have been formalised and are operating well with regular activities. Benin has been successful in formally extending	O5 OV1: In the first year of the programme, projects relied on the AI International Secretariat for support. However,

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
education network that facilitates mutual learning, best practice, and a joint voice.		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 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		membership to local human rights organisations not otherwise involved in micro-project implementation. Amongst AHRE project partners there has been a lot more shared learning during the reporting period including two joint sharing and training meetings: one between Côte d'Ivoire, Burkina Faso and Mali in Ouagadougou in January 2012 and the other between Togo and Benin in Porto-Novo in February 2012. Networks are collaborating online to share experiences and best practice. Burkina and Mali have active	during this reporting year, the country networks have become far more autonomous and have taken the initiative in developing relationships with partner organisations and the HRE community nationally and internationally. In Benin, there is one unexpected impact as a group of human rights journalists have become members of the network and published a monthly journal including reports on the network's activities and the programme as a whole.

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		<p>with project co-ordinators and HRE worker representatives). Learning is replicated and increased, complementary activities are developed, duplication is decreased and a culture of HRE becomes embedded on a national basis</p> <p>O5 OV2: Increased learning is facilitated by at least 3 thematic sub-groups formed, bringing together HRE Workers across the ten countries</p>	<p>O5 OV2: Limited learning and sharing of thematic / methodological information around HRE delivery and learnings within and between countries</p>	<p>blogs and Facebook pages on the project; Mali, Burkina, Togo and Kenya have initiated e-newsletters and are contributing to the AHRE global e-newsletter and Facebook page which has proven a valuable tool for maintaining networks, sharing learning, and ensuring complementary working.</p> <p>O5 OV2: Thematic sub-groups have progressed during the reporting period particularly amongst Francophone partners who have active sub-groups on FGM, gender-based violence, violence at school and succession</p>	<p>O5 OV2: Sub-group members especially in Benin, Burkina Faso, Côte d'Ivoire share knowledge, skills and experience from their countries and micro-projects through e-mail, list serves and blogs set up for this</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
				rights, and are learning from each other. The PMT will continue to encourage and support the development of thematic groups in country HRE networks, particularly amongst the Anglophone partners.	purpose.
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	2	O6 OV1: 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	O6 OV1: HRE materials are inaccessible and few are translated into local languages	O6 OV1: Over the reporting period, partners have developed and produced a wide range of HRE materials to convey stronger human rights messages. Many posters, training guides and manuals, flyers, booklets, postcards and sensitisation toolkits have been produced in local languages as well as French and English, and distributed to	O6 OV1: A full list of materials produced is available in Annex 6.

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>(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 based for illiterate audiences (posters, radio, drama etc).</p> <p>O6 OV2: HRE (physical and virtual) resource centres increase</p>	<p>O6 OV2: Most perpetrators and victims of human rights abuses, especially in poor and</p>	<p>communities as part of sensitisation activities. In Kenya, long scarves and headscarves for women were produced with the message "<i>Tulinde binti zetu</i>" ("Let us protect our girls") and bags displaying the message "<i>Tupege kura kwa amani</i>" ("Let us vote wisely"). In Senegal, posters displayed the message: "<i>UUF WAAY LAGOO MBIRUM NJABOOT GUI LA</i>" ("Assisting people living with disabilities is everybody's responsibility").</p> <p>O6 OV2: Over the past year, partners have continued to maintain physical resource</p>	<p>O6 OV2: Many countries have followed the example of Côte d'Ivoire and</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>access to critical understanding of human rights. Accessed by at least 22,800 users per year (780 visits x 10 countries x 3 years)</p> <p>O6 OV3: Online resource centre – increased sharing of HRE information between ten project countries and beyond. Online resource database of at least</p>	<p>marginalised communities, are not aware of human rights</p> <p>O6 OV3: Limited learning and sharing of information within and between countries.</p>	<p>centres in each country. Samples of HRE materials produced by the NCs and protect participants as well as books and materials that have been bought have been made available in the resource centres. In terms of accessing web resources, 5,810 people have visited the website and 56,614 pages have been visited over the past year.</p> <p>O6 OV3: Through the AHRE website, materials have been made accessible online to the Project Participants, micro-project partners, micro-project communities and the general public. In</p>	<p>compiled electronic versions of HRE materials which are distributed to Project Participants and other partners. Other countries, including Sierra Leone, are encouraging Project Participants to establish a small decentralised resource centre within their local organisations for easy community access.</p> <p>O6 OV3: Progress against this target is slower because of the challenge of internet access in Africa. Where possible Amnesty International will continue to make online resources</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
		200 resources established and accessed at least 1,200 times during the project.		In addition, AI has its own HRE resources online to which Project Participants have access.	accessible to all those who have internet access while pursuing strategies to reach those who do not.

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: CAPITAL COSTS PARTNERS	Activity: Buying laptops and 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>)	All capital equipment bought in fiscal year 1 (September 2008 – March 2009)	As per previous report
Budget heading: HUMAN RESOURCES (AMNESTY INTERNATIONAL)	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:	Activity 1.3 Partners recruit 10	National Coordinators recruited in fiscal	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
HUMAN RESOURCES (PARTNERS)	national project coordinators <i>(Output 1: Strengthened capacity of at least 20 local partners to plan, coordinate and deliver locally relevant HRE)</i>	year 1 (September 2008 – March 2009). National Coordinator in Uganda has been replaced after the resignation of the incumbent. New Coordinator started in November 2011.	
Budget heading: ACTIVITY 1 (AMNESTY INTERNATIONAL) Establishing project infrastructure and capacity building for partners	Activity 1.2: AI formalise existing partnerships and identify new partners	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. No new partners secured in this reporting period.
Budget heading: ACTIVITY 1 (PARTNERS) Establishing project infrastructure and capacity building for partners	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>	Partnership committees are now operational in all 10 countries and meet regularly.	Partnership committees guide national implementation of 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
Budget heading (Not reflected in Budget)	Activity 1.5: Partners conduct organisational 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>)		
Budget Heading: ACTIVITY 1 (PARTNERS) 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>)	No changes have been made to the country plan which were updated in 2010, and which have strengthened the capacity of all local partners to plan, coordinate and deliver locally relevant HRE.	
Budget Heading: ACTIVITY COSTS 1 (PARTNERS and AMNESTY INTERNATIONAL) 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 third annual training, review and planning meeting with national coordinators was held in December 2011 in Senegal.	This meeting provided partners with specialised training in active participation and participatory methodologies in HRE, as well as communication/media skills and financial management. The action plan for the year was also developed.

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Budget heading (Not reflected in Budget)	Activity 1.8 – Ongoing support and advice for partner organisations (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 trainings on active participation, participatory methodologies, financial management, and M&E. The PMT has also shared tools and reports with the partners such as: the HRE M&E toolkit produced by the IS HRE unit, the DFID Annual Report 2011, the Ghana impact assessment report, Amnesty International Dignity campaigns. Regular phone and Skype meetings to support national coordinators to develop their quarterly activity plans and monitor progress. The regional account has provided training to AI Mali's new accountant and conducted a financial review of our partner in Cote d'Ivoire.
Budget Heading: ACTIVITY 1 (AMNESTY INTERNATIONAL) 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 during the reporting period. The Regional Accountant visited and trained partners in Cote d'Ivoire in financial management through on the job coaching over a one week period.	The PMT have visited some countries twice in the reporting period: Benin, Burkina Faso, Cote d'Ivoire, Senegal, Sierra Leone and Uganda.
Budget Heading:	Activity 2.1: Analysis and	There are still 146 HRE workers recruited	Two new project participants were

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ACTIVITY 2 (PARTNERS) Training and support of HRE workers	identification of 150 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>	across the 10 countries.	recruited in Benin, two in Burkina Faso and one in Mali: replacing those Project Participants who left the project for personal reasons.
Budget Heading: ACTIVITY 2 (PARTNERS) 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>	A wide range of HRE materials has been produced in support to the micro projects phase 2 implementation in communities (see list in Annex A4)	
Budget Heading: ACTIVITY 2 (PARTNERS and AMNESTY INTERNATIONAL) 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</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>and tools to design, support, deliver and monitor HRE projects)</i>		
Budget Heading: ACTIVITY 2 (PARTNERS) 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>	This was completed in full in year 3 of the project.	At the end of the first phase of micro project implementation, participatory consultations have been undertaken to assess phase 1 and update proposals for phase 2.

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 2 (PARTNERS) 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>)	Each country has conducted HRE workers review and planning meeting	Meetings were combined with specialised training sessions.
Budget Heading: ACTIVITY 2 (PARTNERS) 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>)	All micro projects have been at least visited once by the National Coordinators, alongside ongoing support to project participants through regular phone calls and e-mail exchanges.	This year's innovation has been the introduction of peer visits to micro projects by project participants. These have been beneficial for PPs, ensured the sharing of best practice, and given PPs a better sense of the context of their work within the wider AHRE programme.
Budget Heading: ACTIVITY 2 (PARTNERS)	Activity 2.7: Specialised training for project participants (<i>Output 2: A pool of HRE workers /</i>	At least two trainings have taken place in all countries on active participation and participatory methodologies, facilitation	National Coordinators ran training workshops for Project Participants to cascade the new ideas, facilitation

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Training and support of HRE workers	<i>project participants is created and equipped with the necessary human rights knowledge, skills and tools to design, support, deliver and monitor HRE projects)</i>	skills, impact assessment, human rights monitoring, introduction to advocacy and campaigning, M&E, trainings on specific rights targeted by the micro projects (sexual and reproductive rights, succession rights, family code, gender laws, rights of persons living with disabilities, etc).	techniques and participatory methodologies acquired at the Denmark, Kenya and Senegal workshops. Project Participants are now able to work even more effectively with rights holders in the community and are familiar with new HRE methods and participatory tools which they are applying to implementation of their micro-projects.
Budget Heading: ACTIVITY 2 (PARTNERS) 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>	National coordinators provide ongoing support to project participants through regular phone calls, e-mail exchanges and during network meetings or training sessions.	National coordinators have themselves benefited from a variety of training this year, which they cascaded to project participants through ongoing support, network sessions and training.
Budget Heading: ACTIVITY 3 (PARTNERS) 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</i>	89 micro projects are being implemented as part of the second phase.	All micro projects will end and be evaluated by June 2012 with the support of the PMT.

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	<i>and are empowered with information and understanding of how they relate to their lives)</i>		
Budget Heading: ACTIVITY 3 (PARTNERS) 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>)	In total of £ £288,761 has been allocated to the 89 micro projects for the second phase. Each micro project has been granted a minimum of £ 2,000.	This resource allocation has resulted in an intensive year of activity by PPs, as detailed in the report above.
Budget Heading: ACTIVITY 3 (PARTNERS) 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.	
Budget Heading: ACTIVITY 4 (PARTNERS) 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</i>	The community HRE committees set up last year are still in place and operating with support of project participants, partners and national coordinators	New HRE committees have been set up in Komborobougou, Cote d'Ivoire to monitor maternal health care and in Djougou, Benin a committee of students and PTA and school authorities has been set up to monitor sexual harassment in ten secondary schools in the town.

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>the relevance of human rights in their communities)</i>	
Budget Heading: ACTIVITY 4 (PARTNERS) 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 phase 2 in the ten countries involved.
Budget Heading: ACTIVITY 5 (AMNESTY INTERNATIONAL) 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.
Budget Heading: ACTIVITY COSTS 5 (PARTNERS) 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</i>	All the Country networks have been formalised and are operating well with regularly activities. Most have been extended to local Human Rights organisations. There have been two joint network sharing and training meetings gathering Cote d'Ivoire, Burkina Faso
		For the first time in this project, partners in different countries also held joint learning and training workshops, developing the African HRE network across borders.
		Networks are collaborating online to share experiences and best practices. Burkina and Mali have active blogs and Facebook pages on the project. Mali, Burkina, Togo and Kenya have initiated e-newsletters and are contributing to the AHRE global e-newsletter and Facebook

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>rights education network that facilitates mutual learning, best practice, and a joint voice)</i>	and Mali in Ouagadougou in January 2012 and Togo and Benin in Porto-Novo in February 2012.	page.
Budget Heading: ACTIVITY 5 (PARTNERS and AMNESTY INTERNATIONAL) 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 through a Human rights education network that facilitates mutual learning, best practice, and a joint voice)</i>	The next meeting will take place in July 2012 bringing together partners, and project participants from all ten countries. They will showcase their micro-projects and their impact at the community level, sharing best practices and lessons learned which will be fed into the next phase of the AHRE project. In addition, the finding and recommendations from Final Evaluation report will be presented by the external consultant and partners will have a chance to respond.	
Budget Heading: ACTIVITY 6 (PARTNERS) 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</i>	This has been achieved in the last reporting year. Partners collected and stocked existing materials in their Resource Centres. These were made accessible to project participants and the general public.	

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>relevant, accessible human rights education and resources as a key tool for change)</i>		
Budget Heading: ACTIVITY 6 (PARTNERS) 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 as a key tool for change)</i>	This was completed in the previous reporting period.	
Budget Heading: ACTIVITY 6 (PARTNERS) 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>	Partners have developed and produced several HRE materials with the aim of conveying stronger human rights messages. Most of the materials were either translated or produced directly in local languages.	Many posters, training guides and manuals, flyers, booklets, postcards, caps, bags, keyholders, sensitization toolkits, etc were produced in local languages as well as in French and English, and were distributed to communities as part of the sensitization activities.
Budget Heading: ACTIVITY 6	Activity 6.4: Resource centres established (<i>Output 6 -</i>	Partners have continued to maintain physical resource centres in each of the	Many countries have followed the example of Cote d'Ivoire and have

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
<p>(PARTNERS) Increase access and quality of locally relevant HRE materials</p>	<p><i>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></p>	<p>countries. More books and materials have been bought and made available in the resource centres.</p>	<p>compiled electronic versions of HRE materials which were distributed to project participants and other partners. Other countries, like Sierra Leone, are encouraging project participants to establish a small decentralised resource centre within their local organisations for easy access by communities.</p>

Annex A2 – Programme Log Frame

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
Goal: Improve human rights for the most disadvantaged by empowering communities in ten African countries to promote and defend their human rights	G.OV1: 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.	1.1 Statistics on constituents accessing the HRE projects 1.2 Baseline and endline assessment of human rights awareness 1.3 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
	G.OV2: 70% of constituents involved in the programme (15,750) report understanding of how human rights can be	In all project countries partners reported that perpetrators of human rights violations almost always go unpunished. There is a need to reconcile	2.1 Baseline and endline assessment (participatory evaluation carried out with micro- project beneficiaries – relating to up to 100	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	utilised to improve their lives.	disconnects between theory and practice involving the dispensation of justice in the target communities and enhancing the demand side of justice.	projects in specific communities across ten countries) 2.2 Biannual monitoring reports from HRE workers / project participants and annual monitoring reports of project coordinators 2.3 Participatory mid-term and final evaluation (including questionnaires and interviews with constituents)	
	G.OV3: 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).	3.1 Needs assessment documentation (participatory consultation with communities as part of micro project planning and delivery) 3.2 Country and HRE plans 3.3 Biannual and annual reports documenting qualitative feedback 3.4 Training reports and materials developed	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	G.OV4: 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.	4.1 Needs assessment documentation 4.2 Country and HRE plans 4.3 Biannual and annual reports documenting qualitative feedback 4.4 Training reports and materials developed 4.5 Participatory consultation and evaluation carried out with HRE workers / project participants comprising CBOs and individual community leaders	
Purpose: Civil society will be better informed, resourced, equipped and enabled to plan, develop, deliver and evaluate HRE locally relevant to the	P.OV1: 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 rights	Little evidence of collaboration and joint working between organisations, replication of projects, or best practice standards. Lack of collaboration between organisations with experience in delivering HRE – projects happen in isolation from one another and there are few contacts made between the small number of communities	1.1 Partnership agreements 1.2 Partnership Committee meeting TORs and minutes of meetings 1.3 Workshop and training reports 1.4 All annual records of support and active communications	Co-operation of local partners Participation of HRE workers / project participants/ CBOs in the

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
human rights issues they face – leading to marginalised constituency groups’ greater critical understanding of, and capacity to claim their human rights	education programs)	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.	1.5 Project monitoring visit reports 1.6 Minutes of annual review and planning meetings with qualitative feedback on capacity building support 1.7 Participatory consultation / evaluation carried out with / testimonies from HRE workers / project participants comprising CBOs and individual community leaders	project Continued stability and accessibility to targeted regions
	P.OV2: Human rights issues identified by stakeholders and	Lack of support, resources and tools to develop HRE which is relevant to marginalised communities – lack of	2.1 Country plans x 10 (including needs assessment / baseline on	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	beneficiaries are tackled and improved through the delivery of well planned, collaborative, locally relevant projects and strategies.	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) & DADA (Democracy and Development Associates) in two chiefdoms in Kambia District, Sierra Leone found that HRE is conducted but is not systematic or interlinked and	access to HRE provision) 2.2 AI approvals / recommendations on country plans 2.3 Annual monitoring visit reports 2.4 National Coordinator and partnership committee reports 2.5 Baseline and endline assessment (participatory evaluation carried out with micro project beneficiaries – relating to up to 100 projects in specific communities across ten countries) 2.6 Reports from community leaders participating in HRE projects.	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p>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>P.OV3: 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>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 organisations take ownership and locally identify relevant themes and approaches. There is a need to move from HRE training in workshops to practical support to plan and implement HRE. The need to target marginalised communities. There is a</p>	<p>3.1 Baseline and endline assessment (participatory evaluation carried out with micro project beneficiaries – relating to up to 100 projects in specific communities across ten countries) 3.2 HRE project plans 3.3 Partnership committee meetings 3.4 Monitoring visit reports 3.5 Biannual reports on</p>	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p>need to translate materials into local languages.</p> <p>Community consultations in Sierra Leone revealed that despite some current access to HRE, delivering organisations “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 Sierra Leone partners report a need for materials that will reconcile disconnects between theory and practice – for example user friendly</p>	<p>activities and outputs</p> <p>3.6 List of actions planned and scheduled in <i>Plans de Développement Social, Economique, et Culturel / Social, Economic and Cultural Development Plans (Mali)</i></p>	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p>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>		
	P.OV4: Positive changes in relation to human rights behaviour and relationships amongst the specific groups, institutions and organisations with whom the project works	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	4.1 Participatory consultation and feedback / with micro project beneficiaries 4.2 Participatory evaluation carried out with indirect beneficiaries of	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p>debate and formulation etc. Evidence of tensions between the administration of customary traditional rights and human rights (as enshrined in international human rights conventions) 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. Across all of the project countries participants reported tensions between rights and responsibilities - for example some potential project beneficiaries concluded that the 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</i></p>	<p>micro projects for example parents, police, other CBOs, neighbouring communities 4.3 Community leaders draw up new policies 4.4 HRE project plans 4.5 Partnership Committee meetings 4.6 Monitoring visit reports 4.7 Biannual reports on activities and outputs 4.8 Local structures monitoring the enrolment and retention of girls in school / women reporting gender-based violence etc in the target communities 4.9 Parent-teacher associations and other community-based monitoring teams</p>	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<i>Female Genital Mutilation, then it will not be easy to show them that this practice violates women's and girls rights" (Uganda)</i>		
Outputs				
Output 1: Strengthened capacity of at least 20 local partners (2 x 10 countries) to plan, co-ordinate and deliver locally relevant HRE	O1 OV1: 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 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	1.1.1 Country plans 1.1.2 Needs assessment 1.1.3 Organisational self-assessment 1.1.4 Mid-term and final evaluation	Financial and managerial stability of partner organisations

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		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.		
	O1 OV2: Amalgamation of HRE experience and expertise of representatives on a national level (human rights organisations, 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 organisational assessment of capacity building needs conducted by the 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-	1.2.1 Partnership Committee TORs and minutes of meetings 1.2.2 Network membership lists and activity reports in annual Project Coordinator reports 1.2.3 Statistics relating to HRE workers / project participants recruited and trained 1.2.4 Reports of all workshops / consultations with HRE workers / project participants and other stakeholders	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p>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 organisations are crucial to tackling human rights violations, as is working with paralegal organisations</p>		
	<p>O1 OV3: 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>1.3.1 Country plans containing strategies and tools (and organisational baseline) 1.3.2 AI project team minutes with approvals and amendments of country plans 1.3.3 Quarterly national project coordinator reports 1.3.4 Annual AI monitoring and evaluation visits 1.3.5 Documentation of project coordinator and HRE worker training 1.3.6 Documentation of</p>	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
			biannual review and planning meetings with HRE workers / project participants 1.3.7 Project budgets 1.3.8 Organisational self-assessment at beginning and end of project 1.3.9 Mid-term and final evaluation 1.3.10 Documentation of information sharing, support and advice given by AI	
	O1 OV4: Increased visibility and profile of partners and human rights themes addressed through the project at national and international level	Low visibility of CSOs undertaking HRE. Evidence of visibility (or lack of) in 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	1.4.1 Press articles 1.4.2 Minutes and records of public meetings 1.4.3 Commentary on project from other civil society actors	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		participants prior to the commencement of the micro projects		
Output 2: 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, support, deliver and monitor HRE projects	O2 OV1: 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 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.	2.1.1 Training workshop reports 2.1.2 Completed HRE worker training evaluation reports 2.1.2 Resources approval forms from project managers 2.1.3 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
	O2 OV2: Community HRE projects are developed and delivered by HRE	Identification of key human rights issues, targets and key social change agents at the local level	2.2.1 HRE project plans (approved by partnership committee in each country)	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	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 project).	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 <i>“even though (there are) Laws, a Constitution, & 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</i>	2.2.2 HRE biannual monitoring reports; Project Coordinator monitoring reports of HRE projects 2.2.3 Photographic evidence, statistics of attendees, other forms of documentation identified at country level 2.2.4 Criteria of identification of project themes and approaches in country plan 2.2.5 Participatory consultation reports 2.2.6 Mid-term and final evaluations 2.2.7 Biannual review and planning meetings documenting variety of approaches and accessibility for various target groups	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<i>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>		
	O2 OV3: Tools and training received by HRE workers / project participants augments their ability to mobilise people into action for human rights	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	2.3.1 Baseline and endline assessments of HRE worker ability to deliver locally relevant HRE 2.3.2 Minutes of biannual review and planning workshops 2.3.3 Biannual reports completed by HRE workers / project participants	
Output 3: An increased number of people (22,500 = 150 x 50 people x 3	O3 OV1: Increased participation in civil society: 22,500 people in marginalised groups report an increased understanding of human	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</i>	3.1.1 Qualitative documentation of projects generated, including video recordings, photos, drama scripts, radio transmissions. Statistics	Communities willing to participate in HRE training

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
years) are aware of their human rights and are empowered with information and understanding of how they relate to their lives	rights issues and the ability to apply the knowledge and tools for social [and political] change [promoting and protecting human rights].	<p><i>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></p> <p>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 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'</p>	<p>on project attendees</p> <p>3.1.2 Baseline and endline assessment of awareness</p> <p>3.1.3 Project monitoring visits</p> <p>3.1.4 Biannual monitoring reports and minutes of biannual meetings</p> <p>3.1.5 Baseline and end line assessments (questionnaires and interviews with constituents)</p> <p>3.1.6 Mid term and final evaluation</p> <p>3.1.7 HRE worker qualitative biannual reports with feedback from constituents</p>	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	<p>O3 OV2: 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 living in remote communities & 500 people with disabilities. Communities in at least 4 regions of each country access the programme</p>	<p>level prior to the commencement of the micro projects.</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 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,</p>	<p>3.2.1 Statistics on constituents benefiting from the HRE programmes, according to gender, age, region, disability etc 3.2.2 Biannual review and planning meetings documenting accessibility for various target groups 3.2.3 Strategy to ensure accessibility documented in Country Plan 3.2.3 Baseline and end line assessments (questionnaires and interviews with constituents) 3.2.4 Mid term and final evaluation 3.2.5 HRE Worker qualitative biannual reports with feedback from constituents</p>	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		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> .		
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	O4 OV1: 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</i>	4.1.1 Community HRE plans 4.1.2 HRE worker biannual reports 4.1.3 Project coordinator visits	Interest in human rights approaches from targeted communities

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p><i>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></p> <p>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 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</p>		

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p>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 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</i></p>		

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p><i>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 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</p>		

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	<p>O4 OV2: At least 30% of constituents report that they have changed their human rights behaviour (either as perpetrators or victims of human rights abuses</p> <p>- Improved access to human rights and justice in beneficiary communities occurs</p>	<p>at the grassroots level.</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 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 that <i>“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</i></p>	<p>4.2.1 Qualitative biannual and end of grant reports on programme outcomes with participatory feedback from communities</p> <p>4.2.2 Baseline and endline assessments</p> <p>4.2.3 Mid term and final evaluation</p>	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
		<p><i>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 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]).</p>		
<p>Output 5: Strong, embedded and sustainable human rights culture for change enabled through a human rights</p>	<p>O5 OV.1: 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</p>	<p>P. OV1 plus: There is little collaboration between organisations 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</p>	<p>5.1.1 Network - Copies of guiding principles 5.1.2 Network - Member sign up lists 5.1.3 Online network resources 5.1.4 Record access to network site 5.1.5 Annual review and</p>	<p>Inter-regional and inter-national travel between countries is possible for participants</p>

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
education network that facilitates mutual learning, best practice, and a joint voice	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 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.	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): ‘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’.	planning meeting reports record qualitative relevance and quantitative accessibility of network 5.1.6 Planning and reports documentation of exchange visits (including video recording/ photographs where relevant) 5.1.7 Network models recorded in annual country plans, 5.1.8 Minutes of networking meetings at biannual review and planning meetings 5.1.9 Record of shared information through email circulars and informal meetings in annual reports 5.1.10 Relevance and usage of the network through mid-term and final evaluation	
	O5 OV2: Increased	As P. OV1	5.2.1 Joint HRE project	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	learning is facilitated by at least 3 thematic sub groups formed bringing together HRE workers / project participants across the ten countries	Limited learning and sharing of thematic / methodological information around HRE delivery and learnings within and between countries	plans 5.2.2 Joint HRE project reports 5.2.3 Blogs and emails generated through cross country thematic groups 5.2.4 Log of information sharing and blog discussions on thematic issues 5.2.5 Qualitative feedback of use and relevance of thematic groups in feedback to project co-ordinators in biannual review and planning meetings and biannual reports	
Output 6: Sustainable critical human rights consciousness is increased as CSOs and communities	O6 OV1: Increased availability of locally relevant HRE materials and training in local languages that meet the needs of specific constituency groups and enhance the impact,	As P.OV3 HRE materials are inaccessible and few are translated into local languages	6.1.1 Training reports and training materials 6.1.2 Questionnaires with feedback from HRE workers / project participants 6.1.3 Baseline and endline assessment of	Quality printing, translation and transportation possible within countries

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
are empowered with better quality, more relevant, accessible human rights education and resources as a key tool for change	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 based for illiterate audiences (posters, radio, drama etc).		understanding and capacity of HRE and human rights 6.1.4 Database and hard copy list of HRE materials produced or collated 6.1.5 Project Coordinator annual report on range and suitability of materials 6.1.6 Printing and distribution lists 6.1.7 List and copies of materials produced and developed 6.1.8 Printing and distribution lists 6.1.9 Baseline and endline survey with HRE workers / project participants to assess relevance of materials 6.1.10 Mid-term and final evaluation with constituents to assess relevance of materials	
	O6 OV2: HRE (physical	As P.OV3	6.2.1 Resource centres	

	Measurable indicators Evidence (qualitative and quantitative) which will be used to measure/ judge the achievement of the goal.	Baseline Data (and specific examples of country level baseline values)	Means of verification Sources of information / data which will be used to assess the indicators)	Important assumptions
	and virtual) resource centres increase access to critical understanding of human rights. Accessed by at least 22,800 users per year (780 visits x 10 countries x 3 years)		visitors and loaning book 6.2.2 List of documents in resource centre maintained and updated 6.2.2 Itinerary of resource centre equipment	
	06 OV3: 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.	As P.OV3	6.3.1 List of resources on the database 6.3.2 List of recorded usage through AI team 6.3.3 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

Activities
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 organisational 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)
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 organisations 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).
2: Training and support of HRE workers / project participants and development of HRE Projects
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

Activities
communication)
3: Implementation of HRE Projects (access & critical awareness)
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 project) in project Y2, 3 and 4.
3.3 Ongoing monitoring of HRE projects by HRE workers / project participants
4: Implementation of HRE projects (mobilisation, action, behaviour change)
4.1 Community HRE committees established
4.2 Community HRE plans are developed
5: Better coordination, networking and skill sharing
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
6: More relevant training and awareness-raising materials and tools
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)
7. Monitoring and Evaluation

Activities
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 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. Organisation Name	Amnesty International

A3.2 – Reporting Period

1. Start of Period	01 April 2011
2. End of Period	31 March 2012

A3.3 – Funds received from DFID during Reporting Period

Payment No.	Date Received	Amount
Payment 1	15 th June 2011 (Claim 11)	£489,058.30
Payment 2	Claim 12 was submitted but no funds were requested	-
Payment 3	25 th Nov 2011 (Claim 13)	£325,680.21
Payment 4	23 rd February 2012 (Claim 14)	£132,370.53
Total received during Period		£947,109.04

A3.4 – Expenditure during Reporting Period 1 April 2011 to 31 March 2012

Agreed Budget Lines	Total Agreed Year 4⁵	Current Year 4 expenditure April 2011 to 31 March 2012	Variance	Variance %
Capital Costs Partners	727.21	727.21	(0.00)	0.00%
Capital Costs AI	-	-	-	0.00%
Human Resources Partners	131,565.65	132,267.41	(701.52)	-0.53%
Human Resources AI	122,514.25	122,513.92	0.33	0.00%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): Partners	32,306.50	33,939.65	(1,633.15)	-5.06%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): AI	12,730.00	14,036.97	(1,306.97)	-10.27%
Activity Costs 2 (Training & Support of HRE Workers): Partners	510,144.09	453,315.09	56,829.00	11.14%
Activity Costs 2 (Training & Support of HRE Workers): AI	-	-	-	0.00%
Activity Costs 3 (Implementation of HRE Projects): Partners ⁶	-	56,247.70	(56,247.70)	100%
Activity Costs 3 (Implementation of HRE Projects): AI	-	-	-	0.00%
Activity Costs 4 (Increase access and quality of locally relevant HRE materials): Partners	154,604.90	157,299.75	(2,694.97)	-1.74%
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	37,528.11	39,745.41	(2,217.30)	-5.91%

⁵ The Total Agreed Year 4 budget is taken from the Year 4 reprofiled budget submitted to KPMG on 2nd April 2012

⁶ DFID approved Activity 3 to be merged with Activity 2 after Q1 of FY4. The 56,247.70 was expenditure for Activity 3 in Q1, before the merge was approved.

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	-	-	-	0.00%
Project Management: Partners	69,350.12	69,883.68	(533.24)	-0.77%
Project Management: AI	10,819.54	10,819.99	(0.45)	0.00%
Totals	1,082,290.35	1,090,796.79	(8,505.88)	-0.79%

A3.5 – Expenditure to Date (31 March 2012) since start of Programme

Agreed Budget Lines	Total Agreed Programme Budget to Date	Current Total Expenditure to 31 March 2012	Variance	Variance %
Capital Costs Partners	£ 9,836.21	£ 9,836.21	£ -	0.00%
Capital Costs AI	£ -	£ -	£ -	0.00%
Human Resources Partners	£ 440,578.20	£ 378,055.40	£ 62,522.80	14.19%
Human Resources AI	£ 468,867.14	£ 422,587.85	£ 46,279.29	9.87%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): Partners	£ 140,841.75	£ 132,620.29	£ 8,221.46	5.84%
Activity Costs 1 (Establishing Project Infrastructure and Capacity Building for Partners): AI	£ 66,301.75	£ 65,750.91	£ 550.84	0.83%
Activity Costs 2 (Training & Support of HRE Workers): Partners	£ 697,969.31	£ 836,764.80	-£ 138,795.49	-19.89%
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	£ 508,660.77	£ 274,904.77	£ 233,756.00	45.96%
Activity Costs 3 (Implementation of HRE Projects): AI	£ -	£ -	£ -	0.00%

Activity Costs 4 (Increase access and quality of locally relevant HRE materials): Partners	£ 324,807.90	£ 307,503.19	£ 17,304.71	5.33%
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	£ 136,333.93	£ 89,083.89	£ 47,250.04	34.66%
Activity Cost 5 (Establish and facilitate relevant and accessible national and continent wide networks): AI	£ 9,050.00	£ 1,000.00	£ 8,050.00	0.00%
M&E partners	£ 37,000.00	£ -	£ 37,000.00	0.00%
M&E: AI	£ 46,649.54	£ 26,166.54	£ 20,483.00	0.00%
Project Management: Partners	£ 191,016.29	£ 169,634.97	£ 21,381.32	11.19%
Project Management: AI	£ 48,529.39	£ 42,396.22	£ 6,133.17	12.64%
Totals	3,148,728.18	2,778,591.05	370,137.14	11.76%

A3.6 – Value for Money

Amnesty International has taken steps to reduce costs without undermining the quality of services delivered at all levels and stages of the Africa Human Rights Education project.

At institutional and regional level

To reduce the costs related to institutional and administrative support, the AHRE project has mobilised and leveraged internal human, technical and financial resources from departments within Amnesty International. In response to the need for strong financial tracking and reporting of the AHRE project, Amnesty International pays for a Regional Accountant to support the project which has ensured efficient and effective financial management of project funds has improved with no additional cost to DFID as the donor.

The project is managed by a Project Management Team based at the International Secretariat office in Dakar. The Team are responsible for liaison with National Coordinators and monitoring activities in all project countries. The Team's location in Dakar achieves economies due to the relative ease of regional travel to and from Senegal and the cost-effectiveness of office space in Dakar.

The PMT has further saved on travel costs by combining monitoring and support visits to neighbouring countries. Furthermore, many documents have been translated and proof-read by project staff rather than being sent for professional translation.

Five IS departments in London provide additional support to the PMT at no cost to DFID: the International Projects Unit (IPU), the Finance Programme, the Human Rights Education Unit (HRE), the Africa Regional Programme and the Learning and Impact Unit (LIU) contribute to the project in different ways:

- LIU supports the design and implementation of monitoring and evaluation plans, and trains project staff and participants in M&E;
- HRE provides resources and training to the project such as membership of the Amnesty International movement wide HRE network, the HRE toolkit in Monitoring and Evaluation and training in participatory methodologies for HRE.
- The Africa Programme provides expert technical support and advice on human rights issues in Africa;
- IPU provides expert grant management support and capacity building support to the PMT and partners, and fundraising capacity building to partners, and manages regular reporting to DFID;
- Finance provides accountancy and financial management services and advice.

At country level

National Coordinators, Partners and members of the Partnership Committee have used innovative methods to save money for the project. Such as:

- partners have contributed to the cost of training sessions by providing their own organisations' resources. In Burkina Faso, members of the HRE network requested ICT training which staff of Amnesty International Burkina Faso then organised and ran free of charge.
- partners provide their own rooms and office space for free so that it is not necessary to hire venues for project activities.

At community level

Given the great success of the project to date and the substantial interest generated, communities have spontaneously offered to provide in-kind support. In most cases, they have provided the venue and seats for community meetings; in others, communities have organized themselves to provide refreshments and lunch for attendees. This level of in-kind has assisted the project in reaching nearly 250 communities.

Project Participants are human rights education volunteers or human rights activists from local communities or organisations, working on an entirely voluntary basis. They receive no remuneration beyond the resources necessary to conduct their community-based human rights education activities.

The original proposal intended that the AHRE project would reach 22,500 people at a per capita cost of £140, a target that was considered ambitious given the costs inherent in such a geographically wide HRE programme. So far, a total of 125,000

people have benefited directly from micro- projects resulting in a per capita cost of £25 over the four-year budget of £3,148,728.

As a result of the initiative shown by project staff and volunteers, and the overwhelming support from local communities, the AHRE project has reached far more people and communities than originally envisaged, and has far exceeded the ambitious aspirations for value for money presented in the original application.

Annex A4 – Materials produced during the reporting period

Item	Date	Title or description of material	Access via web site (if applicable)
1.	April 2011- Jan 2012	<p>Training manuals</p> <ul style="list-style-type: none"> - Project Participant handbook on child rights, women's succession rights, matrimonial rights, recourses steps, sexual and reproductive rights, repertory of juridical instruments related to human rights targeted (Benin) - Knowing better the UN Declaration of Human Rights in 3 versions (Cote d'Ivoire) - Manual of the HRE activist in Côte d'Ivoire (Training guide) - Rights of women and children handbook (Sierra Leone) - Flash cards on husband encouraging wife to breastfeed child, under-aged kids initiated in Kambia, emergency referral, husband & wife discussion on the welfare of the home, health Worker encouraging mothers to practice healthy way of leaving, economic empowerment of women at all levels, women empowered via education, husband & wife discussing on family planning, women's health is a human rights, women should be protected from psychological, verbal & emotional violence, women must not die giving birth, women chooses hospital instead of herbalist, women making use of social facility (health centre), poor & deplorable condition of mother & son, Marie struggling to get to the health centre - Guide on how to handle victims of sexual harassment in schools, universities and apprenticeship milieu (Togo) - Manual for the HRE practice with youth (Togo) 	
2.	April 2011 – March 2012	<p>Booklets</p> <ul style="list-style-type: none"> - At the heart of the Africa HRE Project in Burkina Faso - Booklets on child rights, women's rights, elderly women (Burkina) - Rights and responsibilities in the 2000's 	

		<p>Constitution (Cote d'Ivoire)</p> <ul style="list-style-type: none"> - How to seize jurisdiction in Côte d'Ivoire - International Pact related to ESCR (Côte d'Ivoire) - Women rights/VAW, child rights, rights of people living with a disability, street children (Mali) <p>Booklet « Protect yourself against sexual violence, to safeguard your future» (Senegal)</p> <p>Booklet « Educate without the stick, it's possible » (Togo)</p> <p>Booklet on People's and family code (Togo)</p>	
2.	<p>April 2011 – March 2012</p>	<p>Posters</p> <ul style="list-style-type: none"> - 20 images related to diverse human rights (CI) - Posters on Girl Child Education, Basic Rights of Adults, Rights of Single Mothers, Rights of Widows, Child Protection, Survival, Development rights, Reproductive Health rights (Ghana) - Poster on project and themes of the micro projects : VAW, FGM, corruption, child rights(Mali) - Posters on sexual harassment in schools, early pregnancy, rights of people living with a disability, child rights (Senegal) - Posters on Men Encourage & Support your wives to go to hospital, Say No to CHILD BONDO Encourage GIRL CHILD Education Review repressive & harsh CUSTOMARY LAWS that DISCRIMINATES against Women, JUSTICE is not for SALE (Sierra Leone) 	<p>http://edhamali.blogspot.com/p/ressources.html</p> <p>http://edhamali.blogspot.com/p/ressources.html</p>
3.	<p>May 2011</p>	<ul style="list-style-type: none"> - Awareness kits 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 (Burkina) - Image boxes on FGM (Mali) - Image boxes on « Heritage, is for all, men and women», Gender equity, Freedom of opinion and expression (Togo) 	
4.	<p>May 2011-</p>	<p>Newsletters</p> <ul style="list-style-type: none"> - Burkina Faso HRE Newsletter 	<p>http://lejournaledh.blogspot.com/</p>

	March 2012	<ul style="list-style-type: none"> - Mali HRE Newsletter - Benin HRE Newsletter - Togo HRE newsletter - Regional AHRE e-newsletter - Branded Human Rights Educators journals on Stop violence against women, Police brutality is unacceptable and Stop politically motivated violence (Kenya) 	www.africa-hre.org
5.	August 2011	<p>Documentary TV magazine on outcomes of the AHRE project (Mali and Cote d'Ivoire)</p>	
6.	April 2011 - March 2012	<p>Resource centre materials: compilation of digital files on Human rights on CD Rom (Cote d'Ivoire, Mali, Burkina Faso, Togo, etc)</p>	
7.	April 2011 - March 2012	<p>Audio CD/Data CD/DVD</p> <ul style="list-style-type: none"> - Translation of training modules in Senoufo, Malinké, Gouro, Mooré (Cote d'Ivoire) - CD on the AHRE project and themes of the micro projects: VAW, FGM, corruption, child rights (Mali) - Audio recordings of translations of the three gender laws (Domestic Violence Act 2007, Registration of Customary Act 2009 and Devolution of Estate Act 2007) into local languages viz: Mende, Themne, Limba and Krio (Sierra Leone) 	
8.	April 2011 – March 2012	<p>Radio Spots in Cote d'Ivoire, Mali, Senegal, Togo, Kenya, Uganda, Benin, Burkina Faso, Sierra Leone, Ghana</p>	
9.	April 2011 – March 2012	<p>Press clips A wide range of press cuts in all countries and related to the AHRE micro projects on women's rights, early marriage, VAW, FGM, child rights, people living with a disability, girls child education, minority rights, etc</p>	
10.	April 2011 – March 2012	<p>Comic strips</p> <ul style="list-style-type: none"> - Aminata's Human Rights Story "Education First Marriage Later", - Fanta's Human Rights Story "Women have the right to inherit property", - Baindu's Human Rights Story "Women must be protected from domestic violence" (Sierra Leone) 	

Annex A5 – Web Update for Programme



Since September 2008, Amnesty International has been implementing the Africa Human Rights Education (AHRE) Project with the financial support from UKAID/DFID GTF and in partnership with 21 organisations. This four year project is working directly with 146 Human rights activists from civil society organisations in 10 countries across East and West Africa: Benin, Burkina Faso, Cote d'Ivoire, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo and Uganda.

Local partners are successfully implementing 89 innovative human rights education micro projects utilising theatre, community durbars, door-to-door sensitization, radio stations and existing local governance structures to mobilize rights-holders around their human rights needs and concerns in order to hold duty-bearers and perpetrators accountable. After one year during which emphasis was placed on building capacities of communities involved, the second phase of the micro projects has not only allowed to deepen the communities understanding of human rights violations but also showing them recourses available and how to seek redress.

In Burkina Faso for example, a CBO has supported a woman deprived of succession of her late husband's property to win a court case against her in-laws. This woman approached the CBO after taking part in one of their sensitization activity on violence against women.

If last year the project has reached out to 50,280 people, this year covering the period from April 2011 to March 2012 has been even more successful with nearly 125,000 people reached. This figure is made up of 31,879 women, 31,826 men, 59,480 youth/students, 486 teachers, 713 elders and community leaders, 249 people living with disabilities and 16 journalists from more than 250 communities who better understand their basic rights and have started to claim them whenever they are violated. These figures do not include radio programme listeners and theatre spectators and are far beyond the 22,500 people targeted in the project's proposal.

For more information, please visit: www.africa-hre.org and <http://www.amnesty.org/en/human-rights-education/projects-initiatives/ahrep>

Annex A6 – Annual Work plan 1 April- 14 September 2012

GTF Number: 376

Organisation: Amnesty International

Actions	Quarter 2			Quarter 3			Quarter 4	WHO
	April	May	June	July	August	September	October	
Annual & Quarterly Action plans								ALL NC
Disbursement of microgrants								ALL NC
Final evaluation of micro projects			from 15 June to 15 July					PP, NC, CP
Partners submit full reports on Phase 2 Micro Projects				31				NC and CP
Training workshops for Project Participants								NC
Financial reports	10	10	10	10	10	10	10	NC and Accountants
Narrative reports	15			15			15	NC
External Project Evaluation	Selection of consultant	Desktop review & field visits		Reports				PMT, NC, PP and Consultant
Annual report			30					PMT, IPU, NC
End of project report							Start 1st	PMT, IPU, NC
End of Project Sharing meeting of NC, Project Participants and Partners				17 au 20				All stakeholders
COUNTRY VISITS								WHO
BURKINA FASO		14-18						Assouan & Ami
GHANA	16 - 23							Kwasi
SENEGAL			4-8					All PMT
SIERRA LEONE	2-7							Assouan
TOGO	22-27							Assouan & Ami

GTF376

Annex A7 – Partners

See attached Partners list.

Annex A8 – Main Contacts List

See attached Contacts list.

Annex A9 – Short articles about emerging impact

Article 1

Mobilising the community on women’s inheritance rights has led to saving a widow from eviction by her in-laws

“But for SCEWE, me and my children would have been thrown out of our house after the death of my husband” said Alice Beti happily during an interview in her house at Shinyalu in February 2012.

In partnership with Amnesty International, SCEWE (Shinyalu Central and West Self-help Group) a community-based organisation in Kenya has been implementing an Africa Human Rights Education micro-project funded by UKAID/DFID since 2009 in the Central and West Shinyalu rural communities in Kakamega, 450 km from Nairobi. The project participant who is a volunteer who runs the project, trained volunteer members of the community using sketches and music to educate the populace about rape, incest and eviction of widows during official Barazas⁷ attended by members of the community, chiefs, teachers, social workers and local government officials. The sketches portray human rights issues in the community identified by the community members during the participatory consultation held prior to the micro project’s intervention, and show how victims can seek redress for their cases.

It was during these meetings that Alice Beti, a community health worker, learned about her right to inherit part of her husband’s property under Kenyan family laws. Her in-laws had taken over all of her late husband’s property and were threatening to evict her and her children from the house in which they were living.

She challenged her in-laws through filing her case at the tribal Paramount Chief’s court where she won her case. She took the case to the court

after having attending a baraza where our partner SCEWE was explaining the steps to seek redress for violations of the law. These barazas are attended by local chiefs who have been trained in succession rights by SCEWE, who speak out during the baraza and endorse their commitment to the community to hold perpetrators accountable. This gave her confidence to come forward and seek support from SCEWE in filing her case. The paramount chief was advised by the senior chiefs, among whom some have been trained through SCEWE on heritage and succession rights and who now act



Alice Beti, Shinyalu, Kakamega, Kenya, Feb 2012

⁷ Baraza = Community meeting in Kenya

as paralegals. Her efforts have been crowned with success as she won her case and is now peacefully enjoying her life in the house with all her children.

Alice is proud to say that she is now the chair of Shinyalu Widows' Group which SCEWE helped to set up by bringing together other women who have experienced the same human rights abuses. She leads discussions on matters of their concern and advises other women on redress mechanisms such as how to file cases with the paramount chief's court and the formal judicial court.



Sketch on GBV played by students at a Shinyalu Baraza, Feb 2012

SCEWE's has trained 20 paralegals among the 11 assistant and community chiefs in the Shinyalu area. These chiefs always take the floor to emphasize the issues raised the sketches presented during the community baraza. This does not only encourage victims of violence against women to report their cases to the police but also gives them confidence that their cases will be heard.

The senior chiefs, chiefs and assistant chiefs trained also serve as multipliers of the information they get from SCEWE during the barazas which are organized twice a month in a particular area. They then cascade the information afterwards in their own areas.

The senior chiefs, chiefs and assistant chiefs trained also serve as multipliers of

Article 2

Apprentices in Tabligbo can now more easily qualify in their trade

"I am grateful to ATDPH for showing us the way to improve our training conditions and relationship with our masters. Now we can write public end-of-training examinations to obtain official certificates to become qualified and recognized seamstresses". Delali, a tailoring apprentice.

Delali is now a qualified seamstress and set up her own sewing business in November 2011 in Tabligbo.

In partnership with Amnesty International, *Association Togolaise Pour La Défense et la Promotion des Droits Humains* (ATDPDH) has been mobilising apprentices to understand their rights and duties in Tabligbo in the Yoto district of Togo for the past three years. Apprentices are now beginning to claim their rights to qualify in their trade through a recently adopted examination system introduced by the Government of Togo for official recognition of their trade.



The micro-project has had a significant impact on the skills, prospects and motivation of apprentices – many of whom are young people who didn't complete formal school education. They are now far more aware of their rights and far more likely to receive the training and qualifications necessary for them to provide an income for their family.

Previously, 'skilled masters' or employers who took on apprentices would not register their apprentice for the government's vocational exams, but rather only giving them a reference for a future employer if they paid them a large sum of money. Thus employers maintained significant control over their apprentice's future prospects as most apprentices couldn't afford to pay and therefore were free to set up their own businesses or seek employment elsewhere. This power was frequently abused, with masters making their apprentices do odd jobs such as selling petty items on market days, household chores or work on their master's farms. This work was not only an abuse of the master-apprentice relationship but hindered the development of the apprentice's skills.

As a result of the project, apprentices have spoken of a significant decrease in physical punishment, bullying and insults and more respect for the agreed working hours, and given more responsibilities. More and more apprentices now complete vocational examinations every year. So many that the Government has increased the number of examination centres in the district almost threefold, from 3 in 2009, to 6 in 2010 and 11 in 2011.



"Our masters no longer send us to work in their homes or sell goods on market days. They have even agreed to give us annual leave for us to go and help our parents on the farm." Akouvi, an apprentice, in Tabligbo

To ensure the projects message is disseminated as widely as possible, 23 apprentices and 14 masters have been trained to communicate through radio shows, theatre and face-to-face discussions – informing not less than 150 apprentices and 60 masters around the country about their rights and responsibilities.



"With my vocational certificate, I can now get a job in a construction company and earn a decent life. We need to share our learning from ATDPDH with our colleagues in other villages who have not yet had the chance to meet that association". Kodjo, apprentice in joinery in Tabligbo.

The apprentices who pass through the scheme will form a new generation of tradesmen and women who will respect the rights of their apprentices, ensuring sustainable as the benefits are multiplied in the long term.

Annex B1 – Detailed Budget for all Project Years

See attached budget, based on the budget submitted to KMPG on April 2nd 2012.

Annex B2 – Sensitive Information

There is no sensitive information in the report.

Annex C1 – Any Outstanding Issues from Previous Reports

There are no outstanding issues.