

PD ABS-832

107324

**FINAL REPORT**  
**for July 1, 1999 to October 15, 2000**

**Angola Civil Society Strengthening Project**  
**Cooperative Agreement**

**Original Contract No. 654-A-00-99-00056-00**  
**Contract Period: July 1, 1999 to October 15, 2000**

**Submitted to USAID/Washington**  
**by**  
**World Learning Inc.**  
**1015 15<sup>th</sup> Street, NW, Suite 750**  
**Washington, DC 20005**  
**Tel: (202) 408-5420, Fax: (202) 408-5397**

**October 25, 2000**

---

---

## TABLE OF COTENTS

	<u>Page</u>
I. EXECUTIVE SUMMARY .....	1-3
II. PROJECT DESCRIPTION/BACKGROUND .....	4-6
III. ACTIVITIES FOR THE REPORTING PERIOD .....	7-24
A. Strengthening Civil Society Organizations	
i) Grants Program	
ii) Training Program	
iii) Technical Assistance Program	
B. Strenghtening of Media	
i) Media Grants	
ii) Seminars	
IV. PROGRESS/RESULTS .....	25-37
V. PROBLEMS/LESSONS LEARNED .....	38
VI. CASE STUDIES/SUCCESS STORIES .....	38-41
VII. ADMINISTRATION .....	42
VIII. APPENDICES:	
Appendix 1: List of Grantees 1999-2000	
Appendix 2: List of CSOs Implementing Human Rights Activities	
Appendix 3: Institutional Capacity Indicators: Grantee Organizations	
Appendix 4: Institutional Capacity Indicators: Trainee Organizations	

---

---

## I. EXECUTIVE SUMMARY

This is the final report covering the period from July 1, 1999 to October 15, 2000, under the Cooperative Agreement between USAID/Angola and World Learning. Basically, the Cooperative Agreement continued to carry out the scope of work started under the previous contract (IQC). The project maintained its focus on ***helping build the capacity of civil society organizations (CSOs) and media to promote and protect human rights***. The only modification spelled out under the Cooperative Agreement was the addition of the province of Cabinda to the project.

A decision was made to keep on focusing on strengthening the capacity of CSOs and media, because their level of capacity to deliver human rights programs continued to be a challenge for the project. The project remains guided by its integrated approach in its effort to reinforce the project's existing initiatives in strengthening the capacity of CSOs and media in the domain of human rights. World Learning proceeds to provide grants, training and technical assistance to human rights projects undertaken by CSOs and media.

A key element in the successful development of the professional and technical capacities of CSOs is the provision of technical assistance and training. World Learning remains the only international organization in Angola providing human rights training with the objective of strengthening the capacity of CSOs. As such, a number of human rights trainings were held centering on specific human rights issues related to the work of the target organizations. It included lessons in how human rights education helps to create a culture of human rights, justice, and democracy. Suffice to say that the training addressed the capacity needs of the target CSOs. The training is having a positive net effect on the work of CSOs, at the same time; however, these courses have also led to a clear realization that CSOs still need to improve their knowledge and skill levels in the field of human rights education. Still, training has continued to be the mainstay for successful implementation of human rights activities.

This year we saw the training program take-off in Cabinda province. For the Cabinda CSOs it was their first time to attend human rights training courses. Many acquired, for the first time, knowledge of what is human rights, what democracy is, and skills in applying interactive training methodologies that should make them effective community human rights trainers.

The training of trainers (TOT) program continued to work with a group of local trainers in order to build in them a solid knowledge base of human rights. At present, these are the only trainers in Angola actually trained in human rights education. In most cases, World Learning relied upon these trainers to facilitate the training of the target CSOs.

---

---

The grants program, which supports human rights activities undertaken by CSOs, provided financial assistance to 16 CSOs to carry out human rights educational projects. This set of CSOs supported by World Learning continue to be some of the only few organizations in Angola that **actually** implement human rights programs. In the process, for example, it provided financial assistance to women's and children's organizations dedicated to the cause of helping improve their conditions by focusing on their rights.

World Learning also assisted a local group called Associação Justiça, Paz e Democracia to become the **first human rights organization in Angola to work exclusively on human rights issues**. Associação Justiça, Paz e Democracia is also acting as a coordinating body to link up all CSOs doing human rights in Angola. It is bringing together organizations and individuals that are concerned with human rights for a national lobby against human rights violations.

By way of the grants, training and technical assistance programs World Learning was able to assist a local CSO establish the first children's education rights network in Benguela province. Equally important, there is evidence that the target CSOs are developing more collaborative relationships. The number of exchange visits between CSOs increased dramatically – Benguela and Luanda CSOs visited Huíla CSOs and visa-a-versa. This process of exchange visits was established through the networking workshops where the CSOs agreed to visit one another to share and exchange experiences with the objective of improving their human rights work. The CSOs had **never** performed this in the past; the network training encouraged these exchange visits.

An integral part of the project is technical assistance provided to CSOs. World Learning developed strategies for meeting the needs of individual institutions implementing human rights. Individual organizations required tailored assistance in a focused human rights area. For example, given the state of CSOs human rights projects across the target areas, large numbers of CSOs required basic tutoring in human rights curriculum development. As such, throughout the life of the project, World Learning made available tailored technical assistance to individual CSOs, for example, FISH.

The development of training materials was another area of assistance rendered. A review of the currently available human rights training materials shows that they are rather scarce, and, therefore, World Learning continues to take a lead in the production of these materials. A very important training manual completed under this project is the **"Street Children's Human Rights Training Manual,"** a first of its kind in Angola. These materials are supplying local CSOs with much needed assistance in their human rights work.

Besides local CSOs using these materials international agencies like the United Nations Division of Human Rights in Angola are also trying them out. A case in point, they have introduced "Conheça os Seus Direitos" and "Os Meus Direitos" into their training programs. Moreover, World Learning received many requests

---

---

from government ministries and international organizations to train their respective personnel in human rights.

As part of its material develop activity, World Learning nurtured a very important relationship with the Ministry of Education. World Learning's efforts in human rights materials development has led to interest and linkages among CSOs and between CSOs and government. The opportunity to include children's rights as part of the national curriculum at all levels, as part of the Ministry of Education Reform's program is critical to the ongoing process of building grassroots awareness of human rights –democracy and governance. Therefore, the Ministry of Education agreed to work with World Learning in including human rights in the national curriculum.

Under the Media Strengthening Program, a small pool of grants was established to support independent media to report on human rights issues. The work on the media concentrated on developing a weekly human rights column in the independent weekly newspaper **Agora**. The human rights column is the first weekly news report on human rights issues in the country.

In collaboration with Human Rights Watch, World Learning supported the launching of its human rights book on Angola held in Luanda. The book is entitled "Angola Unravels: The Rise and Fall of the Lusaka Peace Process." This was the first time a human rights book on Angola was launched in Angola. Never before had there been a launching of a human rights book in Angola on Angola.

---

---

## II. PROJECT DESCRIPTION/BACKGROUND

**Duration of Activity:** July 1, 1999 to October 15, 2000.

**Target Provinces:** The program targets six provinces: Benguela, Bié, Cabinda, Huambo, Huíla, and Luanda. World Learning selected these provinces as a continuation of work and activities already begun under the previous USAID-funded program. Through the training, technical assistance and grants program World Learning is supporting civil society organizations (CSOs) from these six provinces.

**Target Groups:** Civil Society Organizations (CSOs) and media.

**Beneficiaries:** Youth, children, women, opinion leaders, community leaders in rural and urban areas of the target provinces where the incidence of socio-economic hardships and human rights abuse is most severe.

**Description of Activity:** In addressing the Mission's SO#2 and IRs 1.2, 2.1.2, and 2.2, the program aims at improving the enabling environment by building the capacity of civil society organizations and the media. Within the project, the programs are divided into two sectors each with the same objective:

1. Strengthening Civil Society Organizations
2. Strengthening Media

The means to building the capacity of CSOs and media is through an integrated approach – training, technical assistance and grants. This approach assists with the institutional development and promotes human rights activity. As such, both the CSO and Media programs consist of three main components:

- i) Grants
- ii) Training
- iii) Technical Assistance

In order for CSOs and media to begin undertaking the primary tasks in the promotion and protection of human rights to transform their society there needs to be a concentrated effort to address the capacity needs in an integrated fashion to help assure sustainability. As such, providing only grants without added technical assistance and training is not sufficient to strengthen the capacity of CSOs and media in fostering human rights promotion and protection activities. Thus, through an integrated approach, CSOs and media are expected to deepen their theoretical understanding and practical knowledge of human rights as it relates to the transformation of their society and culture.

This type of approach is expected to put knowledge and skills in the hands of the CSOs and journalism communities to be used as powerful tools not only for their

---

---

own advancement, but also for better informing citizens so that they are watchful against human rights abuses. Also, that they are aware that they are entitled to certain fundamental rights guaranteed in the law and by the constitution. In essence, this is imperative in order for citizens to have a greater understanding of their rights and responsibilities in a democracy.

By enhancing the capacity of CSOs and the media it will be addressing the need to sensitize and mobilize individuals, groups, and organs of society to promote and protect internationally and nationally recognized human rights and fundamental freedoms. Citizens so informed are bound to guard against infringement upon their economic, cultural, civil, political and social rights.

**Methodologies for Working:** Project implementation is done through direct partnership with local Angolan CSOs and as the aim of the project is to strengthen their capacity to do human rights work. World Learning identifies those groups whose programs can contribute toward long-term sustainable democracy.

World Learning shares its experience with other agencies implementing human rights projects. It coordinates its activities with state institutions and international agencies for maximum complementarity. Particular emphasis is placed on Democracy and Governance international NGOs being supported by USAID.

**Project Indicators:** The project components as such were formulated to meet with USAID's Strategic Objective #2 (SO2): *Increased National Reconciliation Through Strengthened Civil Society and Political Institution*. **In doing so, World Learning's program directly impacts on Intermediate Results (IRs) 1 and 2.**

**IR 1: RECONCILIATION OPPORTUNITIES AMONG DIVERSE GROUPS OF ANGOLANS EMERGE:**

**IR.1.2: Greater Awareness and Promotion of Human Rights**

**Indicators**

- A. Number of trained citizens who turn to human rights activists.
- B. Percent of targeted CSOs that increase their human rights activities.
- C. Number of administrative authorities (national, provincial and local) that took corrective measures on human rights violations.

---

---

**IR 2: CITIZENS EXERCISE THEIR DEMOCRATIC RIGHTS AND RESPONSIBILITIES**

**IR.2.1.1: Improved Organizational and Financial Management of CSOs**

**Indicators**

- A. Percent of targeted CSOs with improved financial systems.
- B. Percent of targeted CSOs that initiate media reports on activities/ accomplishments.

**IR.2.1.2: Strengthened capacities of civil society organizations (CSOs) to represent members needs to relevant authorities**

**Indicators**

- A. Number of public policies changed consistent with CSO advocacy.
- B. Percent of public who demonstrate interest/political empowerment on an issue.
- C. Percent increase of members of Parliament and authorities who describe being influenced by citizens' pressure.

**IR.2.2. Greater free flow of information from independent news sources**

**Indicators**

- A. Number of trained journalists who report improved technical skills
- B. Number of increased non-governmental sources (national and community) of news.

In addressing **IRs 3 and 4**, it is important to note that the project addresses the entire range of human rights, which provides a breadth to a variety of disciplinary perspectives, which in effect touches on many areas, for example, politics.

---

---

### III. ACTIVITIES FOR THE REPORTING PERIOD

#### Report on Project Components

The major activities carried out during the year built on the foundation already established under the previous contract. The activities undertaken focused on human rights institution-building: establishing and sustaining human rights organizations. Additionally, it included human rights grants to media to strengthen their ability to promote and protect human rights. The activities were implemented in six provinces: Benguela, Bie, Cabinda, Huambo, Huíla, and Luanda.

#### Project Outputs

NO.	ACTIVITY	TARGET FOR YEAR	ACTUAL END OF YEAR
1.	Number of Grants to Local CSOs	16	16
2.	Number of Grants to Media	3	2
3.	Number of Workshops for CSOs	12	15
4.	Number of Workshops for Media	0	1
5.	Number of Local CSOs Trained	107	107
6.	Number of Human Rights Community Facilitators Trained	12	7
7.	Number of Human Rights Promoters Trained	114	127
8.	Number of Women Trained	60	49
9.	Number of Issues of World Learning's Human Rights Letter	4	3
10.	Number of Training Materials Produced	5	4
11.	Number of Training Curriculum Developed	12	15

#### A. Strengthening Civil Society Organizations

##### i) Grants Program

The grants program focused on CSOs working in the area of human rights, and sought out those that actively or ultimately participate in the public decision-making process and represent constituents' interest. Special attention was paid to projects that addressed issues of priority to the respective communities that CSOs work in. An underlining provision was gender, with priority given to women's issues. Guidelines and criteria to make the Grant Scheme operational were already in place.

For the year World Learning received a total of 103 project proposals. From the 103 proposals submitted a total of 16 CSOs were awarded small grants ranging between \$700 US to \$20,000. The grants funded program and operational costs (staff, facilities, and limited equipment).

Out of the 16 grantees **nine** had received grants under the previous contract and secured financial support to carry on with the implementation of their human rights projects. **Eight were new CSOs**; they were selected from the CSOs that participated in the training program under the previous contract. This group of CSOs demonstrated competence and innovation in the implementation of their human rights activities. Unfortunately, **six CSOs** who received grants under the previous contract were not selected because the projects were of poor quality.

Below is the list of CSOs awarded grants (refer to Appendix 1, for a detailed outline of CSOs projects):

**List of Grantees**

NO.	LOCATION	ORGANIZATION	PROJECT TITLE
1.	Luanda	*Estrela	Children's Educational Rights
2.	Luanda	*FISH	Street Children's Rights
3.	Luanda	*OADEC	General Human Rights Program
4.	Luanda	*CAD	Displaced Peoples Land Rights
5.	Luanda	**A.D.P.C.I.	Women's Property Rights
6.	Luanda	**M.P.D.	Women's Rights and Peace
7.	Luanda	*ADRA	Celebration of Human Rights Day December 10
8.	Luanda	**AMUJA	Women's Rights
9.	Luanda	**PASCII	General Human Rights Program
10.	Luanda	**Associação Justiça, Paz e Democracia	Human Rights Organization
11.	Huíla	**ALSSA	Rural Land Rights
12.	Huíla	*MAFIKU	Vendor Women's Rights
13.	Huíla	*ESTRELA	Children's Educational Rights
14.	Benguela	*ADRA	Women's and Land Rights
15.	Benguela	*OKUTIUKA	Vendor Children's Rights
16.	Benguela	*BISMAS	Vendor Women's Rights

\*CSOs, received grants under the previous contract and secured financial support

\*\*New CSOs

The target CSOs continue to promote awareness and knowledge of all human rights. Their mainstream activities of the CSOs against human rights violations are mostly designed to the prevention of human rights abuses through human rights education. They are helping people understand the importance of human rights and providing them with the knowledge, attitudes and skills necessary to promote and protect them.

---

---

CSOs are addressing issues such as women's rights, children's rights, land rights, prisoner's rights, and freedom of expression. Promoting an understanding of the law and the legal system, working towards improving the administration of justice, and promoting the participation of citizens, in particular women and children. It is educating people about how to work to improve the legal system. The CSOs are working in rural and urban communities and employing participatory methodology in classrooms, community settings, and through other educational media including radio, pamphlets, posters, cartoons, and drama.

In the area of children's rights a number of CSOs are carrying out interesting and important human rights work directly benefiting children. **Okutiuka**, one of the target CSO's working in Benguela promoting children's labor rights is encouraging individual and group action by young child workers to improve their economic and social conditions. To illustrate, they are assisting children working as hawkers to organize, by educating them of their rights and how to protect themselves against police harassment. This is being done through organized lobbies for improved legislation; enforcement of mechanisms designed to bring about the elimination of police abuse on children working on the streets. It is also working towards enforcement of laws prohibiting the police from arresting these children. Moreover, through the provision of legal assistance to these children who the police arrest for refusing to give them their merchandise.

Okutiuka is carrying out another extremely important human rights program entitled "*Education Every Child's Right*." It is human rights action aimed at the government to implement social policies that will permit children to go to school. They are campaigning the government to create a social fund to provide a monthly allowance to poor families with school aged children. Many of these children working on the street are not attending school because their families cannot afford to send them to school. Basically, these families need the income of their children to meet the family's most basic needs: food, clothing, and shelter. There is little time and money to focus on meeting the less obvious social needs of young children; therefore, children are not receiving the education support they need to grow and develop. The social fund is designed to specifically direct support to low-income earning families to enable them to send their children to school, and thus fulfill the child's right to an education.

To mobilize support around the program "*Education Every Child's Right* " with the technical assistance of World Learning Okutiuka created exemplary informative pamphlets and formed the first "Lobito's Children's Education Rights Network." Both the pamphlets and network have as their main objective of generating publicity and support to induce pressure on government to establish the social fund. The demand put on the government by the actions of Okutiuka is forcing it to review its social policies. This in itself is significant because it is the first time that the government is publicly confronted with this issue.

---

---

**Estrela** working in Huíla has been focusing on children's educational rights, particularly Girl Education. They have been able to increase public awareness about the harmful nature of girl child labor in the rural areas, and help local communities recognize the importance of educating the girl child. Estrela has been able to achieve this by stimulating a dialogue among, parents, government authorities and children through human rights education.

Because of their human rights work, Estrela reports an increase in the number of girl children in the primary education sector in the two municipalities they work in. They estimate that there has been a 30% increase of girls between the ages of 8 to 14 attending primary school since the start of their human rights education project. This increase they attribute directly to their human rights work. By way of illustration, their statistics show that when they began their work on February 1998, there were approximately 1,244 young girls between the ages of 8 to 14 attending primary school. Two years later the number increased to 1,617.

This kind of result also demonstrates the positive reaction that the community has towards Estrela's human rights education program, in particular the parents of these young children. Additionally, parents have reported that because of the human rights education sessions they are aware of the importance of educating their children. As a result, they are sending their children to school.

**ADRA/Benguela** is being supported to work on land rights a very contentious issue in Angola. Land rights in Angola are politically very sensitive and explosive. ADRA/Benguela is raising public awareness about land rights through human rights education campaigns both within the civil society and government. A large segment of the farmers are not conscious of their land rights, a case in point, they are not aware that they need to register ownership of land. Many farmers are working on lands, which they think are theirs but in fact are owned by other people, for instance, government officials.

As part of their activities ADRA/Benguela held three very important debates on land rights. The debates were led by two prominent Angolan academics, specialized in land rights. And the third by Father Pio, President of ALSSA, a local CSO that World Learning is also supporting on land rights in Huíla. All three debates were highly publicized and both civil society and government authorities participated. Approximately 300 hundred people attended the debates. One participant described the debates as "very hot."

The impact of the debates has brought land rights to the public arena. In other words, the issue is no longer a taboo. This has led ADRA/Benguela to begin a public campaign informing farmers on the procedures and requirements for registering land ownership. Furthermore, with the help of World Learning ADRA/Benguela is assisting farmers to obtain all documents needed to legalize land ownership. To date, the farmers are at the stage of getting all legal documents to start registering their lands.

---

---

For a large number of these farmers it is their first time in having access to this type of information – rights, more precisely land rights. Through the human rights education work farmers are gaining new knowledge and skills, which in effect is empowering them. This is clearly illustrated by the actions of these farmers who are demanding from the government that “their rights to their lands” be upheld and respected. Now they are aware that every farmer has the right to know about and enjoy land rights the government cannot simply come and illegally remove them from their land. In this way, once understood and claimed human rights is serving as a powerful tool to spark hope for the future and effect change.

**ALSSA**, is working on land rights in Huíla. Through their human rights work with the pastoral community they have been able to mobilize them to protest against government’s land policy. As a result of this work, people are successfully challenging the provincial government’s land policy and advocating for a fair distribution of land through demonstrations, large public debates, and independent media. The outcome of these actions led by ALSSA has in the meantime forced the provincial government to review its land development project, and halt the allocation of land to large landowners.

Also working on land issues is **CAD**, focusing their activities in Luanda. CAD is specifically working with a group of internally displaced living in a camp for the displaced located in Viana, a municipal of Luanda. CAD was able to educate the group on their right to land. Basically, the group is entitled to land even though they are not from Luanda province. The group of displaced lacked the legal knowledge that would allow them to advocate for their land rights. Through their human rights work CAD has been able to educate the displaced to advocate for land.

CAD together with the displaced group was able to force the government to allocate three acres of land to the displaced group in order for them to build homes. As a result, a total of 80 families comprising approximately of ten persons in each family for a total of 800 people were allocated a piece of land each to build homes on. In essence, through this action the displaced group has been able to improve their living conditions by moving out of the horrible conditions of the displaced camp. This was achieved through the human rights work of CAD.

On women’s rights issues CSOs like **MAFIKU** in Huíla, **BISMAS** in Benguela and **ADPCI** in Luanda have been able to empower market women through their human rights education activities. They have been working with women who operate in the informal sector by encouraging them to work together to secure their basic rights. The programs target poor women vendors, and encourages these women to come together to formulate clear and practical strategies for responding to the problems they face – for example, complex systems of licensing and registration and police harassment.

---

---

Thus, vendor women's groups have come to understand what it really means to have rights and how it applies to their daily lives. For one, this has resulted in their protection against police abuse by enabling them to defend themselves when confronted by a policeman who wants to steal their produce/market goods or arrest them. By standing up to police authorities, refusing to hand over their goods to them and demanding to speak to the police commander before being arrested demonstrates how they have been empowered to defend themselves against police harassment. Second, this sense of empowerment has spread to other areas of their lives, a case in point, and some women stated "because of human rights education we are no longer afraid to respond to our husband's physical and/or verbal abuses." In some cases, this has led to less domestic abuse among households. Thirty women in the group, out of a total of eighty, reported a lowering of domestic abuse by their husbands.

In a recent visit by a delegation composed of State Department and USAID officials to the vendor women's group in Huíla they were amazed by the responses of the women on the meaning of human rights, civic education and democracy. The women were able to respond skillfully to questions posed by members of the delegation on issues such as - What are human rights? What is democracy? Additionally, when asked if they wanted elections for the coming year, the women were able to provide knowledgeable responses, which left the officials totally flabbergasted. The women responded with a clear "NO – we do not want elections," and supported their answer with insightful arguments. Basically, the delegation was not expecting such responses sustained by such strong explanations.

It is important to note, that illiteracy does not mean that people are not able to learn and understand issues that impact on their daily lives. It is a misconception to consider 'a fact' that illiteracy prevents people from learning and understanding human rights issues!

## **ii) Training Program**

The training program consists of two components:

1. Training of Trainers (TOT)
2. Training of CSOs

The training of trainers (TOT) consists of training a cadre of **seven** local human rights trainers to in turn train human rights activists of the target CSOs. The training aims at building the skills of the trainers to be knowledgeable and confident human rights trainers. In most cases, the local trainers facilitated training of CSOs.

In order to carry out the important objectives of protecting and promoting human rights, knowledgeable and skillful CSOs are needed. The training program, therefore, was designed to enhance the human rights institutional components of **107 CSOs** to implement effective human rights activities. Hence, the trainings

addressed groups concerned with civil, political, economic, social, rights and/or women and children's rights.

Participant's use training materials designed by World Learning/Angola.

In total **15 trainings** was carried out focusing on human rights institutional-building. Below is a list of trainings implemented along with a brief explanation of the trainings and its impact.

### **List of Trainings Implemented**

No.	Topic of Training	# of CSOs	Number of Participants	Number of Women	Training Location	Length of Training
1.	Human Rights Training Methodologies	*25	25 – 1 from each CSO	10	Huíla	July 24-28/99 5 days
2.	Human Rights Training Methodologies	**30	30 – 1 from each CSO	12	Cabinda	Sept.6-10/99 5 days
3.	Social, Economic and Cultural Rights Training of Trainers	***12	12 – 1 from each CSO	6	Luanda	Sept.20-24, 1999 5 days
4.	Social, Economic and Cultural Rights	****30	40 – 1 to 2 from each CSO	15	Luanda	Sept.24-28, 1999 5 days
5.	Networks	****30	40 – 1 to 2 from each CSO	15	Luanda	Oct.1-2/99 2 days
6.	Financial Management	*****5	7 – 1 to 2 from each CSO	2	Luanda	Oct.25-28, 1999 4 days
7.	Financial Management	*****4	4 – 1 from each CSO	1	Benguela	Nov.15-18/99 4 days
8.	Financial Management	*****3	3 – 1 from each CSO	1	Huíla	Nov.29- Dec.3, 1999 5 days
9.	Human Rights Project Design	*****22	22 – 1 from each CSO	6	Benguela	Nov.15-19/99 5 days
10.	Human Rights Project Design	*25	25 – 1 from each CSO	10	Huíla	Nov.29- Dec.3, 1999 5 days
11.	Human Rights Project Design	**30	30 – 1 from each CSO	12	Cabinda	Jan.24-28, 2000 5 days
12.	Civil and Political Rights – TOT	***7	7 – 1 from each CSO	2	Luanda	Mar.13-24,00 10 days
13.	Civil and Political Rights	****30	50 – 1 to 2 from each CSO	15	Luanda	Mar.27-31, 2000 5 days
14.	Network Skills	****30	50 – 1 to 2 from each CSO	15	Luanda	Apr.3-4, 2000 2 days
15.	Children's Rights Training on "Os Meus Direitos" Manual	***** 3	15 – 5 from each institution	5	Luanda	May to Oct. 2000

- 
- 
- \*CSOs from Huíla province
  - \*\*CSOs from Cabinda province
  - \*\*\*Trainers from the target CSOs
  - \*\*\*\*Target CSOs from the target provinces
  - \*\*\*\*\*CSOs receiving financial support
  - \*\*\*\*\*CSOs from Benguela provinces
  - \*\*\*\*\*See below under "Os Meus Direitos" for detailed information

### ***a) Human Rights Training Methodologies***

Two workshops on Human Rights Training Methodologies were held – one in Huíla and the other in Cabinda.

The training included lessons in program and curriculum design, and methodology for delivering human rights education.

World Learning's local trained human rights facilitators carried out the training.

#### **Impact of Training**

The exercise was successfully implemented and yielded substantial, informative and useful findings against which the CSOs both from Huíla and Cabinda are reorienting their human rights strategies.

The groups were able to develop plans of activities, and design a human rights curriculum, for instance, what kind of human rights awareness activities can be implemented and how, such as:

- ❖ conducting training at the community level
- ❖ organizing and carrying out radio programs
- ❖ organizing theatre groups
- ❖ the type of activity(s) to be considered for specific target groups

### ***b) Social, Economic and Cultural Rights***

The Social, Economic and Cultural Rights Training consisted of two sessions; one for Training of Trainers (TOT) and the other for the target CSOs. The trainers and participants were drawn from the target CSOs, from the provinces of Bie, Huíla, Benguela, Huambo and Luanda as part of World Learning's human rights institutional-building program.

World Learning designed the curriculum and developed all the training materials. Participants used the training materials designed by World Learning/Angola, to examine these human rights and explore how they relate to state responsibility.

World Learning's local trained human rights facilitators carried out the CSO training.

---

---

## **Impact of Training**

Introductory activities were designed to familiarize the participants with the contents of the Covenant of Social, Economic and Cultural Rights. Small group activities challenged participants to differentiate between violations of social, economic and cultural rights and civil and political rights for different practical scenarios and then justify the decision to the larger group.

The first few days of the program assisted the World Learning staff to better understand an underlying weakness that affects most of the local CSOs. The participants inability to identify underlying causes of the problems both in case studies and within their own society, leads to inappropriate solutions which result in activities and actions which do not result in community change. This is exacerbated by difficulties in reading the Convention and a skewed view of what government obligations, in terms of the protection and promotion of human rights, mean concretely.

By the end of the program the participants, although still encountering problems, were better able to identify actions to press the government to adopt. For example on Day 5, in terms of education the government obligations were thought to include:

- ❖ Guarantee the implementation of the government obligations stipulated in Article 13, Part A, in the International Covenant for Social, Economic and Cultural Rights.
- ❖ Ensure that the education establishment better understands the underlying expectations of the Covenant and pressures the education officials to respect and support the right to free primary education.
- ❖ Create and implement national policies of compulsory education for children. *(participant driven)*

### **Suggested CSO actions included:**

- ❖ The creation of a committee to defend the right to free and compulsory primary education.
- ❖ Promote meetings between school officials, the Provincial Delegates and the committee.
- ❖ Build capacity in the committee regarding the right to free and compulsory education and the mechanisms available to defend that right; methods- presentations; debates; visits to the sites of intervention (school, Provincial Department of Education, courts) theater, displays; letters; lobby groups. *(participant driven)*

---

---

During the workshop an evolution in the skills of the participants was observed, although participants experienced some difficulties in resolving the question of governmental obligations and responsibilities. The solution to this conundrum may lie in better communication between communities, CSOs and government agents and the subsequent dance of change-two steps forward and one step back!

The participants felt that the workshop clarified the difference between social, economic and cultural rights and civil and political rights. To quote an anonymous participant, ***“From the first, the information transmitted during the seminar enabled the participants to work better in this area”***.

### ***c) Networking Skills Training***

The target CSOs continued to acquire networking tools through the training. The overall goal of the training is to help unlock the potential that networking provides CSOs in the human rights sector in Angola. It is designed to assist CSOs in strengthening civil society and addressing other problems and concerns through networking by developing networking mechanisms or identifying mechanisms that are already in place.

### **Impact of Training**

From the training the Benguela CSOs were able to develop a network strategy and this resulted in the first Children’s Education Rights Network in Lobito city, Benguela province. The CSO heading the development of this network is Okutiuka. The CSOs from Luanda and Huíla provinces are in the process of developing a network strategy applying the mechanisms learnt in the workshop.

### ***d) Human Rights Project Design***

Three workshops on “Human Rights Project Development” were held – one in Huíla, one Benguela and one in Cabinda.

The training focused on how to prepare a human rights project proposal, which included lessons in carrying out a human rights training assessment, developing indicators to evaluate human rights activities, identification of staff training needs and appropriate courses.

World Learning designed the curriculum and developed all the training materials. Participants used the training materials designed by World Learning/Angola. World Learning’s local trained human rights facilitators carried out the CSO training.

---

---

## **Impact of Training**

In order to measure the impact of the training the participants were required to bring with them to the training a developed project proposal. By the end of the workshop all the participants had completely revised their original project proposal.

The net result of this training for the participants from Benguela and Huíla provinces is that they gained a better understanding of the elements that go into developing an effective human rights project with lasting impact on their respective community(s). This is a significant step towards the development of diversified human rights programs that target specific beneficiary groups with the appropriate methodologies. As such, CSOs were able to improve the design of their human rights.

For the participants of Cabinda province, this was the first training of its kind. At the beginning of the training the participants did not have any background knowledge of what was involved in the design and development of a human rights project. During the course of the training the participants were able to demonstrate a basic level of understanding of elements that go into designing a human rights project. By the end of the workshop the participants developed a human rights project which they submitted to World Learning for funding. Unfortunately, the proposals did not meet the general criteria and therefore did not receive funding.

World Learning advised the Cabinda CSOs to reformulate their project proposals, and to resubmit them to World Learning. Recognizing that this was the first time that these organizations participated in a training of this nature World Learning offered them further assistance in developing a human rights proposal on one-to-one basis. However, only to those CSOs who reformulated their proposals.

### ***e) Financial Management Training***

Three workshops on "Financial Management" were carried out – one in Luanda, one in Benguela and one in Huíla.

The training was specifically aimed at the funded CSOs. It included training the directors and accountants of each grantee.

The Financial Management training course included training on budgeting and budgetary control, financial discipline and approval procedures, reporting, accounting systems, appropriate purchasing and procurement procedures, and the establishment and documentation of appropriate financial regulations and procedures according to World Learning and USAID guidelines.

World Learning developed the materials used at the workshop.

---

---

## **Impact of Training**

Participants were requested to bring their original budget, submitted along with their proposal to World Learning to the training. During the course of the training they were able to modify their budgets according to the activity they planned to carry out. In addition, the training was able to show the participants how to write up an effective financial report. By the end of the workshop the participants were able to write up a financial report according to the guidelines established by World Learning and USAID.

Moreover, by the completion of the workshop the participants presented their financial plans including accounting systems to be utilized in their respective organization, appropriate purchasing and procurement procedures and the establishment of financial regulations systems.

### ***f) Civil and Political Rights***

A three week workshop was held in Luanda on "Civil and Political Rights," for both trainers (TOT) and local CSOs from the target provinces of Benguela, Bié, Huíla and Huambo and Luanda.

The first two weeks of the course dealt with training of trainers (TOT). The number of trainers dropped from 12 to 7, five trainers were removed from the TOT program, because they were not able to conduct training effectively. The third week centered on training the target CSOs human rights promoters.

The course content was designed in response to a need identified by World Learning for further in-depth knowledge of civil and political rights and a need for practical application in linking the process of these rights to CSO programs and their communities. The civil and political rights programs being implemented by local CSOs prior to the workshop seem to be one off, or separate from, the basic community problem that the CSOs are working to solve.

World Learning designed the curriculum and developed all the training materials. Participants used the training materials designed by World Learning/Angola, to examine these human rights and explore how they relate to state responsibility. World Learning's local trained human rights facilitators carried out the CSO training.

### **Overall Objective of the Training:**

To gain an in-depth understanding of what are civil and political rights and the appropriate interventions that can be applied to promote and protect these rights.

The skills and abilities to be demonstrated successfully by the participants at the end of the training were:

- 
- 
1. Demonstrate knowledge and understanding about the range of the International Covenant on Civil and Political Rights as well as constitutional civil and political rights.
  2. Critically analyze the current human rights situation in Angola in terms of civil and political rights as defined by the International Covenant on Civil and Political Rights and the Angolan Constitutional.
  3. Identify appropriate types of interventions to promote and protect civil and political rights.

### **Impact of Training**

During the initial two days of the program, it became clear that the participants had background knowledge to differentiate between social, economic and cultural rights and civil and political rights. Unlike the previous workshop on Social and Economic Rights in which the participants had very little idea about the difference between these two rights. With the background knowledge acquired at the Social and Economic Rights workshop the participants were better able to identify what are social and economic rights and civil and political rights.

Despite the fact that all participants had some experience in their communities working in the area of civil and political rights, there seemed at the beginning of the workshop a lack of understanding that civil and political rights education and action must result in a positive change. There was a growing awareness amongst the participants that more focus was needed in their projects and closer links between civil and political rights and identified problems within the community. At the end of the workshop group work was less abstract and more concrete in terms of government action and obligations that could be used.

An interesting outcome of the workshop was that the participants, some of them for the first time, actually read the Covenant, despite having had the document provided at an earlier seminar. The participants discussed government obligations concretely for the first time, and identified the use of the Covenant as a mechanism to monitor and control the implementation of civil and political rights.

#### **g) “Os Meus Direitos”**

The training of the children's human rights manual “*Os Meus Direitos*” was tailored to meet the specific needs of two local CSOs from Luanda. Thus one-to-one training was held for the two local organizations in “how to use the manual” in order for the trainers to be more effective and have impact. It also consisted of pilot testing it in schools.

---

---

## **Human Rights Commission of São Paulo**

Training in the use of "*Os Meus Direitos*" was requested by a group of five young activists from the Comissão do Direitos Humanos São Paulo (a church linked human rights group). They have been working in the field of civil and moral education in the classrooms of a large local primary/secondary during the past year, but would like to move away from, "how should we behave in the classroom?" to children's rights education.

The group received training focusing on the use of the manual. The emphasis was on participative techniques, identification of the key points of each article to be covered and simulation of sessions with the activists in the role of both trainer and child.

### **Impact of Training**

The group developed a children's rights education curriculum and conducted training sessions for their target audience (church youth groups, scouts, non formal education after school hours – Children's Rights Education is not part of the current school curriculum).

### **FISH**

The group of five activists had difficulty in identifying actions to protect children from physical or sexual abuse. In addition, the children's rights education program was limited to information about their right. No attempts to find ways to put this right in action with the target groups were tried, either in promotion or protection.

In order to remedy the situation, training sessions with the five activists were held every Friday morning for a six-month period for a total of 20 sessions. The activists did not participate in any of the World Learning's training sessions and the training received within the CSO (director and human rights coordinator) was not used to train the activists. Unfortunately, the trained CSO personnel who were assigned by World Learning to train the activists in order for them to be effective trainers presenting a children's rights education program, did not happen. Therefore, World Learning made a decision to train the five activists directly.

The following is the sequence of activities the group was coached through:

1. Write children's rights education curriculum for a twelve-week cycle. General to specific.
2. Contact as many children's drop in centers as possible to: participate in the first cycle; nominate a center activist to accompany the program; negotiate time of sessions for this cycle; organize as homogenous group as possible for the session (constraining factor number of activists).

- 
- 
3. Participate in simulation of session as a learner; write session plan; simulate session as an activist for every session to be trained at the drop in centers.
  4. Design promotion activities for the targeted right to be distributed to care providers in the community.

### **Impact of Training**

The activists contacted the centers they planned to give the sessions at, were able to develop a well-planned human rights curriculum, and conduct sessions with the children at two street children's centers.

Random weekly observation visits were made by World Learning in addition to the weekly activists training meetings to provide accurate feedback to World Learning and the activists on their progress.

### **Teacher Training Pilot Testing**

Meetings were held with selected locally based schools and non-formal education centers to table the idea of pilot testing "Os Meus Direitos," the World Learning produced children's rights training manual.

The reaction to the material was very positive. The teachers and child care workers felt that the material fit within the National Curriculum under moral and civic education; some activities could be used in Portuguese Language; science and design as part of thematic teaching units. To quote a participant in the meeting, "it is invaluable for teachers of moral and civic education as no materials exist at present."

World Learning approached the Ministry of Education, Education Reform for approval for the manual to be used in Angolan schools. As this report is being written a working party from INIDE and World Learning is reviewing the manual. The Ministry of Education has agreed to include Human Rights in the curriculum.

### **iii) Technical Assistance**

#### ***a) Tailored Assistance to Individual CSOs***

Throughout the program, World Learning provided tailored technical assistance to individual CSOs. World Learning ensured that the training needs were assessed and reviewed so that training offered reflected the changing needs of the target CSOs. The beneficiaries of this assistance included the funded grantees that have specific human rights institutional needs that can be addressed by targeted technical assistance.

Tailored one-on-one technical assistance was provided to meet the needs of four grantees: FISH, ADPCI, OADEC, Estrela/Luanda and Okutiuka. One day a week World Learning worked with each CSO individually on such areas as human

---

---

rights training methodologies, international and national human rights concepts, and the role of a human rights organization, for a total of 41 sessions each. This form of assistance aims at reinforcing what they learn at the training workshops in order to strengthen their community human rights work.

***b) On-the-Job Assistance***

A lawyer provided legal assistance to OADEC, ADPCI and FISH, and Okutiuka. The legal assistance departments of these CSOs have as the main objective of providing human rights protection by rendering basic legal assistance to their constituents who encounter human rights violations.

OADEC, ADPCI, FISH and Okutiuka were selected to create legal assistance departments, because during the implementation of their human rights education projects they received many requests from their communities for legal assistance. Many of these communities are experiencing constant human rights violations, for example, illegal arrests. The lawyer is rendering basic legal services to the constituents of these organizations who encounter human rights abuses. In many cases the lawyer is helping people from being arrested, and is releasing prisoners awaiting trial who have been incarcerated longer than the maximum statutory term for the crime of which they were accused. In the case of Okutiuka, the lawyer is helping street children from being arrested, or put into adult prisons or it is expeditiously releasing children prisoners for the crimes, which they were accused of but did not do.

***c) Materials Production***

Since the inception of the project World Learning has produced various human rights training materials. As the program expands in activities and for purposes of sustainability, there is a need for more reference material for CSOs who are implementing a human rights program and the community in general. In Angola there is a real need for human rights training materials. Thus, World Learning under this project produced four human rights training manuals. The materials produced consisted of the following:

1. Educating about Human Rights
2. Social and Economic Rights Training Manual
3. Civil and Political Rights Training Manual
4. Street Children's Rights Training Manual

Additionally, guidelines for monitoring the progress of CSOs implementing human rights projects were developed. There was a need for a tool to measure and evaluate the impact the programs are having on the organizational development of the target CSOs in the area of human rights.

---

---

**d) Newsletter**

Three quarterly newsletters were produced and provided important and useful human rights information to our target audience. The main themes of the newsletter focused on issues, such as, Freedom of Expression and Freedom of the Press, dedicated to journalists. The articles dealt with the Angolan press law, and with international human rights documents regarding freedom of expression and press.

The newsletter also focused on children rights issues. The issue on "*Children's Rights*" focused on labor and educational rights of the child. The articles dealt specifically with the situation of children in Angola and the rights they have under the Angolan Constitution and international instruments, for example, the Convention on the Rights of the Child. Moreover, it highlighted individual cases of children who have been the victims of human rights violations such as torture or ill treatment in Angola. And it reminded the government of its obligations to protect the rights of the child.

**B. Strengthening of Media**

**i) Media Grants**

**List of Grantees**

NO.	LOCATION	ORGANIZATION	PROJECT TITLE
1.	Luanda	Agora Newspaper	Weekly Human Rights Column

**Agora**, an independent newspaper was funded to do a weekly human rights column. The column is addressing the complex, immense, and structural nature of the forces that cause violations of human rights to vast segments of Angolan society. The articles cover a variety of human rights stories of people who are either at risk or had been the victim of the following human rights violations: torture, arbitrary arrest, prolonged incommunicado detention, and detention without charge or trial. It is providing valuable information to the general public concerning the human rights situation in their country, and at the same time increasing human rights awareness among the population in order for them to take action.

**ii) Seminars**

A seminar of two days was held for journalists and for civil society on a new proposed government "media law." The new draft Angolan press law poses a grave threat to press freedom in Angola. While the government describes the proposed bill as a "decisive step in the process of consolidating" Angolan democracy, an analysis of the text shows that clauses relating to state security,

---

---

military or state secrets, and criminal libel would put new restrictions on the ability of journalists to report news.

Under the proposed legislation, defamation is a criminal offense punishable by lengthy jail sentences and severe fines. Even more ominously, under Article 57 it is a crime punishable by two to eight years in prison to “publish, disseminate or reproduce news or facts of the national or foreign press, which attack the honor and reputation of the President of the Republic.” Similar statutes contained in the current law have been used repeatedly to prosecute Angolan journalists who have criticized President José Eduardo dos Santos or questioned his policies. Almost all proposed articles threaten the ability of journalists to work freely in Angola.

At the conclusion of the seminar the journalists called upon the government to withdraw the proposed press law from consideration by the National Assembly. They went on to say, “this law will make it practically impossible for journalists in Angola to cover any matter relating to the country’s political life without risking incarceration.” Furthermore, the journalists urged Angolan authorities to work openly with journalists, legislators, and the general public to develop an adequate law that protects rather than punishes critical journalism. In order to meet international standards regarding press freedom, any new legislation must at a minimum eliminate criminal penalties for defamation, including criticism of public officials, and remove restrictions imposed in the name of state security. The proposed law fails on all counts.

As this report is being written the Angolan media associations together have forwarded a new media law proposal to the government. This is one of the outcomes of the seminar.

---

---

## VI. PROGRESS/RESULTS

Throughout the life of the project World Learning engaged in two monitoring and information sharing activities. First, World Learning staff conducted regular monitoring visits to program activities, at least once a quarter. These visits served as a feedback mechanism to monitor performance, ensure compliance with grant agreement terms and conditions, identify potential problems and concerns which may require corrective action, and keep World Learning and USAID informed of program progress on a regular and frequent basis. World Learning also prepared brief site visit reports after each visit that it shared with the target CSOs and summarized the findings and conveyed any concerns, recommendations, and need for follow-up.

Second, World Learning held two annual meetings with all grant recipients to encourage sharing of experiences and lessons learned and discussion of mutual problems and concerns. This is an important monitoring and coordination function. Information was shared among CSOs, electronically via email, as well as in printed form for those organizations without electronic access.

By way of these activities the evaluation study reveals that there has been improvement in the area CSOs organizational capacity to implement human rights activities. Insomuch as human rights education is all about a process of behavioral changes, attitude changes, values clarification, development of cognitive skills, it must therefore be recognized that change is slow to happen.

### **IR 1: RECONCILIATION OPPORTUNITIES AMONG DIVERSE GROUPS OF ANGOLANS EMERGE:**

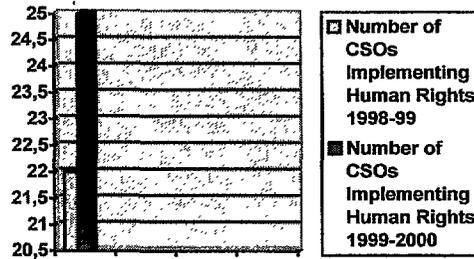
#### **IR.1.2: Greater awareness and promotion of human rights.**

#### ***i) Increased Numbers of Local CSOs and Community Based Organizations (CSOs) Implementing Human Rights***

When the first grants competition was held under the previous contract a total of 87 proposals was received. Under this project a total of 103 project proposals was submitted. This is an increase of 16 proposals. One factor that has contributed to this increase is the work of the target COS. The CSOs continue to be catalysts for other organizations to do human rights.

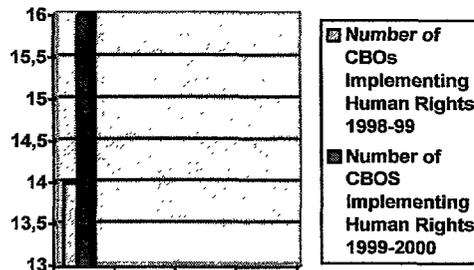
Thus, with the assistance of the grants, training and technical assistance program the number of CSOs directing more of their efforts to human rights activities increased from 22 to 25, an increase of three (refer to Appendix 2, for a breakdown by province of CSOs doing human rights). This is noteworthy, because it is leading to an increase of Angolan CSOs doing human rights activities.

**Chart I**



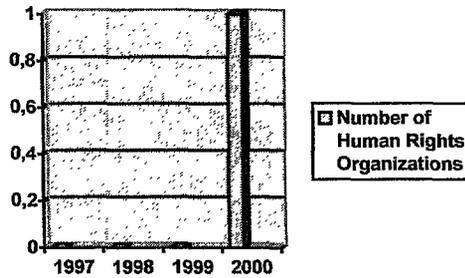
Equally important, not only has there been an increase in the number of CSOs, but there has also been an increased number of CBOs growing out of the work of the grantees. There has been an increase of two CBOs from 14 to 16. Seventy percent of these CBOs that have sprung up are rural women's and children's vendor organizations.

**Chart II**



Recognizing the need in Angola for a national human rights organization that works exclusively on human rights issues, World Learning assisted a group of Angolan youths to form a human rights organization. It is important to note that although the number of local CSOs doing human rights has increased, however, the creation of a human rights organization means an increase from zero to one. More important than numbers, is the significance of this organization *it is the first human rights organization in Angola.*

**Chart III**

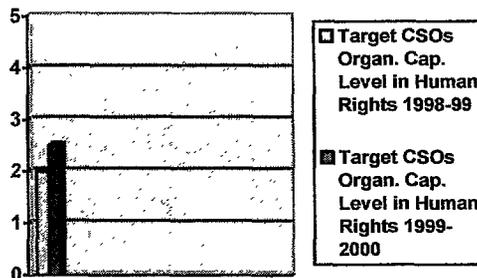


**ii) Increased Number of CSOs are More Fully Capacitated to Engage in Human Rights Work**

The overall average capacity level of the grantee organizations increased from 2 to 2.5, a ½ point increase. This is an outcome of the human rights trainings, such as, the Economic, Social, Cultural and Civil and Political Rights workshops, which dealt deeper into human rights concepts. Thus, it is leading to more effective human rights education activities, which is vital for the promotion and protection of these rights. Without a sound knowledge of these rights it will not be possible for the CSOs to meet the needs of their target communities to protect against the violation of social, economic and cultural rights and civil and political rights.

**Chart IV**

**Average Performance Level of Grantees**



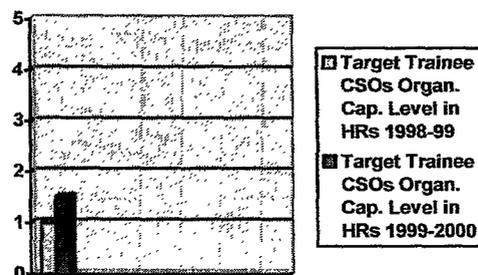
The capacity level of the trainee CSOs increased from 1.0 to 1.5.

---

---

### Chart V

#### Average Performance Level of Trainees



Refer to Appendices 3 and 4, for a detail breakdown on the institutional capacity indicators of organizations implementing human rights projects.

The target CSOs continue to show a slight improvement in their capacity to implement human rights education activities. For instance, CSOs knowledge base of human rights international and national instruments has deepened adjacent with participatory training methodologies for disseminating information. Additionally, their ability to focus more concretely on specific human rights problems and solutions has strengthened. This is clearly verified in the actions being taken by the beneficiaries of these CSOs in respect to human rights violations.

There are a growing number of examples showing that CSOs are getting better in their human rights work. To illustrate guided by the framework of the Convention on the Rights of the Child (CRC), Okutiuka is seeking to develop its work on children in the province of Benguela around three key themes: juvenile justice; children labor rights; and children in the community and family. By concentrating their efforts on these areas, which combine its traditional strengths with new fields of work, it is developing its work in a holistic way and addressing abuses across a range of social and economic, as well as civil and political, rights.

Although the CRC provides a comprehensive baseline for children's rights, Okutiuka continues to remind the government of its obligations under other human rights treaties to protect the rights of the child. In so doing, it is engaging other children's rights organizations in concerted action in support of human rights protection more generally. Enunciating and confirming children's rights is no more than a first step; Okutiuka is trying to ensure that that these rights are enforced.

Another example is the human rights work being carried out by ADRA/Benguela. In World Learning's training courses they have come to discover that simply

---

---

“exhibiting” the human rights documents was “insufficient” as a means to achieve any discernible pedagogical objectives. Applying World Learning’s suggestion that new methods are needed to teach human rights, ADRA/Benguela has been using participatory means to teach human rights, using new perspectives and definitions. Through these educational formats, we get participants enhancing their cognitive skills in matters of law, government and society (e.g. learning and understanding the provisions of the Angolan Constitution and international instruments). Against this background, participants are able to define and meet their needs. This is demonstrated through participants voicing their land rights by demanding government to give them ownership of their lands.

ADRA/Benguela’s efforts aim to ensure that communities understand their rights and duties. It has produced a “Land Rights Tape Series.” Because of high functional illiteracy in Benguela, the series seeks to reach those who rely on radio for information presenting them with programs of educational entertainment designed “to make people aware of their basic land rights, the dignity of being human and the responsibilities we have to one another.” It also offers a service called “Rights Info,” taking human rights theater to the community weekly. Additionally, with the assistance of World Learning it makes publicly accessible newspapers and human rights information materials to the public.

MAFIKU has been able to use creative human rights methods in its approach to mobilize the women vendors to collective action. The women vendors have been able to better identify their problems as vendors. As a result the women vendor organizations have been able to negotiate with local authorities aimed at:

- ❖ Reducing physical, verbal and economic abuse women face in the market.

***iii) Increase Citizen Awareness and Participation Enabling it to Protect and Defend Themselves Against Human Rights Abuses***

Citizens continue to:

- ❖ be informed and watchful against human rights abuses
- ❖ be aware they are entitled to certain rights guaranteed in the law and constitution

As illustrated above, CSOs improved capacity to work in the area of human rights has led to better work at the community level. As a result, citizens being trained by the target CSOs increased their human rights awareness and participation levels. Accordingly, there has been a noticeable increase in citizen awareness and participation, citizen awareness increased from 2,460 to 3,235 – an actual augmentation of 775. By way of illustration, Associação Justiça, Paz e Democracia, was instrumental in mobilizing civil society to demonstrate around human rights violations, for example, illegal arrests of journalists. This clearly demonstrates the way human rights education can be used to achieve a vision of a world that protects human rights for all.

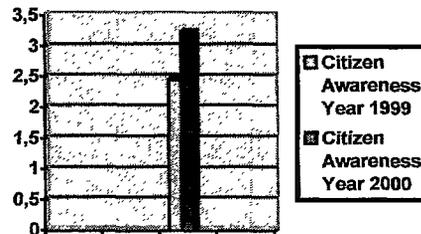
---

---

Moreover, citizens trained, particularly woman, are coming to develop creative plans to use human rights as an organizing device among their communities to secure their rights in the public realm.

**Chart VI**

**Citizen Awareness**

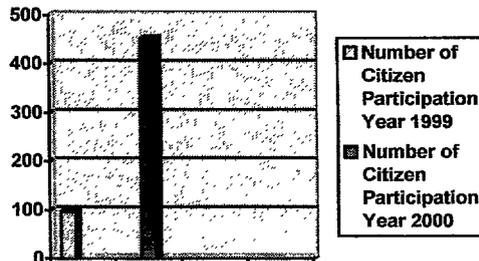


By the same token, the level of citizen participation increased from **96** to **451** people, an actual increase of 355. The beneficiaries of the target CSOs, such as, ALSSA, MAFIKU, OKUTIUKA, BISMAS have been taking more concrete actions in the defense of human rights. It was reported by MAFIKU that women vendor organizations working with them are becoming more proactive in their actions to protect their human rights. Similarly, ALSSA's beneficiaries are also participating more actively in defending their land rights by demanding through debates and marches that the state implement land policies that are equitable.

In Benguela CSOs have been taking more specific actions in the defense of their rights. It was reported by the three target CSOs from Benguela that the series of peaceful demonstrations organized by them have led to an increase of citizens participating more actively in the promotion and protection of their rights. Indeed, citizens of that province are becoming increasingly more vocal and articulate in their efforts to defend their rights. An important outcome of this participation by the people is that it is forcing the government to recognize that it **HAS** to implement effective strategies to stop the human rights abuses. For example, the provincial government was forced to halt its project of illegally removing people from their farmland until it can come up with land policies that are fair.

**Chart VII**

**Citizen Participation**



**iv) An Increased Number of Government Administrators are Aware of Human Rights Issues Through the Work of CSOs**

CSOs continue to work with government to improve the protection of human rights. There has been a slight increase of authorities working towards improving the situation of human rights, 26 to 29. This is more noticeable in the provinces of Huila, Benguela and Luanda.

Through the human rights education awareness work of MAFIKU with the women vendors they have been able to pressure the provincial police commander to order his subordinates to stop harassing the women vendors in the markets. This had led to a decrease of women vendors being abused by the police. Similarly, in Benguela the provincial authorities have also intervened by ordering the police to stop violating children vendors on the streets, for example, to stop arresting children selling on the street and stealing their merchandise. This is the outcome of the human rights work being carried out by Okutiuka on educating the children on their rights, which has enabled them to demand protection from the police authorities. Additionally, the independent media in Benguela has also played a major role by pressuring the police to respect the rights of these children through their daily reports on police abuse.

In Luanda, through the work of CAD, the provincial authorities were forced to respect the land rights of the displaced population. By educating the displaced on their land rights CAD was able to mobilize the displaced groups to demand that the government assign them land that is rightfully theirs to construct homes, instead of living in miserable conditions in the displaced camps. As a result, the authorities allocated this group of displaced persons land.

---

---

**IR 2: CITIZENS EXERCISE THEIR DEMOCRATIC RIGHTS AND RESPONSIBILITIES**

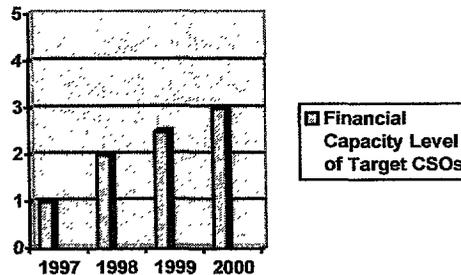
**IR.2.1.1: Improved Organizational and Financial Management of CSOs**

***i) Increased Financial Capacity of Target CSOs***

Through the financial training workshops, grants program and continuous financial technical assistance this has led to a steady increase of financial capacity among the target CSOs. This is demonstrated through the set up of credible financial systems, management of financial resources, and financial reports, which have significantly improved. At the start of the project in 1997 the financial capacity level of the CSOs was at one (poor), after three years of project implementation the level increased to three (good). The financial capability of the CSOs is the area of institutional-building capacity that has seen the greatest improvement.

**Chart VIII**

**Financial Capacity**

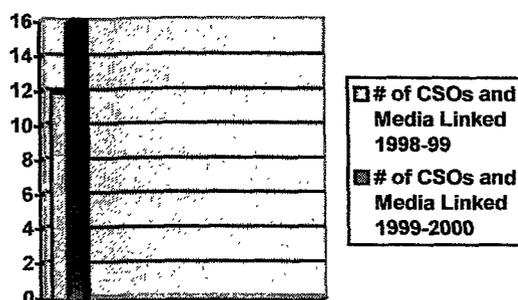


***ii) Increased Number of CSOs and Media Supporting One Another as Linked to Human Rights Community***

Relations between CSOs and media remain strong and fruitful. The media and CSOs continue to be supportive of each other. This is evident because the local independent media continues to report on the human rights work of CSOs. There has been a slight increase from 12 to 16 CSOs using the media as a vehicle to promote human rights.

## Chart IX

### CSOs-Media Linked



### ***iii) Increased Number of CSOs Supporting One Another Linked to Human Rights Community***

The number of CSOs supporting one another linked to human rights community remained at 25 throughout the duration of the project. However, more important than numbers is the strong relationships developed by the target CSOs, which is leading to positive results. The relationships among the target CSOs working in the area of human rights has deepened. They continue to collaborate and support one another in their human rights work. For example, ADRA, OKUTIUKA and BISMAS have been coordinating and organizing human rights activities together. They organized four debates on the situation of human rights in their province of Benguela. In addition, together they mobilized the people from the province to participate in a series of peaceful demonstrations against human rights abuses. It has brought people together to take action to prevent human rights violations, as well as to advocate for the realization of human rights.

In the same way, in Huíla province the target CSOs – ALSSA, Estrela and MAFIKU organized three human rights events together. In conjunction they organized seminars around land rights, children's educational rights and women's rights. These rights which have been identified by their respective communities as the most important in their daily lives.

This unity among the target CSOs is in itself significant because prior to the "human rights network" training these CSOs were working in isolation from one another. Essentially, they did not realize the magnitude that their work could have as a group. The collaboration work being done among the target CSOs doing human rights demonstrates that these organizations are beginning to recognize the importance of developing coalitions around specific human rights issues that have meaning to the lives of their communities. Equally remarkable, is the fact that the target CSOs have come to the realization that only together as

---

---

a group can they become a force to be reckon with in resolving human rights violations.

Organizing around human rights is providing a common vision among the target CSOs. Rather than working in isolation from each other, the grantees are working on social justice issues, which they can unite around the shared framework of human rights. For the first time we see target CSOs dislocating themselves from their provinces and visiting human rights CSOs – exchanging visits to learn from each other's experience. For instance, the target CSOs from Luanda, Huíla and Benguela visited one another in order to share experiences and exchange ideas around human rights issues and to collaborate more. Another case in point, Okutiuka has brought together both local and international NGOs and government working in the area of children's rights to create the "Lobito's Children's Education Rights Network." The first network established to deal exclusively with children's rights. This is creating fruitful partnerships in combating human rights abuses.

Internet continues to make human rights information more easily available to human rights CSOs, helping to strengthen their capacity to do human rights promotion and protection work.

**IR.2.1.2: Strengthened capacities of civil society organizations to represent members needs to relevant authorities**

***j) Increased Number of Laws and Policies Changed Consistent with CSO Work***

To date, there has been no increase in the number of laws and policies changed. Nevertheless, CSOs are playing an important role in promoting knowledge and critical analysis of law issues. Special recognition, has to be given to the target CSOs for the critical role they are playing in defending the rights and interests of citizens, particularly women and children. They are using their human rights knowledge not only to educate citizens but also to advocate on public policy issues related to human rights. Furthermore, they are proving in practice the point that human rights education plays an essential role towards advocating for changes in policies and laws.

The target CSOs continue to push for changes in laws and polices for improvement of their community's standard of living. Particularly, women rural and vendor organizations and children's groups are playing a role in shaping and defining public policies. On the part of women, the increasing number of women's organizations, be they rural or urban, are translating their political interest into political actions by demanding changes and re-defining public policies related to issues such as land rights, and market vendor laws.

---

---

On children's policies, the Ministry of Education through the work of the target CSOs was forced to implemented its policy in providing free school materials to all children attending state primary schools. This is the result of the tremendous work carried out by CSOs, in particular Estrela/Luanda doing children's educational rights. Along the same lines, Estrela/Huíla is urging the government to develop educational policies that reflect the educational rights of working children, in particular the working girl child. These CSOs have been continuously pressuring the government and at the same time organizing their communities to lobby the government to provide free school materials for children in state primary schools.

Okutiuka is pushing for a children's labor law that incorporates the rights and protection of working children. It is also advocating for the national government to develop a social fund that will give a monthly allowance to poor families to allow them to send their children to school.

ALSSA is working towards changing land right policies that reflect the needs of their province. CAD and ADRA are also campaigning for land rights reform leading to just and dignified land policies benefiting the most vulnerable.

#### **IR.2.2. Greater free flow of information from independent news sources**

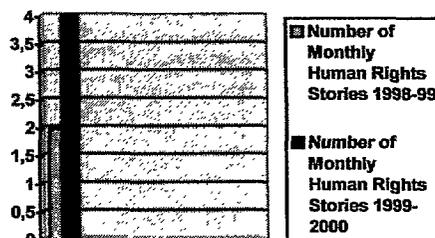
##### ***i) Increased Media Capacity to Engage in Human Rights Work***

There has been a slight change in the vigor of human rights reporting by the independent media. Both the grants and training programs have had an impact on the number of human rights stories in the media. In particular, the training such as "*Media-CSO Relations*" are having positive results on the way the media and CSOs are working in partnership to bring to the Angolan public information on human rights issues affecting them. This is demonstrated through the state newspaper (Journal de Angola) and two independent newspapers (Agora and Folha 8), that all have a weekly human rights column. In partnership and with the assistance of local CSOs these newspapers are reporting on human rights violations that occur in Angola.

There has been a noticeable increase in the capacity level of the independent media to engage in human rights work. The CSO and media partnership has led to an increase of media coverage of human rights stories. The number of human rights stories in the independent newspapers of Folha 8 and Agora have increased from an average of two stories a month to four. Equally noteworthy, the human rights columns are providing easier access for CSOs to report on human rights violations. For example, CSOs are using the columns to report on human rights issues. This illustrates that the media is working closely with local human rights activists and other community organizations to achieve change.

**Chart X**

**Media Reporting on Human Rights**



Following the lead of the print media Rádio Ecclesia, an independent radio station, started a weekly human rights program. It runs a weekly human rights program discussing the work of local CSOs implementing human rights activities. This is noteworthy, because it is effectively increasing the speed of human rights communication and information to civil society in order to strengthen the promotion and protection of human rights in Angola. Eventually this may lead to actions by citizens for their own benefit for improved human rights standards by their government.

Apart from the increased number of stories in the independent media the quality of these stories has risen. These major improvements involve reporting on major human rights issues with a more in-depth and knowledgeable fashion, publicizing human rights abuses with more vigor. By way of illustration, in the beginning of this year, the independent media launched a year-long campaign on human rights violations in Angola with weekly articles. The articles reveal proficient reporting, skillfully researched, well written, timely and relevant information on human rights. In this way, it is **effectively** raising human rights awareness and is **efficiently** pressing the government to improve its human rights standards.

Consequently, because of the competent manner in which the independent media has presented human rights stories the government has been forced to release four prisoners of conscience. In essence, Angolan journalists are adding their voices to those inside Angola demanding rights for all Angolan citizens.

Hence, the training and grant activities aimed to stimulate an improved capability of journalists to comprehend facts related to the identification and defense of human rights. As a result, journalists are better able to focus on human rights issues, particularly, the independent media. Journalists are recognizing that the purpose of writing about human rights issues is to encourage people to take action in order to influence policy makers to provide for the public.

---

---

***ii) Increased Number of Non-Governmental Sources***

To date, there has been no increase in the number of independent media sources. Yet the independent local media continue to report on sensitive human rights issues regardless of government censorship.

---

---

## V. PROBLEMS/LESSONS LEARNED

Activities were carried out according to plan.

## VI. CASE STUDIES/SUCCESS STORIES

**Title of Project:** Land Rights (a case study on effective usage of human rights education)

**Organization:** Associação “Leonardo Sikufinde Shalom” Angola (ALSSA)

**Province:** Huíla

ALSSA is being assisted by World Learning to implement a project in the area of land rights. World Learning is providing a grant, training and technical assistance. It has trained its human rights coordinator and three of its activists. Over the period of training the participants have been introduced to basic concepts of human rights, democracy, citizen participation and interactive training methodologies.

In 1980s, ALSSA led by Father Pio, conducted extensive research on Huíla’s relationship between large landowners and small cattle raisers. He found that the major obstacles to tolerance in landowners-cattle raiser relations are insufficient understanding of basic land rights, and the absence of a fair and just approach to land distribution policies by the provincial government. Based on his results, the CSO developed a human rights program, that aims to change land distribution policies, and attitudes and behavior of both large landowners and small cattle raisers through the use of human rights education participatory methods.

Like elsewhere in Angola, relations between the haves and have notes, and peaceful balance of majority-minority components are problematic issues within today’s dynamic Húila – a southern province in Angola. In Húila there has been in existence a long-standing conflict between large landowners and small cattle raisers. At the beginning of 1999, with the economy in tatters from the civil war the government attempted to allocate more land to large landowners. These allocations cut the access of many small cattle raisers to grazing land and rivers that they required in order maintaining their livelihoods. Consequently, the small cattle raisers rose up in protest. Beginning as violent protests, the pent-up civic energy could have gone in any direction. ALSSA, however, with the help of the independent media, managed to negotiate a peaceful resolution with the provincial government.

ALSSA focused protest energies and launched a philosophy that ultimately gave the demonstrations direction and aim. Demands for a reformed land policy, provided clear and measurable aims. ALSSA based its proactive role in stimulating protests, keeping them organized, and formulating demands, it was

---

---

also a stabilizing force in the protests, preventing them from degenerating into either riots or violence.

Hence, ALSSA has made an important contribution by helping to raise awareness of serious land rights abuses that often provoke a precursor to more widespread violence. Here, the work of ALSSA's human rights work is vital. ALSSA has popularized the cause of land rights, and is carrying out innovative and courageous work, monitoring conditions and cataloguing violations. Increasingly, the organization is taking on important human rights role, seeking to put pressure on the government and on the large landowners/ business community to take responsibility for the land rights issue-facing Húila. To date, these demonstrations and pressure exerted on the government by ALSSA and the community, have somewhat improved the situation of the cattle raisers.

The growth of ALSSA human rights work in the past two years marks an important trend. No longer content with simply observing the consequences of policy failures related to land rights, it is going public, taking their warnings to the top. The provincial government now finds itself lobbied by ALSSA and the cattle raisers (organized by ALSSA) on the land rights issue. It is not stopping at diagnosing problems but is going further by prescribing solutions deemed necessary to the land rights issues.

Thus, ALSSA remains guardians of citizen empowerment through its human rights education program. It continues to provoke national debates on land rights, monitoring land rights, and ensuring that citizens are well represented in decision making. It has maintained a capacity to intervene, at critical moments, to ensure citizen empowerment in the decision-making process.

Despite this progress, the land rights issue has not disappeared. However, to prevent the escalation of the conflict, ALSSA continues to do their human rights education. Playing a growing role as advocates for land rights because they can influence both the government and the situation. They can address the major land issue as well as those smaller local problems which, if left to fester, may escalate into more serious conflict. The coexistence of the two different groups remains delicate. Protests by the cattle raisers in the 1990s, acts of civil disobedience, and clashes with the authorities, all reflect the considerable difficulties that ALSSA faces ahead in this regard.

In such a context, the extent to which government will respond to the emergence of this new, highly active CSO bent on playing an active role in shaping, not just implementing land policies remains to be seen. The coming challenge will be to tread down the defensiveness that persists at the government level and win for the CSO a voice that will determine the impact of tomorrow's human rights abuses, crises and conflicts.

---

---

**Organization:** Folha 8 – local independent newspaper

**Province:** Luanda

Folha 8 is one of the independent media sources, which World Learning has been collaborating with since its program inception. World Learning has provided technical assistance, and journalism basic skills and human rights training to its journalists.

In early November 1999, a British NGO based in London, UK published a report on government corruption in Angola. The most influential newspapers in Portugal all published excerpts of this report, which made big headlines and generated a lot of international attention on government corruption in Angola. The international attention was very critical of the Angolan government. Not surprisingly, the Angolan government was very angry with the British NGO and the media sources that published the report. As a matter of fact, the Angolan government responded by stating that the report was defamatory and slanderous against the "Government of Angola." It went further by saying that this was a conspiracy against the Government of Angola.

The Angolan Government issued a public statement censoring the publication of the report in all independent media be it radio or print media in Angola. Folha 8 persevered in the face of this censorship and published four blank pages with only photos of oil rigs. These four blank pages were a unique way of drawing national attention to the report. In itself it generated probably more interest and attention than if it had actually published excerpts of the report.

People who before were not interested or aware of the report were now suddenly intrigued by it, and wanted to read it. As a result, people were searching for copies of the report, and others made photocopies and distributed it to the general public not only in Luanda but also in the provinces. People's awareness of economic and social violations increased tremendously. Consequently, the public is becoming increasingly more critical of government's economic and social policies, and demanding improvements in the social and economic conditions in the country changes. ***This is one of the results of Folha 8's four blank pages!***

---

---

**Project Title:** Human Rights

**Organization:** "Associação Justiça, Paz e Democracia"

**Province:** Luanda

First Human Rights Organization

One of the many highlights of this year has been the process of establishing the **first national human rights organization in Angola**. There was a vital need for a national human rights organization in Angola to promote and protect the most fundamental human rights of Angolan society.

Essentially, currently what exists in Angola are CSOs that implement diverse development projects with one of the activities being human rights. Much of CSOs human rights activities have involved human rights education. In pursuance of this aim, CSOs programs are mostly designed to promote human rights awareness and knowledge of human rights. However, there was a realization that in Angola the struggle against human rights violations can be strengthened if it is combined with more vigorous human rights work such as exposing and denouncing existing violations of human rights.

Recognizing the need for a human rights organization that aims to contribute to the observance of human rights throughout Angola as set out in the Universal Declaration of Human Rights, World Learning approached a young Angolan human rights activist to form a human rights organization. He agreed and was able to mobilization 15 Angolan youth to join him in setting up the organization. With the assistance of World Learning the group has been able to form the "Associação Justiça, Paz e Democracia."

The organization has a precise mandate, detailed in its statutes. The main focus of its work will be to:

1. Free all prisoners of conscience, who have not used or advocated violence. This will include "Freedom of Expression", working on human rights violations against writers and journalists.
2. Ensure fair and prompt trails for prisoners that are awaiting trial who have already been incarcerated longer than the maximum statutory term for the crime of which they were accused.
3. Abolish torture and other cruel, inhuman or degrading treatment of prisoners.

The work will involve reporting on major human rights issues, publicizing and denouncing human rights abuses, lobbying government for change, and working closely with local human rights activists and other community organizations to achieve change.

"Associação Justiça, Paz e Democracia" will also work towards developing human rights networks. These networks will work towards promoting and protecting human rights within their respective movement.

---

---

## VII. ADMINISTRATION

The Cooperative Agreement was signed on September 30, 1999 between World Learning and USAID. The project is a continuation of the previous contract (IQC), which ended on June 30, 1999. The original Agreement operated from July 1, 1999 to June 30, 2000. A request was made for a 3-½ month no-cost extension to Cooperative Agreement 654-A-00-99-00056-00 and was approved by USAID. The extension runs through to October 15, 2000. The no-cost extension did not alter the emphasis of the project. The extension of the Cooperative Agreement allowed World Learning to use the funds to further intensify its efforts with the CSOs and journalists.

World Learning continued with the same six staff – one international and five nationals:

1. Director (International)
2. Program Officer (National)
3. Financial/Grants Manager (National)
4. Administrative Assistant (National)
5. Driver (National)
6. Maintenance (National)

The operating systems including local salary scale, local personnel manual, staff contracts and security procedures were established under the previous contract. Still on-going is our agreement process with the Ministry of External Relations.

---

# **APPENDICES**

**Appendix 1: List of Grantees 1999-2000**

**Appendix 2: List of CSOs Implementing Human Rights Activities**

**Appendix 3: Institutional Capacity Indicators: Grantee Organizations**

**Appendix 4: Institutional Capacity Indicators: Trainee Organizations**

# Appendix 1

## List of Grantees

NO.	PROVINCE	ORGANIZATION	PROJECT TITLE	ACTIVITIES	AMOUNT IN USD
1.	Luanda	<b>**Estrela</b> – “Associação da Criança”	<b><u>Children’s Educational Rights</u></b> ❖ <b>Children’s Rights</b> (focusing on educational rights, to resolve human rights problems on actions of state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *formal, informal and non-formal methods.</li> <li>◆ Campaigning for Educational Reforms that are in line with international human rights standards.</li> <li>◆ Raising educational cases with authorities, for example, parents paying fees to teachers to educate their children.</li> </ul>	10,000
2.	Luanda	<b>**FISH</b> - “Fraternidade para Infância Solidariedade e Humanismo”	<b><u>Street Children’s Rights</u></b> ❖ <b>Children’s Rights</b> (Child Labor – with a focus on girl prostitution and hawkers, to resolve human rights problems on actions of police and state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for children’s Legal Reforms that are in line with children’s international human rights standards.</li> <li>◆ Raising children’s cases with the authorities.</li> <li>◆ Tracking down arrests of children.</li> <li>◆ Legality of prisons pertaining to children.</li> <li>◆ Working towards providing legal assistance.</li> </ul>	12,000
3.	Luanda	<b>**OADEC</b> - “Fraternidade para Infância Solidariedade e Humanismo”	<b><u>General Human Rights Program</u></b> ❖ <b>Human Rights</b> (working with semi-urban community groups and setting up community human rights commissions to resolve human rights problems on actions of police and state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for Legal Reforms that are in line with international human rights standards.</li> <li>◆ Raising cases with authorities.</li> <li>◆ Working towards providing legal assistance.</li> </ul>	13,000

NO.	PROVINCE	ORGANIZATION	PROJECT TITLE	ACTIVITIES	AMOUNT IN USD
4.	Luanda	**CAD - "Corpo de Apoio aos Deslocados"	<b>Displaced Peoples Land Rights</b> ❖ <b>Displaced Peoples Rights</b> (focusing on land rights for displaced people, to resolve land issues on actions of state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for land allocation for the displaced that are in line with international human rights standards.</li> <li>◆ Raising land cases with authorities.</li> </ul>	12,000
5.	Luanda	***A.D.P.C.I. - "Acção para o Desenvolvimento Pesquisa d Cooperaçao Internacional"	<b>Women's Property Rights</b> ❖ <b>Women's Rights</b> (focusing on domestic and police violence against women vendors, to resolve human rights problems on actions of police and state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for Legal Reforms that are in line with women's international human rights standards.</li> <li>◆ Raising cases of violence against women with the authorities.</li> <li>◆ Tracking down arrests of women vendors.</li> <li>◆ Legality of prisons pertaining to women vendors.</li> <li>◆ Working towards providing legal assistance to women.</li> </ul>	12,000
6.	Luanda	***M.P.D. - "Mulheres Paz e Desenvolvimento"	<b>Women's Rights and Peace</b> ❖ <b>Women's Rights</b> (working with women's groups to advocate for peace and women's rights)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for peace and reforms that are in line with international human rights standards.</li> </ul>	1,000
7.	Luanda	**ADRA - "Acção Para o Desenvolvimento Rural Ambiente"	❖ <b>Celebration of Human Rights Day December 10</b>	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *non-formal method.</li> </ul>	1,000
8.	Luanda	***AMUJA - "Associação de Mulheres Journalistas Angolanas"	<b>Women's Rights</b> ❖ <b>Women's Human Rights</b> (providing journalism skills training to women journalists)	<ul style="list-style-type: none"> <li>◆ Training women journalists on journalism techniques.</li> <li>◆ Promoting the rights of women journalists and women in general.</li> </ul>	720

NO.	PROVINCE	ORGANIZATION	PROJECT TITLE	ACTIVITIES	AMOUNT IN USD
9.	Luanda	***PASCII	❖ <b>General Human Rights</b>	◆ Raising Human Rights Awareness in the form of *non-formal method.	700
10.	Luanda	***Associação Justiça, Paz e Democracia	<u>Human Rights Organization</u> ❖ Free all prisoners of conscience, who have not used or advocated violence. This will include "Freedom of Expression", working on human rights violations against writers and journalists. ❖ Ensure fair and prompt trails for prisoners that are awaiting trial who have already been incarcerated longer than the maximum statutory term for the crime of which they were accused. ❖ Abolish torture and other cruel, inhuman or degrading treatment of prisoners.	◆ Reporting on major human rights issues, publicizing and denouncing human rights abuses, lobbying government for change, and working closely with local human rights activists and other community organizations to achieve change.	15,000

NO.	PROVINCE	ORGANIZATION	PROJECT TITLE	ACTIVITIES	AMOUNT IN USD
11.	Huíla	***ALSSA – “Associação Leonardo Sikuffinde Shalom Angola”	<b>Rural Land Rights</b> ❖ <b>Land Rights</b> (focusing on land rights to resolve human rights problems on actions of state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for Land Reforms that are in line with international human rights standards.</li> <li>◆ Raising land cases with authorities.</li> <li>◆ Establishing a human rights network dealing with land rights in the province.</li> </ul>	15,000
12.	Huíla	**MAFIKU – “Associação para a Promoção do Desenvolvimento Comunitário”	<b>Vendor Women’s Rights</b> ● <b>Women Rights</b> (working with vendor women groups to resolve human rights problems on actions of police and state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *non-formal method.</li> <li>◆ Campaigning for Legal Reforms concerning women vendors that are in line with international human rights standards.</li> <li>◆ Raising women vendor cases with authorities.</li> <li>◆ Tracking down arrests of women vendors.</li> <li>◆ Legality of prisons pertaining to women vendors.</li> <li>◆ Establishing a human rights network in the province.</li> <li>◆ Working towards providing legal assistance.</li> </ul>	11,000
13.	Huíla	**ESTRELA - “Organização Horizonte para o Progresso e Desenvolvimento”	<b>Children’s Educational Rights</b> ❖ <b>Children’s Rights</b> (working with educational children’s rights pertaining to rural children and setting up community human rights parent groups to work on educational rights to resolve human rights problems on actions of state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *formal and non-formal methods.</li> <li>◆ Raising children’s cases with authorities.</li> <li>◆ Establishing a human rights network in the province</li> </ul>	10,000



NO.	PROVINCE	ORGANIZATION	PROJECT TITLE	ACTIVITIES	AMOUNT IN USD
14.	Benguela	<b>**ADRA</b> – “Acção Para o Desenvolvimento Rural Ambiente”	<u><b>Rural Women’s Rights</b></u> ❖ <b>Women’s Rights</b> (working with rural women’s groups – women working as casual laborers to resolve human rights problems on actions of state administration) <u><b>Land Rights</b></u> ❖ <b>Human Rights</b> (working with community groups to resolve land issues on actions of state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for Land Legal Reforms that are in line with international human rights standards.</li> <li>◆ Raising cases with authorities.</li> <li>◆ Establishing a human rights network in the province.</li> </ul>	10,000
15.	Benguela	<b>**OKUTIUKA</b> - “Acção Para a Vida”	<u><b>Vendor Children’s Rights</b></u> ❖ <b>Street Children’s Rights</b> (Child Labor – focusing hawkers to resolve human rights problems on actions of police and state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *informal and non-formal methods.</li> <li>◆ Campaigning for Legal Reforms that are in line with international human rights standards.</li> <li>◆ Raising cases with authorities.</li> <li>◆ Tracking down arrests of children.</li> <li>◆ Legality of prisons pertaining to children.</li> <li>◆ Providing legal assistance to street children (vendor children organizations).</li> <li>◆ Established children’s human rights network in the province.</li> </ul>	20,000
16.	Benguela	<b>**BISMAS</b> – “Das Acácias – Acção Para Cultura e Desenvolvimento”	<u><b>Vendor Women’s Rights</b></u> ❖ <b>Women’s Rights</b> (working with women vendor groups to resolve human rights problems on actions of police and state administration)	<ul style="list-style-type: none"> <li>◆ Raising Human Rights Awareness in the form of *non-formal method.</li> <li>◆ Campaigning for Legal Reforms that are in line with international human rights standards.</li> <li>◆ Raising cases with authorities.</li> <li>◆ Tracking down arrests of women vendors.</li> <li>◆ Legality of prisons of women vendors.</li> </ul>	10,000

88

**\*Raising Human Rights Awareness is here defined as formal, non-formal and informal:**

- **Formal education:** refers to the normally tripartite structure of primary secondary, and tertiary education.
- **Nonformal education:** refers to any organized, systematic educational activity carried on outside the formal system to offer selected types of learning to particular subgroups in the population, adults as well as children.
- **Informal education:** refers to unsystematic -- through radio, television, and print media, campaigns, theatre groups, etc.

\*\*CSOs that received grants under the previous contract and secured financial support to continue with their human rights project.

\*\*\*New CSOs

# Appendix 2

## List of CSOs Implementing Human Rights Activities

NO.	PROVIINCE	ORGANIZATION	PROJECT
	<b>Benguela</b>		
1.		ADRA	Women's Rights Human Rights
2.		BISMAS	Women's Rights
3.		OKUTIUKA	Street Children's Rights
4.		SOLCICAMPO	Prisoners Rights
	<b>Bie</b>		
5.		Amucamponesa	Women's Rights
6.		GAC	Human Rights
	<b>Huambo</b>		
7.		CAD	Children's Rights
8.		GAC	Human Rights
9.		OKUTIUKA	Street Children's Rights
	<b>Huíla</b>		
10.		ADMA	Children's Rights
11.		ALSSA	Land Rights
12.		Estrela	Children's Rights
13.		MAFIKUA	Women's Rights
	<b>Luanda</b>		
14.		FISH	Street Children's Rights
15.		Estrela	Children's Rights
16.		OADEC	Human Rights
17.		CAD	Human Rights
18.		ADPCI	Women Rights
19.		A.C.J.	Human Rights
20.		NUJURESC	Human Rights
21.		AJUDECA	Human Rights
22.		Mosaico	Human Rights
23.		A.D.P.C.I.	Women's Rights
24.		PASCII	Human Rights
25.		Defense e Divulgação dos Direitos dos Cidadãos	Human Rights

# Appendix 3

## Grantee Organizations Institutional Capacity Indicators

Rate of performance is measured on a scale from 0-5.

- 0 = no knowledge and/or skills
- 1 = poor performance
- 2 = satisfactory performance
- 3 = good performance
- 4 = performed in excellent manner
- 5 = outstanding performance

NO.	ACTIVITY	START OF PROJECT	END OF PROJECT
1.	• Knowledge of range of human rights expressed in international and national human rights documents.	2.5	3
2.	• Knowledge in linking international documents with national ones.	2	2.5
3.	• Knowledge of international mechanisms.	2	2.5
4.	• Knowledge of national mechanisms.	2.5	2.5
5.	• Knowledge of principles in identifying beneficiaries and target group.	2	2.5
6.	• Knowledge of human rights networking principles.	2	2
7.	• Knowledge of identifying human rights structural problem(s).	2	2.5
8.	• Knowledge of planning, elaborating and implementing a human rights training curriculum in relation to changing community attitudes and behavior.	2	2.5
9.	• Knowledge of using indicators to measure human rights impact in the community. How can the progress be quantified – are there well defined indicators?	2	2.5
10.	• Knowledge of focusing on a specific human right impacting on the community.	2	2.5

NO.	ACTIVITY	START OF 4 <sup>TH</sup> QUARTER APRIL 1, 2000	END OF 4 <sup>TH</sup> QUARTER JUNE 30, 2000
11.	<ul style="list-style-type: none"> <li>• Knowledge of human rights training techniques/methodologies.</li> </ul>	2.5	3
12.	<ul style="list-style-type: none"> <li>• Knowledge of indicators measuring impact of training sessions.</li> </ul>	1.5	2
13.	<ul style="list-style-type: none"> <li>• Knowledge of implementing human rights promotion activities.</li> </ul>	2.5	2.5
14.	<ul style="list-style-type: none"> <li>• Knowledge of implementing human rights protection activities.</li> </ul>	1.5	2
15.	<ul style="list-style-type: none"> <li>• Knowledge of implementing human rights advocacy activities.</li> </ul>	1.5	2
16.	<ul style="list-style-type: none"> <li>• Knowledge of planning a clear and effective human rights strategy towards meeting the objectives.</li> </ul>	2	2
17.	<ul style="list-style-type: none"> <li>• Knowledge of collection of data on human rights.</li> </ul>	1	1
18.	<ul style="list-style-type: none"> <li>• Knowledge in maintaining human rights violations files.</li> </ul>	1.5	1.5
19.	<ul style="list-style-type: none"> <li>• Knowledge of management and technical skills of the key personnel responsible for implementing the project.</li> </ul>	2	2
20.	<ul style="list-style-type: none"> <li>• Knowledge of a mission which seeks to influence the development and implementation of human rights activities.</li> </ul>	1.5	1.5
21.	<ul style="list-style-type: none"> <li>• Knowledge of gender issues to be taken into consideration during the project design, planning and implementation stages.</li> </ul>	2	2
22.	<ul style="list-style-type: none"> <li>• Knowledge in establishing a human rights department.</li> </ul>	2.5	2.5

# Appendix 4

## Trainee Organizations Implementing Human Rights Projects Institutional Capacity Indicators

Rate of performance is measured on a scale from 0-5.

- 0 = no knowledge and/or skills
- 1 = poor performance
- 2 = satisfactory performance
- 3 = good performance
- 4 = performed in excellent manner
- 5 = outstanding performance

NO.	ACTIVITY	START OF 4 <sup>TH</sup> QUARTER APRIL 1, 2000	END OF 4 <sup>TH</sup> QUARTER JUNE 30, 2000
1.	• Knowledge of range of human rights expressed in international and national human rights documents.	2	2
2.	• Knowledge in linking international documents with national ones.	1	1
3.	• Knowledge of international mechanisms.	1.5	1.5
4.	• Knowledge of national mechanisms.	2	2
5.	• Knowledge of principles in identifying beneficiaries and target group.	1.5	1.5
6.	• Knowledge of human rights networking principles.	1	1
7.	• Knowledge of identifying human rights structural problem(s).	1.5	1.5
8.	• Knowledge of planning, elaborating and implementing a human rights training curriculum in relation to changing community attitudes and behavior.	1	1
9.	• Knowledge of using indicators to measure human rights impact in the community. How can the progress be quantified – are there well defined indicators?	1	1
10.	• Knowledge of focusing on a specific human right impacting on the community.	1	1

NO.	ACTIVITY	START OF 4 <sup>TH</sup> QUARTER APRIL 1, 2000	END OF 4 <sup>TH</sup> QUARTER JUNE 30, 2000
11.	<ul style="list-style-type: none"> <li>● Knowledge of human rights training techniques/methodologies.</li> </ul>	1.5	1.5
12.	<ul style="list-style-type: none"> <li>● Knowledge of indicators measuring impact of training sessions.</li> </ul>	1	1
13.	<ul style="list-style-type: none"> <li>● Knowledge of implementing human rights promotion activities.</li> </ul>	1.5	1.5
14.	<ul style="list-style-type: none"> <li>● Knowledge of implementing human rights protection activities.</li> </ul>	1	1
15.	<ul style="list-style-type: none"> <li>● Knowledge of implementing human rights advocacy activities.</li> </ul>	1	1
16.	<ul style="list-style-type: none"> <li>● Knowledge of planning a clear and effective human rights strategy towards meeting the objectives.</li> </ul>	1	1
17.	<ul style="list-style-type: none"> <li>● Knowledge of collection of data on human rights.</li> </ul>	1	1
18.	<ul style="list-style-type: none"> <li>● Knowledge in maintaining human rights violations files.</li> </ul>	1	1
19.	<ul style="list-style-type: none"> <li>● Knowledge of management and technical skills of the key personnel responsible for implementing the project.</li> </ul>	1	1
20.	<ul style="list-style-type: none"> <li>● Knowledge of a mission which seeks to influence the development and implementation of human rights activities.</li> </ul>	1	1
21.	<ul style="list-style-type: none"> <li>● Knowledge of gender issues to be taken into consideration during the project design, planning and implementation stages.</li> </ul>	1	1
22.	<ul style="list-style-type: none"> <li>● Knowledge in establishing a human rights department.</li> </ul>	1	1