



**AMNESTY INTERNATIONAL  
HUMAN RIGHTS EDUCATION 2019**

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 Cover photo: Young activists take part in a movement workshop facilitated by Columpio Colectivo during the first Diversxs Puerto Rico Festival for Human Rights in December 2018.

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# WELCOME

This report provides an overview from 67 Amnesty entities and shows the impact of 197 Human Rights Education (HRE) projects that have engaged more than one million people through a variety of initiatives with diverse approaches. In 2019, we reached people in more than 167 countries, supporting them to take action for positive human rights change.

Amnesty International's worldwide network inspires and equips people to get active for human rights. Every year, the global Human Rights Education team compiles and reports on the HRE achievements shared by colleagues from around the globe. This year, we are again able to share a wonderful, diverse and inspiring range of impactful HRE projects and activities.

In Burkina Faso, for example, two cases of Early Forced Marriage were prevented as a result of alert committees set up as part of the regional HRE project aimed at reducing the rate of Female Genital Mutilation and Early and Forced Marriage in Burkina Faso, Sierra Leone and Senegal.

Despite the hostile political environment, Amnesty Turkey managed to engage over 14,000 people through their online HRE work.

Maryam a former trainee who took part in two activities held by the MENA Amnesty Academy successfully developed a network of 50 activists reporting on the human rights situation in Karbala, Iraq and led on a campaign to frame demands from the popular movements in the city, using tools acquired in the Youth Lab.

Following four years of consistent engagement, young people involved in the It's My Body project in Amnesty Argentina are now able to deploy advocacy strategies and take part in monitoring bodies such as the advisory council for the National Program of Adolescent Integral Health and the Youth Council in Buenos Aires. Meanwhile in Chile, some of the networks that young people have created as part of the project have received official recognition from local authorities, and in Peru the young people continue their engagement in the fight for maintaining a gender focus in the school curriculum.

After a challenging year in 2018, due in part to the increasingly hostile political environment, Amnesty India's work in schools continued with the Our Safety, Our Rights campaign in school clubs. As a result of this work, 80% of teachers trained conducted awareness raising activities in their schools. Fifteen percent of schools went on to engage with local

**“Amnesty International’s worldwide network inspires and equips people to get active for human rights”**

authorities to create awareness in schools and communities and ensure the implementation of child safety mechanisms in schools and communities.

And finally, over one million people took action to defend human rights as part of their involvement in HRE for Amnesty's worldwide campaigns on Human Rights Defenders and Write for Rights.

These are just a few examples of success from 2019. The full report provides a wealth of insight and inspiration from around the world. As the global human rights environment continually evolves, HRE colleagues and practitioners will undoubtedly continue to adapt with it, ensuring millions of people have the knowledge, skills and attitudes needed to create a rights-respecting world for everyone. This is a wonderful community, and we look forward to continuing the journey with them throughout 2020.



**Emily Nevins**  
Programme Director  
Campaigns and Education  
Amnesty International

**“Through Human Rights Education, Amnesty International reaches over 1 million people, providing opportunities to learn about their human rights. For some, it is their first introduction to human rights, for others it provides important knowledge and skills to further strengthen their existing activism, campaigning and advocacy for human rights. Human Rights Education accompanies people as they move through their own transformative journeys and take action to make the world a better, fairer, more just place.”**

**Julie Verhaar**  
Secretary General, Amnesty International

# INTRODUCTION

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

For the year 2019, 67 Amnesty International entities contributed to the report with a total of 197 HRE projects reported. Once again, this year, the report reveals a diverse range of impact within HRE activities – from equipping learners with knowledge and skills on human rights, to seeing a change in their attitudes and behaviour. Results are seen through personal transformations leading to people taking action on human rights, with some examples of human rights change in their local environments.

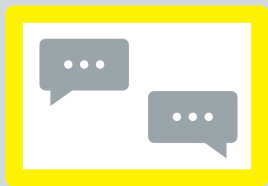
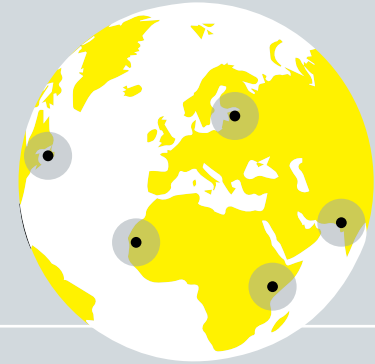
**HRE enables people to learn about human rights and how to claim them. HRE can be defined as any learning, education, training or information efforts aimed at building a universal culture of human rights. It encompasses:**

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

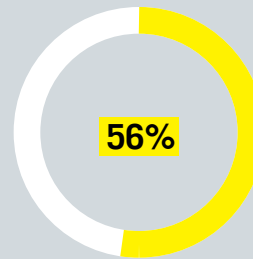
# KEY TRENDS

## Globally in 2019, HRE projects:

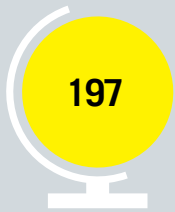
Engaged over **1.8 million** people and led more than **483,889**<sup>1</sup> to take action to defend human rights in **167 countries**<sup>1</sup>.



**56 online courses**  
in **12 languages**



of projects move beyond knowledge, and mobilise people to take action.



**197** projects  
in 58 countries.



Engaged slightly more females, with 51% of our reach being female



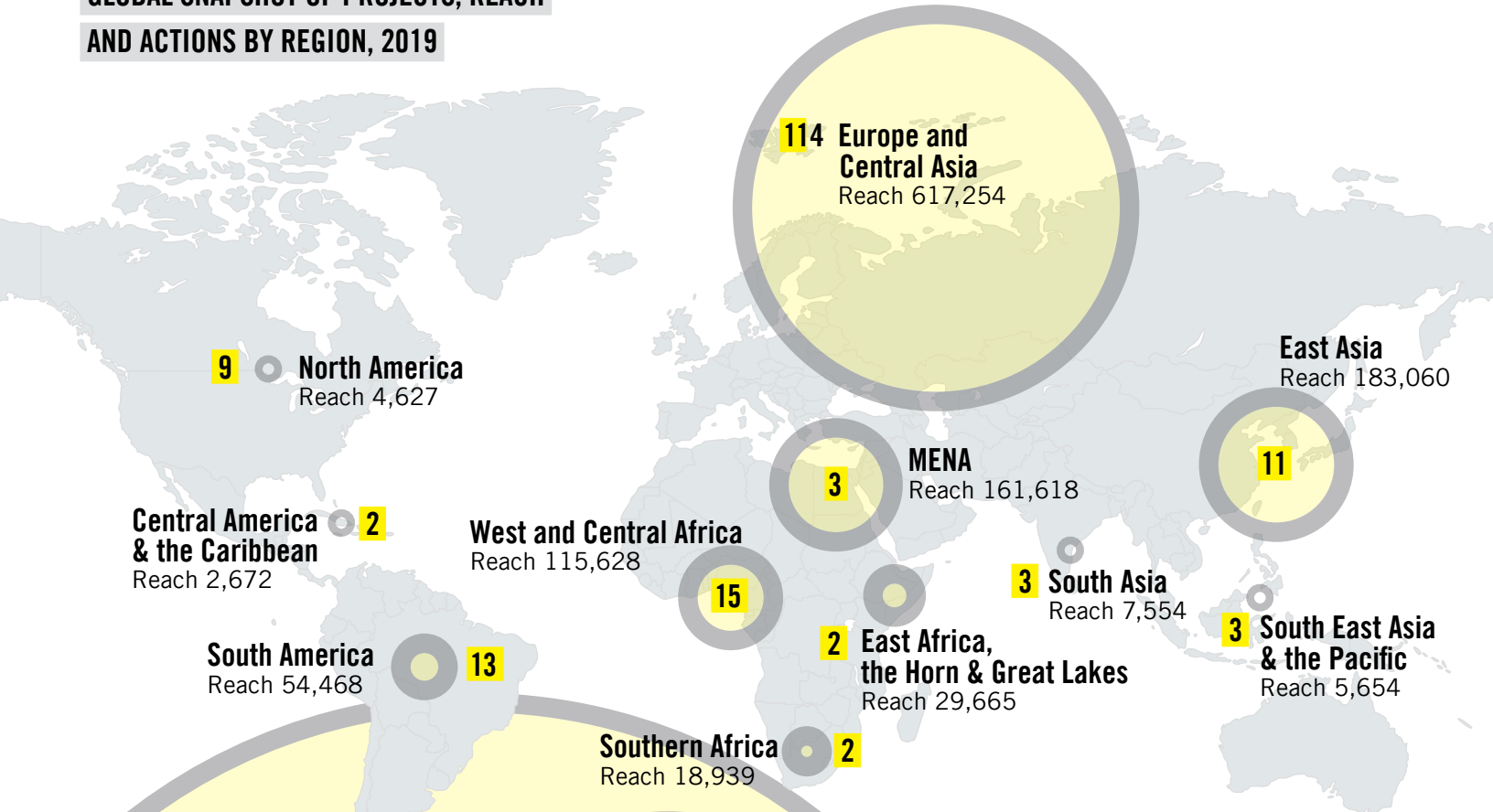
Had an overwhelming engagement with youth – HRE projects reached over 694,024 young people in 2019<sup>2</sup>.

- HRE continues to contribute significantly to Amnesty International's worldwide campaigning work on Human Rights Defenders. These include [Stand up for the Brave](#) and the annual letter writing campaign [Write for Rights](#).
- In addition, HRE also contributes to work on refugee rights and Amnesty International's worldwide [I Welcome](#) campaign.
- HRE leads to informed activism and mobilizes people to take part in these global campaigns.
- HRE projects contribute to increased engagement, awareness of human rights issues, and to building participants' knowledge and skills to take action for human rights.
- The [Amnesty Human Rights Academy](#), a space for learning online and offline, is becoming increasingly popular, offering free, quality HRE to people interested in human rights learning.

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

<sup>2</sup> Data on age of people reached was only available for 70% of projects

**GLOBAL SNAPSHOT OF PROJECTS, REACH AND ACTIONS BY REGION, 2019**



**Africa:** Focus on Human Rights Friendly Schools and projects banning female genital mutilation and early and forced marriages.

**Americas:** Strong focus on gender and LGBTQI+ rights. More long-term engagement with activists.

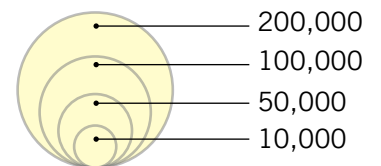
**Asia-Pacific:** Strong engagement in the context of closing space for human rights.

**Europe & Central Asia**  
Largest reach, 95% youth.

**Middle East and North Africa:** Strong online and offline reach in region with limited Amnesty presence.

**Key**

**1** Number of projects  
People reached



**IN 2019**

- 197** Projects reported
- 1,887,778** People were reached
- 483,889** People were mobilised to take action



<sup>3</sup> Percentage calculated based on number of projects where gender of participants was recorded

<sup>4</sup> Percentage calculated based on number of projects where age of participants was recorded

**TOP THREE PROJECTS MOBILISING PEOPLE TO TAKE ACTION, 2019****Amnesty Human Rights Academy****Reach 141,868**

The Academy continued to see large growth in 2019, successfully engaging with learners worldwide, both online through the courses as well as in-person through workshops and trainings as part of the MENA and Eastern Europe and Central Asia (EECA) regions' blended learning streams. This project provides an inclusive and comprehensive learning space bringing together students, activists, and human rights defenders (HRDs) throughout the world and providing them with the tools and resources to take action and defend human rights. We have seen many examples of learners taking action, from taking courses online, to building skills to monitor human rights violations in their communities, to founding their own networks and organisations.

**The Netherlands – Programma Mensenrechteneducatie****Reach 135,513**

Through this project, Amnesty International Netherlands works with students on children's rights and human rights. Since human rights is not part of the national curriculum, for many this is their first encounter with the topic. The ambition is to reach every child in the Netherlands at least once with human rights education. The programme also contributes to Amnesty International's worldwide campaigns such as Stand Up For The Brave and Write For Rights where in 2019 many people took action by writing letters and signing petitions in support of young human rights defenders and young people at risk around the world.

**Taiwan – Write for Rights****Reach 110,000**

Through their HRE project on the 2019 Write for Rights campaign, over 110,000 people were mobilised to write letters of solidarity calling for justice for those whose basic human rights are being attacked. Thanks to Taiwan's huge teacher base who take part in the campaign every year, school participation is the main force for their campaign. Beyond this, students began to host their own Write for Rights parties and as a result there were over 110,000 students and 650 teachers from over 390 schools taking action.

🕒 (Top) Moses Akatugba pictured with students from a school in Rotterdam at the kick-off event for Amnesty Netherlands' 2019 Write for Rights Campaign. After hearing Moses tell his story, students took action by writing letters. © Pierre Crom Amnesty

Taiwan activists participate in the *Write for Rights* action. © Amnesty International Taiwan



# MEASURING ACHIEVEMENTS

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

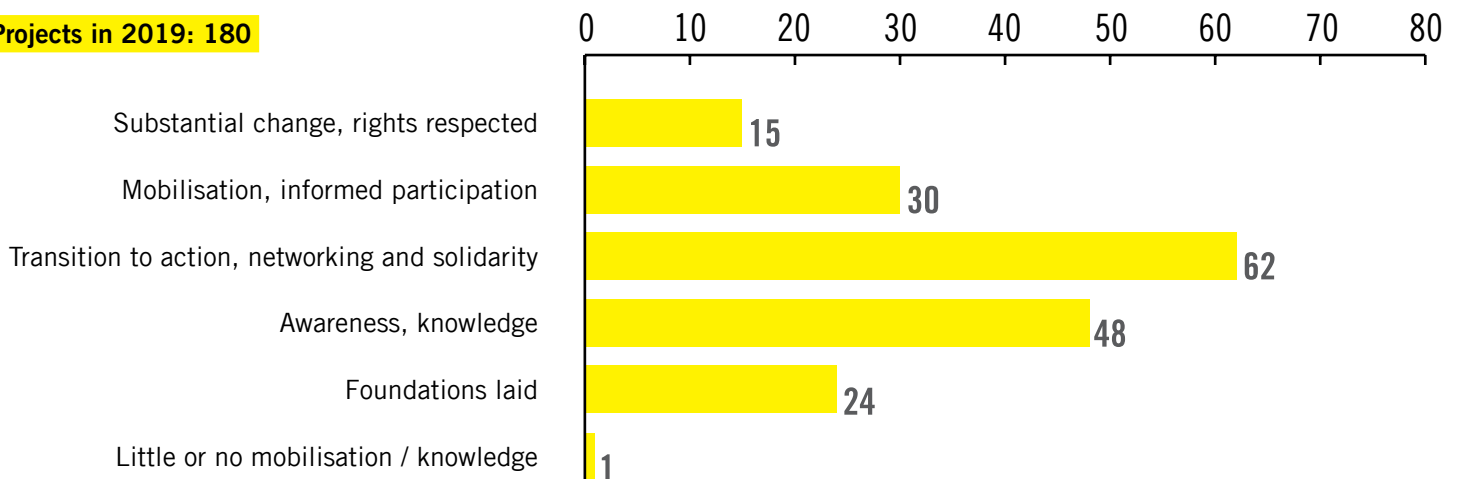
1. People worldwide have the knowledge and skills to take action to defend and promote human rights;
2. Governments are held to account on human rights education, with recommendations implemented.

**107 of the 197 projects engaged learners through transitions into action, mobilisation and informed participation.**

## NUMBER OF PROJECTS AND REACH, ACHIEVEMENT SCALE OUTCOME 1, 2019

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

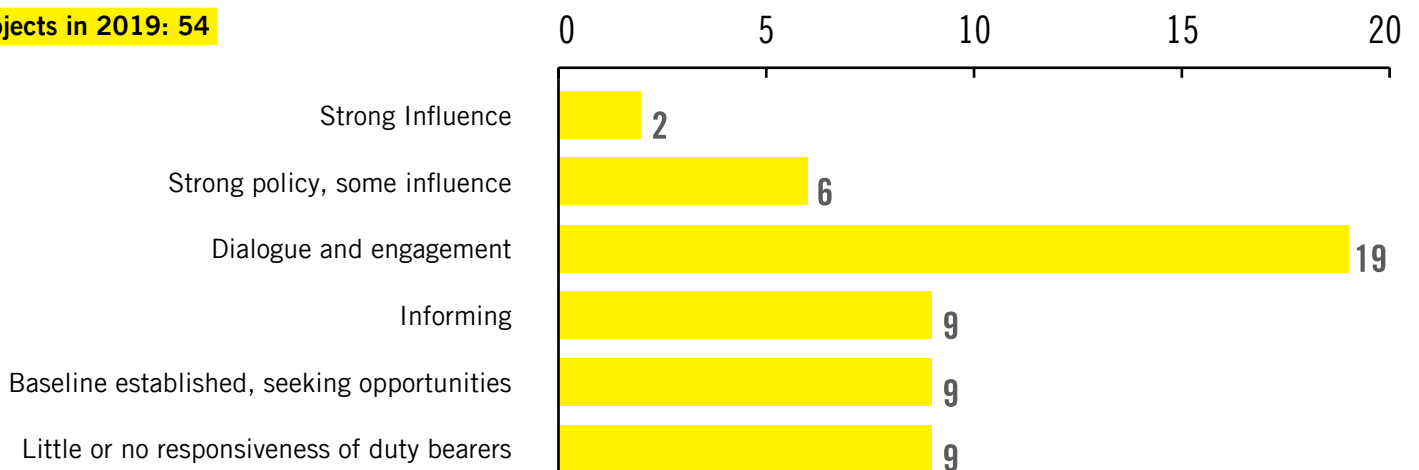
**Projects in 2019: 180**



## NUMBER OF PROJECTS AND REACH, ACHIEVEMENT SCALE OUTCOME 2, 2019:

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

**Projects in 2019: 54**



# KEY PROJECTS

## HUMAN RIGHTS EDUCATION

### WITHIN SCHOOLING

#### Human Rights Friendly Schools

The Human Rights Friendly Schools (HRFS) approach encourages and supports the development of a global culture of human rights by empowering young people, teachers and the wider school community to create human rights friendly school communities across the world. Participating schools work towards developing a whole-school approach to human rights, integrating human rights values, principles and knowledge into key areas of school life such as curriculum, school environment, school relationships and school governance.

Of the 197 projects reported in 2019, 62 of the projects took place within schools and universities, engaging students within a school environment. Eight of these projects use the HRFS, which is a sustainable all-encompassing approach to integrating human rights within the school environment. Beyond this, most of these projects focus on students, as well as target teachers, lecturers and other educators to deliver classes, workshops and trainings to bring human rights into the classroom. These projects ultimately work towards building a human rights culture within the school environment.



### SPOTLIGHT

#### Human Rights Friendly Schools approach (schools) & Amnesty club (colleges)– Amnesty International India

– Using the Human Rights Friendly Schools (HRFS) approach, Amnesty International India works with Human Rights Clubs in schools and colleges. In 2019, they worked with clubs in Tamil Nadu and Telengana states on the *Our Safety, Our Rights* campaign. The campaign primarily aims to create awareness among children to understand and identify the various forms of abuse, especially sexual abuse. The campaign also seeks to empower children to speak up and report abuse without fear. Towards this end, the campaign will provide guidelines, helpline numbers and other avenues that children could use to seek assistance.

In 2019, around 250 schools used the *Our Safety, Our Rights* teacher's manual, children's awareness booklet and posters to create a safe environment for children. As a result of this work, 80% of trained teachers conducted awareness raising activities among the children in their respective schools. 10% of teachers build capacities of other teachers in their neighbourhood. 15% of schools engaged with local authorities (Child welfare committee, Education department, Local police, District Child Protection Units) for creating awareness in the schools and communities and sought implementation of child safety mechanisms in schools and communities. Around 10 children reported incidents of child sexual abuse which was handled by the local civil society organisations and teachers through existing legal procedures.

© A student reads the illustrative booklet on child safety during a Human Rights Education within Schooling project, India, 2019.

© Aswati Anil

# “I will protect my rights and the rights of others. I became an ambassador for human rights.”

## Teacher at a HRFS, Côte d’Ivoire

Qualitative impacts for students themselves include:

- Increased awareness, knowledge and understanding among students of human rights issues.
- Building empathy among students in general, but also for marginalised groups, e.g. refugees.
- Students taking actions and participating in campaigns (their own and Amnesty International campaigns).

Bringing HRE into the classroom provides major benefits to the school environment including:

- Improvements in the relationship between students and teachers and school administration, and improvements in school governance through participation of students in decisions.
- More ‘open discussion’ of human rights issues, including sensitive topics in schools.
- Progress towards ‘human rights culture’ in schools, such as reduction in bullying, abolition of corporal punishment.
- Improvements in inclusion.

As a key takeaway, students, teachers and school administrators all appear to benefit from the development of a ‘human rights culture’ in their school environment.

**“Schools can also be powerful agents of change and shape our societies in new ways. During our school years, we do not only gain knowledge; we develop skills, attitudes, and behaviours that determine how we interact with others for the rest of our lives. That’s why schools can play a fundamental role in building a rights-respecting society. Strengthening a culture of human rights at school has real effects. It can create a more inclusive learning environment, with less discrimination and harassment. It can enhance the relationships between students, teachers, and staff. It can foster critical thinking and leadership skills. And it can empower anyone at school to claim their human rights and defend the rights of others.”**

**Mr. Sawa, Teacher, Kenya**



## AMNESTY HUMAN RIGHTS ACADEMY

This online learning space provides free access to quality human rights education for everyone, everywhere. The multilingual platform enables free access to bite-sized sessions (20 minutes) as well as deep dives (15-hour courses) in different human rights topics. The platform also provides learning on-the-go, using mobile devices for a wide audience through in-depth, self-paced online human rights courses. Collaboration with local, national and regional educators opens opportunities for people to take the online learning experience offline and to develop blended learning journeys, combining online and offline learning. These blended learning journeys enhance face-to-face engagement through online learning and encourage people to further their learning journeys by joining the online Academy.

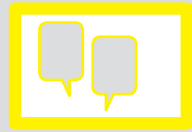
Amnesty International's [Human Rights Academy](#) continues to be central to the work of the MENA Regional Office, and their specialised use of blended learning is proving successful in the region. By bringing together students, activists and HRDs, with a gender balanced distribution and high percentage of youth, the Academy helps learners participate in a journey that starts with knowledge of human rights frameworks and leads to concrete actions for positive change in local communities or nationally.

The Eastern Europe and Central Asia Regional Office also piloted blended learning journeys in 2019, taking participants of the online Write for Rights course to offline HRE labs in Bishkek, in addition to a Training of Trainers workshop on the regionalised lesson plans for Write for Rights cases, building a community of learners and multipliers in Central Asia.

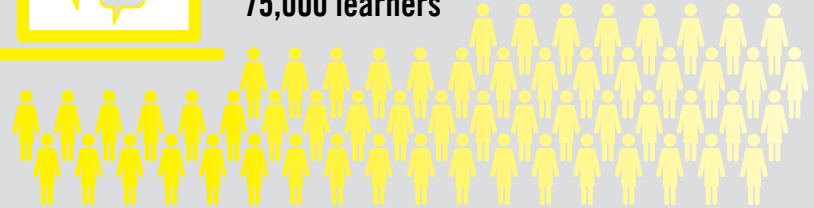
In 2019, the South Asia Regional Office adapted and translated four courses, and these will be launched as part of the regional plan for HRE in 2020.

Throughout 2019, we saw national Amnesty International entities around the world adopt the Academy, with South Korea, Norway, Ukraine, Brazil, Hungary, Czech Republic, Turkey and Taiwan all investing resources in

### In 2019, the Academy had



**56 courses** available in **12 languages**, with over **75,000 learners**



**2019** alone saw the launch of **18 new courses**.



In addition, over **180,000 people** registered their interest to sign up to the Academy.



the Academy by translating HRE courses and using them to engage people within their countries.

We have also seen that the Academy reaches people in countries without an Amnesty International presence, with many learners from Colombia, Pakistan, Bangladesh, Egypt and Ecuador signing up.

The Academy also contributes to global campaigns, most noticeably Write for Rights. The Write for Rights microlearning course was translated into Russian and used as part of a broader HRE intervention for Write for Rights in 2019 across Central Asia, Kyrgyzstan and Kazakhstan.

**“I think the introduction to Human Rights course is perfect, especially for students because it has a lot of visuals like photographs. Unlike typical lectures, you can check if you understood the concepts with flashcards or with a lot of examples, the Academy is really an effective learning tool.”**

**High School Student, South Korea**

**STRENGTHENING AMNESTY’S GLOBAL  
CAMPAIGNS**

HRE projects contribute significantly to Amnesty International’s global campaigns by increasing engagement, awareness of campaign issues and in building participants’ knowledge and skills to take action. The contribution to global campaigns includes the creation of resources, trainings, materials and support within schools and communities to raise awareness and engagement across regions. Overall, HRE contributed more significantly to Stand up for the Brave and Write for Rights and to a lesser extent this year to the I Welcome campaign, which ended in October 2019. Various entities have reported that HRE projects ensure informed activism and mobilise people to take part in the campaigns. In 2019, almost three quarters of all HRE projects reported contributions to global campaigns.



© Students participating in the Start the Change project discuss migration and freedom of movement, Košice, Slovakia, 2019.  
© Adam Engler

**“During the project (Start the Change!) there has been a significant change in how young people understand migration, the reality of refugees and asylum seekers in Slovakia and elsewhere. Since we have been able to work with them continuously, we could observe the change in their perception and ability to empathise.”**

**Amnesty International Slovakia**

**People Reached**

**Projects**

**I Welcome** Global Campaign for Refugees  
Reach 496,009

**33**

**Stand up for the Brave** Global Campaign on Human Rights Defenders  
Reach 1,447,914

**64**

**Write for Rights**  
Reach 1,199,236

**77**

**Contributes to a global campaign**  
Reach 1,806,958

**118**

**SPOTLIGHT:****Amnesty International Argentina – Write for Rights**

Amnesty International Argentina works on the Write for Rights campaign in educational spaces. This allows young people from different backgrounds to get to know the cases of the campaign, get introduced to the human rights situations in different countries, reflect on their experiences and their access to human rights, rethink the role that young people have in society and add their support with their letters. This process was accompanied by workshops with participatory methodologies based on the HRE material produced.

In addition, they held workshops in schools and promoted a contest for schools across the country to get involved in the Write for Rights cases and to support the young cases with their letters. Teachers from different provinces signed up, which will allow Argentina to strengthen their network of educators and human rights education activities in the future.

**Amnesty International United Kingdom – Words that Burn (I Welcome)**

**Words that Burn** is a creative education project that supports educators to explore human rights through poetry and invites young people to create poems in solidarity with individuals at risk. The project includes a free 10 session resource, videos of poets, online portal for submitting poems as actions, and partnerships with regional arts organisations.

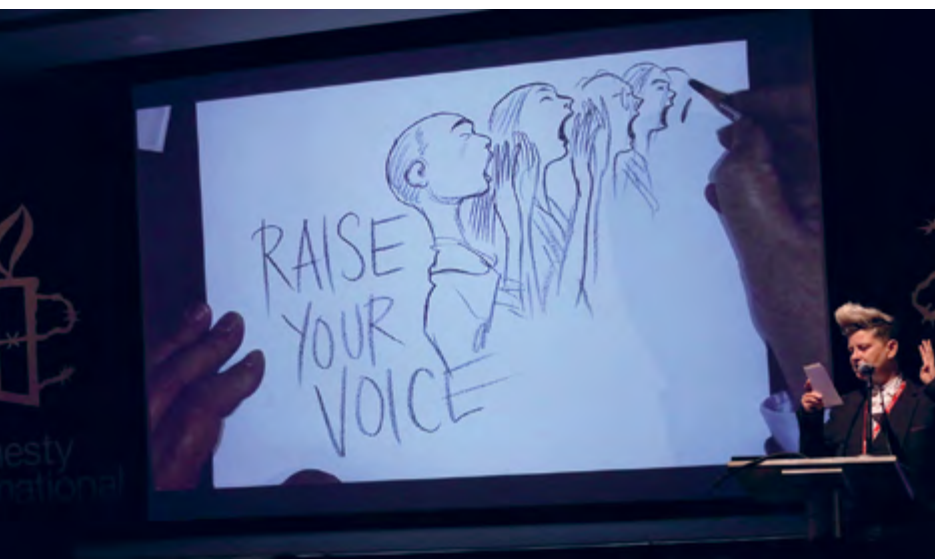
In 2019, using the Words that Burn poetry resources, people wrote poems about their family to call for refugee family reunification. These poems will be handed in to the UK government as part of the Families Together Campaign (I Welcome). Amnesty International UK also worked alongside the Families Together Campaign to [create a video](#) that featured refugees reading a poem that they had written about family, while Axel Scheffler (children's book illustrator) drew along to their reading live. This clip was viewed over 44,000 times across social media and drove more people to engage with the Families Together campaign.

**Amnesty International Mali – HRE in Campaigns (Stand up for the Brave)**

Amnesty International Mali uses HRE as a key element to strengthen their campaigning. One of the main focuses in 2019 for Amnesty International Mali was HRE work to help raise awareness of HRDs and national law pertaining to the protection of HRDs, specifically decree number 2020-0087/P-RM. The decree establishes ways for implementing the law on protection of HRDs.

Amnesty International Mali held four workshops for activists, partners and journalists on the law on HRDs. As a result, participants reported a better understanding of the importance of the role of human rights defenders in civil society. This led to the signing of petitions in favour of the adoption of the decree and to the commitment of the Minister of Justice and Human Rights to the effective follow-up of the Universal Periodic Review, as well as wide dissemination of the law on HRDs and the increased commitment of members, activists, supporters and partners to initiate proactive actions in synergy with the messages and appeals disseminated.

Following continued capacity building and upstream advocacy by Amnesty International Mali and other organisations in the country, the decree was subsequently adopted by the Malian government on 18 February 2020.

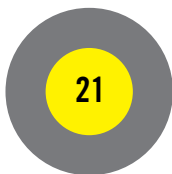
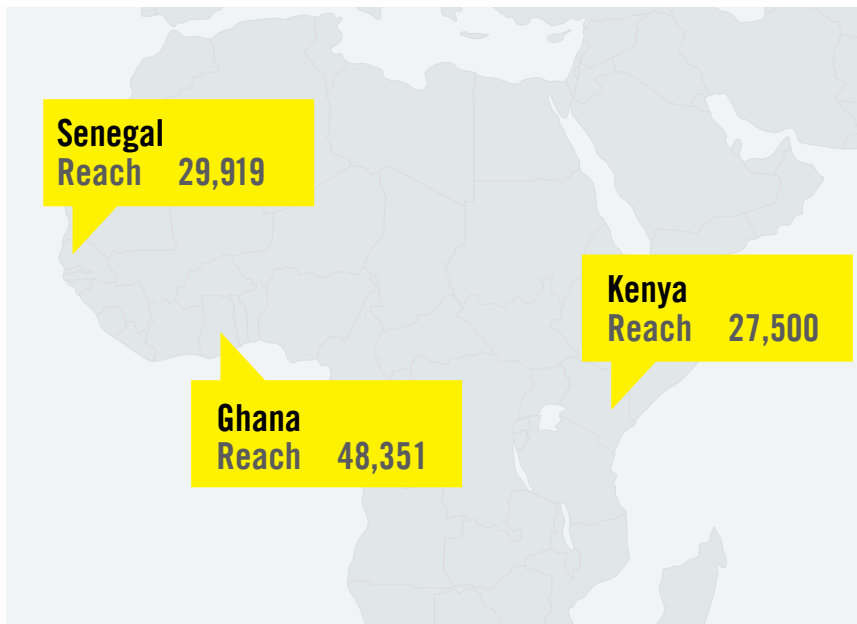


© An evening of spoken word, art and activism hosted by poet Joelle Taylor with live-drawing by former Children's Laureate Chris Riddell for Words that Burn, UK, 2019.

© Amnesty International UK / Marie-Anne Ventoura

# REGIONAL HIGHLIGHTS

## AFRICA



76,799 number of people taking action  
 201,985 total reach  
 Number of projects



In Africa, HRE work in formal education projects and Human Rights Friendly Schools continue to have an impact. For example, in Benin in 2019, the Ministry of Secondary, Technical and Vocational Education and Training (MESTFP) recognized the work of Amnesty International Benin in human rights education, which contributes to the State's commitment to ensuring HRE as set out in Article 40 of the Constitution of Benin of 11 December 1990.

In addition, 27,700 people showed interest in the Amnesty Human Rights Academy by registering on Facebook, of whom 16,172 were from Nigeria, suggesting great potential for online learning in the Africa region.

Also notable for the region is the success of the project Reducing the rate of Female Genital Mutilation (FGM) and Early and Forced Marriage (EFM) for girls in Burkina Faso, Sierra Leone and Senegal funded by the UK's Department for International Development (DFID).

### SPOTLIGHT:

#### Reducing the rate of Female Genital Mutilation (FGM) and Early and Forced Marriage (EFM) for girls in Burkina Faso, Sierra Leone and Senegal Project:

Amnesty International entities in Burkina Faso, Sierra Leone and Senegal, in partnership with Amnesty International United Kingdom, secured funding from DFID for a 3-year project for 2017-2019. The project works in 69 target communities across the three countries, of which 54 had not previously worked on or delivered interventions on FGM/EFM prior to the project.

**Senegal** The growing demand from neighbouring communities demonstrates the project's success in Senegal. The extension of awareness raising activities to the villages of Ethiolo and Ebarak and the establishment of two additional Alert Committees in Boudhiemar and Koddji on the initiative of the human rights club in Bambali demonstrate the desire for other communities to become involved as well as the commitment of established Alert Committees and human rights clubs. The fact that a case of FGM was subsequently reported to the Alert Committee of Boudhiemar proves the relevance of the project in that community. In their work on this project in 2019, Amnesty International Senegal reached 12,225 people through their activities. In addition, they report that 300 young people are now members of clubs set up as part of this project and participate in petition campaigns.



## SPOTLIGHT:

**Burkina Faso** Two cases of EFM in Burkina Faso were prevented thanks to the project, in Yako (Roumtenga) and Dedougou (Tchériba) respectively. The first case concerns a 15-year old girl from Roumtenga who was kidnapped in October 2019. The Alert Committee of Roumtenga, established by the project, informed the gendarmerie who investigated. She was found after a few days and returned to her family. She left Roumtenga for Bobo-Dioulasso where she is now attending a vocational school for stylists. The second case concerns a 16-year old girl who was kidnapped to be forced into marriage in Tchériba. The headmaster of the school informed the police of Tchériba the same day. The victim was found and returned to her family three days later.

In the 15 communities where the project is being implemented, 14 communities out of 15 have publicly declared and signed a memorandum of understanding putting an end to female genital mutilation and early and forced marriage. In addition, some of the community leaders and stakeholders have become human rights champions and drivers of change for their communities. They influence the behaviour and attitudes of the community members in adopting a new way of life integrating human rights values and respecting the rights of women and girls.

**Sierra Leone** The introduction of safe spaces for girls after school has been a great success in Sierra Leone. These spaces provide a protective environment for girls after school and community members report a reduction in teenage pregnancy and sexually transmitted diseases. They also enable the education of young girls on issues of sexual and reproductive health and rights, stigma and discrimination, early forced marriage, female genital mutilation, teenage pregnancy, as well as the rights of children. A second key achievement in Sierra Leone is the significant reduction in reported cases of FGM. No cases were reported during the reporting period whereas there are normally 20-30 cases of FGM reported per community during December alone, as FGM is traditionally carried out during this period just after harvest.

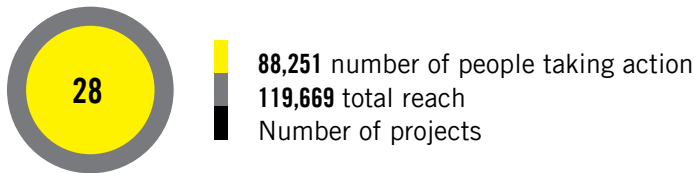
© Ladies of Yako, Burkina Faso.

*Left to right:* Madame Bibata Ouedraogo, from the Association of Women for the Development of Burkina Faso, with forced marriage survivors and activists Fatimata Guedraogo and Adama Sawadogo, Burkina Faso, 2019.

© Sophie Garcia / [www.sophiegarcia.net](http://www.sophiegarcia.net)



**AMERICAS**



The Americas region remains at the forefront of youth-led HRE projects and sees a strong thematic focus of young HRDs working on sexual and reproductive rights, territory, land and environmental rights and LGBTIQ+ issues in the region.

Three donor funded trans-national projects drive this work – the It’s My Body project, the Diversxs project, and the Defending the Defenders project which ended in 2019. Following four years of consistent engagement, youth involved in the It’s My Body project in Amnesty International Argentina now have the skills, knowledge and attitudes to be able to deploy advocacy strategies and take part in monitoring bodies such as the advisory council for the National Program of Adolescent Integral Health and the Youth Council in Buenos Aires. Meanwhile in Chile, some of the networks that youth have created as part of the project have received official recognition from local authorities. In Peru, young people continue their engagement in the fight for maintaining a gender focus in the school curriculum.

**SPOTLIGHT:**

**Diversxs – Chile, Paraguay, Puerto Rico and Venezuela**

Launched in 2018, Diversxs is an externally funded project that builds on HRE work with HRDs but focuses attention on the LGBTIQ+ community. The project promotes the empowerment and mobilization of young people (15 to 30-year olds) to defend the rights of the LGBTIQ+ communities in Latin America and the Caribbean. Currently, the project is implemented in Chile, Puerto Rico, Paraguay and Venezuela, and has engaged over 7,000 youth to date.

The project aims to generate a sustainable change from the human rights point of view for the LGBTIQ+ communities of these countries, and in the wider region. It has two main objectives: First, to reduce discrimination of LGBTIQ+ communities, in the country and regionally. Second, it aims to empower LGBTIQ+ activists and groups to defend their rights. The project supports and works with LGBTIQ+ leaders and activists, LGBTIQ+ and non-LGBTIQ+ youth, LGBTIQ+ organisations and state and non-state agents through HRE, capacity building, research and campaign work. It also reaches the LGBTIQ+ communities at regional and national levels using social media. The project is highly contextualised to each of the four countries, according to differing needs and legal frameworks.

As part of the larger Diversxs project, in 2019 Amnesty International Chile ran the project “No discriminación a la diversidad sexual y de género”. The activists in the project worked throughout the year to educate young people and workers in areas of health and others on the dangers and discrimination faced by defenders of LGBTIQ+ communities. They did

this through a variety of HRE activities, including workshops, talks and development of educational materials among others. Throughout years 1 and 2 of the project Chile was able to establish a baseline against which they can measure impact of the project on individual, institutional and local levels. Project participants have reported they feel more empowered to claim their rights and to train other people, being aware of both international and national regulations on non-discrimination issues.

Amnesty International Puerto Rico reports a similar increase in participants' knowledge of rights and empowerment to defend them. From monitoring the project since its beginning in 2018, through to the end of 2019, the autonomy the participants of the project have acquired in being able to plan their own activities demonstrates full empowerment and fulfilment of the project's objectives. All the actions carried out by Diversxs project have been devised and/or managed by LGBTIQ+ youth and allies and are attended by these same young people.

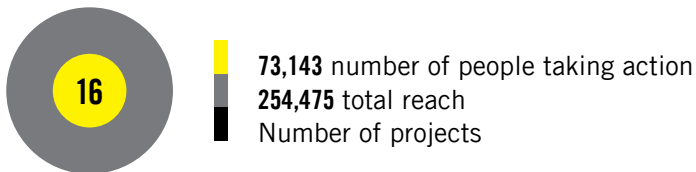
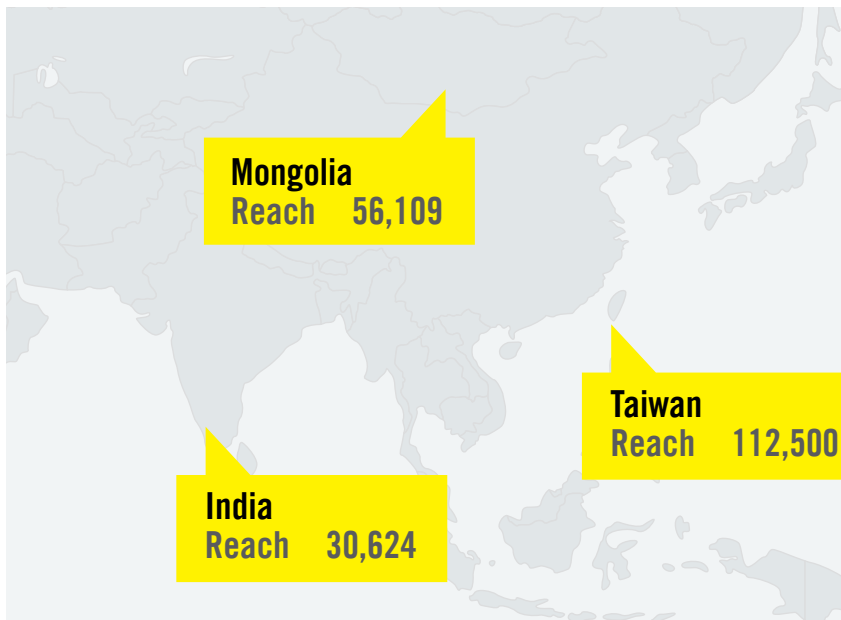
In Paraguay, HRE has strengthened the 5 Diversxs teams located throughout the country. This brought significant advantages and benefits to the teams' own organisational environment and in some cases even to the family and community environment, as it improves interpersonal relations, improves governance and empowerment through the participation of LGBTIQ+ rights activists. It helped build greater knowledge and open discussions were generated around sensitive and previously unknown issues, as human rights-focused information had not reached their communities. Inclusion has been improved as a fundamental element of their work, since they are constituted as a single community (LGTBIQ+) and not as isolated segments.

© Activists (top) and performers (centre) at Diversxs Puerto Rico Festival for Human Rights in December 2018.

© Moisés Adrián Gálvez (top); Mari B. Robles López.

(Bottom) Chilean activist Jechu Salamé speaks at the launch of the "Diversxs Manual" held on 17th May, the international day against homophobia, transphobia and biphobia. © Kim Turcotte



**ASIA-PACIFIC****53% female****81% youth**

In the Asia-Pacific region, Amnesty International South Korea saw significant growth in their work following investment in the Amnesty Human Rights Academy and the translation and adaption of courses into Korean. By the end of 2019, they reported over 7,000 supporters reached through the Academy compared to 177 supporters reached in 2018.

Following a challenging year in 2018 due to the increasingly hostile political environment, Amnesty International India's work in schools picked back up again with the Our Safety, Our Rights campaign in school clubs. As a result of this work, 80% of the teachers trained conducted awareness raising activities in their schools. 15% of schools went on to engage with local authorities in order to create awareness in schools and communities and ensure the implementation of Child Safety mechanisms in schools and communities. As a result of these measures, 10 children reported incidents of child sexual abuse which were subsequently handled by local Civil Society Organisations and teachers through existing legal procedures.

Meanwhile, Write for Rights continued to be an extremely important project for Amnesty International Taiwan, which accounted for almost 60% of the total number of followers reached in the region.

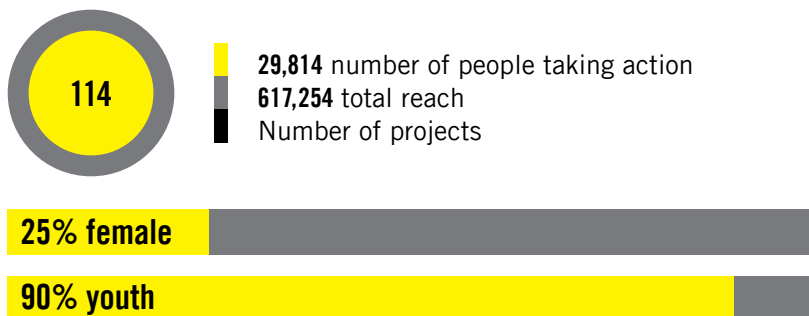
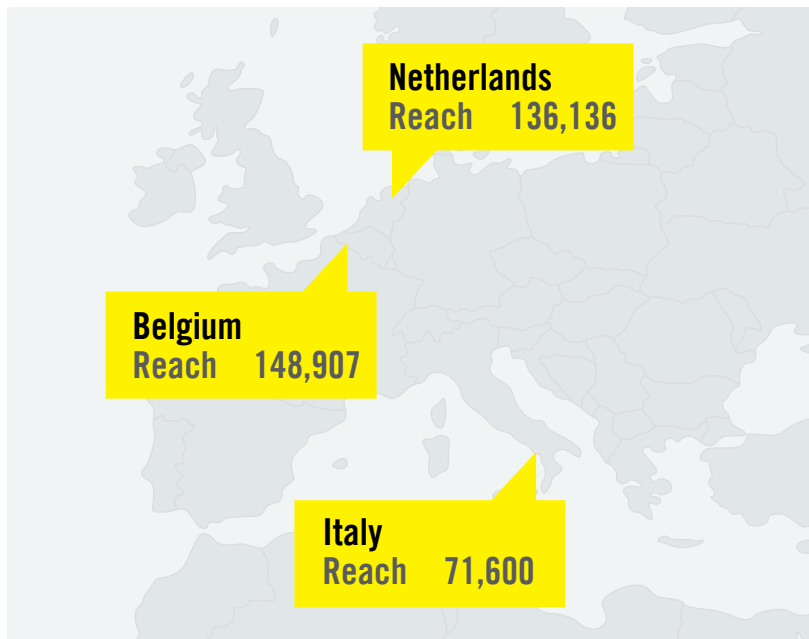
**SPOTLIGHT:****Mongolia – Advocacy for Human Rights Education**

The good outcomes delivered by Mongolia's ongoing campaigning on HRE could bring a bright future in the promotion of HRE, with HRE's inclusion in the formal curriculum in accordance with the Parliamentary resolution #62 issued in the June 2019.

Amnesty International Mongolia's efforts, such as HRE Forums and advocacy at different governmental levels, including a partnership with the National Human Rights Commission (NHRC) of Mongolia, resulted in Parliamentary Resolution #62. Part 5 of the resolution includes supporting human rights education and training and was assigned to the Government of Mongolia to implement the following:

- a. Take into consideration the objectives, targets and indicators of the United Nations Human Rights Education Program and the "Sustainable Earth: Sustainable Development Program up to 2030" in developing, implementing and evaluating educational policy documents;
- b. Introduce the purpose of respecting human rights and freedoms and establishing human rights culture in the curriculum at all levels;
- c. Include HRE in the criteria and requirements for accreditation of higher education and vocational education institutions and monitor their implementation;
- d. Include the "Human Rights" course as compulsory in the curriculum of the universities of law, encourage training of teachers and supporting their sustainability in the workplace. The first chapter of this Status report is on "Policy on Human rights education in Mongolia and its implementation". Furthermore, the training program of the National Academy of Governance is including HRE to civil servants.

**EUROPE & CENTRAL ASIA**



In Europe and Central Asia, 2019 was a year that saw growth and expansion of HRE work targeted towards the Eastern Europe and Central Asia region, through work with Amnesty International Ukraine, partners on the ground and targeted online education initiatives through the Human Rights Workout and Russian courses on the Amnesty Human Rights Academy. In 2019, the Human Rights Workout reached 7,700 learners. The completion rate for the modules was around 30%, which is relatively high for open online educational resources. Around 1,000 unique users went further and continued their journey to the Amnesty Academy. Meanwhile, Amnesty International Greece began to work on HRE, and they have seen good reach for their first year of dedicated HRE work. Amnesty International Turkey also have seen tremendous growth in their HRE work through their project HUMANRIGHTS.TV (INSANHAKLARI.TV) which enables them to reach many people in spite of the hostile political environment.

**SPOTLIGHT:**

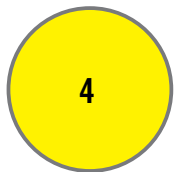
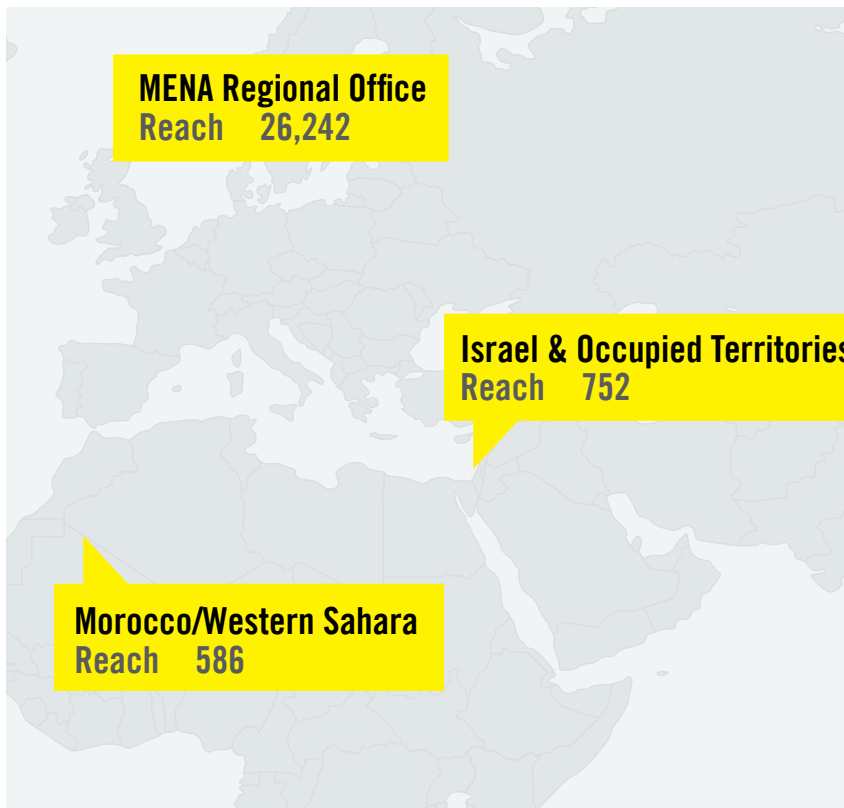


**Human Rights Workout**

The idea for the was born at a hackathon in Minsk, Belarus, which brought together human rights activists with experts in gamification. The aim of the meeting was to see what was possible to gamify in human rights: to create a bite-size educational resource that was fun, interactive and informative and would contrast with long, online lectures and courses on the subject.

On the 15 May 2019, the first [Human Rights Workout](#) was released in Russian and English by the Eastern Europe and Central Asia Regional Office in collaboration with Distance Learning Centre HUMANA. The interactive micro-learning platform provides learners with gamified cases of the European Court of Human Rights (ECHR). In the first micro module, based on the 2017 ECHR case “Lashmankin and others v. Russia”, learners navigate their way through a panorama of small-town Russia and the bureaucratic obstacles and excuses they face, drawn directly from real life responses from Russian authorities, as they try to organise a peaceful assembly. They then consult with an experienced activist via chat-bot, exploring the procedure of notifying local authorities of a planned protest and ultimately taking their case to the European Court. The second micro-module is based on the case of “Identoba and others v. Georgia” in which complainants participated in a peaceful rally against homophobia in Tbilisi in 2012. The protesters had requested state protection from counterdemonstrators but were badly beaten with the acquiescence of police officers. This module deals with the positive obligation of the state to protect peaceful protestors.

The project aims to present these complex cases, which contain dense legal parlance and make them more accessible through innovative techniques such as interactive learning. The Human Rights Workout presents human rights theory in an interesting, easy-to-digest way by incorporating features such as bright illustrations and comic strips, in addition to scrollable panoramas and chat-bots in which they may choose their own strategies. At the end of each exercise, learners are presented with a short summary assessing how successful they have been, and the correct path of action one should take when securing their rights.

**MIDDLE EAST & NORTHERN AFRICA**

**27,760** number of people taking action  

**27,930** total reach  

 Number of projects

The MENA region continues to champion blended learning opportunities provided through the Academy, targeted specifically at youth activists in the region. Young HRDs trained by the Academy continued to take leadership in designing and implementing HRE, campaigning and activism initiatives on chosen human rights issues and topics in their localities. As a result of training on HRE and advocacy, young Egyptian activists in the diaspora revived their activism in their host European countries. One group of trainees founded a new human rights organisation and four mobilisation and advocacy initiatives were led by trained HRDs as a result of the training.

**SPOTLIGHT:****MENA Human Rights Academy – HRE & Activism Strand**

As a result of the HRE & Activism flagship program, young HRDs trained by the Academy continued to take the leadership in designing and implementing HRE, campaigning and activism initiatives on chosen human rights issues and topics in their localities. This year, trained youth have led a total of 17 initiatives in Algeria, Morocco, Lebanon, Tunisia and Iraq, engaging more than 550 people from their networks, national Amnesty International entities, and communities. These initiatives focused mostly on mobilization and awareness raising efforts on the ground, where trained youth took leadership roles in their own groups as well as in Amnesty International sections.



### Iraqi young HRD capitalizes on acquired capacity to take action as part of uprisings

Maryam Farooq's story is undoubtedly one of the most significant change stories. Maryam is a former Academy trainee who took part in two activities (MDR training in Iraq, and Youth Lab on Freedom of Expression (FoE)). She capitalized on acquired competence to develop a network of 50 activists reporting on the human rights situation in Karbala, and led on a campaign to frame demands from the popular movements in the city, using tools acquired in the Youth Lab.

Maryam actively employed her knowledge and skills to monitor and document the situation in her city and liaised with local groups and INGOs to share evidence gathered: "Before the [MDR] workshop I used to confuse monitoring and documenting. I had no idea how to get back to root causes and identify the nature of violations. A concrete example in which I used the new tools and technics I have acquired [...] is that I contacted an activist from Basra to send him evidence of the violations happening in my geographic area (Karbala), mainly about three protesters who were killed at the beginning of November. We have documented and prepared a report, I have sent the report to some media professionals and I was also in touch with activists who were part of the protest to enhance the report."

Maryam also invested her competences in her activism as part of the popular uprisings that swept through different Iraqi cities, where she used design and planning tools to frame issues and design the campaign. She also mobilized people around her and built a network of activists that was engaged in actions and demonstrations: *"During the recent protests in Iraq, we all know that for all who went out to the streets, there were no leaders to lead on the demonstrations which is a positive side of this peaceful revolution, but the negative side of it is that people who were protesting had no clear demands [...] Consequently, recently in Karbala, I was in touch with a network of activists and together we started a campaign to focus on core demonstrations demands. We tried to identify the demands that we consider should be focal in the protests and we started an awareness campaign for the other activists & protesters to join us. [...] In this campaign, we used the skills learned in the Youth Lab on FoE and we started using all the steps from the problem tree, or problems analysis, to identifying the existing solutions, to putting an action plan".*

© A workshop session from MENA Academy's HRE activism blended learning journey, 2019.

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# ACHIEVEMENTS AT A GLANCE

- The numbers and insights into projects suggest that the **portfolio of HRE projects overall is progressing towards significant growth.**
- HRE has enabled Amnesty International entities around the world to **mobilise supporters, in particular youth**, and grow the human rights movement.
- **48%** of all outcomes reported under the HRE Theory of Change are reported as being **outcomes that could not have been achieved without Amnesty International.** Amnesty International's contribution in these cases fell under the design and dissemination of educational materials, platforms and trainings and the human rights expertise that Amnesty International can offer.
- When it comes to improving the capabilities of partners, civil society organisations, rights holders and Amnesty's activists and members, **HRE and targeted capacity building comes up as the most important tactic** used.
- The **Amnesty Human Rights Academy** is a popular HRE offering which is being used for growth of the movement by Amnesty International's International Secretariat and national entities.
- HRE piloted new **bite sized learning** on climate crisis and other topics, reaching a large audience with HRE on [Twitter](#) and [Instagram](#) and achieving wide reach.
- More than **70%** of projects of all HRE projects **contribute to Amnesty International's global campaigns.**
- **Write for Rights** remains an extremely important campaign where we have seen great numbers of actions taken as a result of HRE work.
- Where policy achievements have been secured in terms of HRE being part of the formal education system, **Amnesty International often has a strong role in supporting (and holding to account) the quality of HRE in formal education.**
- Amnesty International's network of Human Rights Educators came together for the first time in 2019 for a virtual **HRE forum, conducted entirely online**, to share experiences and build capacities in key areas.

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