

THE UNITED NATIONS DEVELOPMENT PROGRAMME

Country: Egypt
Project Document

Project title: Integrating Human Rights in Higher Education

UNDAF Outcome: *Outcome (5)* By 2011, democratic institutions and practices are firmly established and a culture of human rights through active citizenship is prevalent

Expected CPAP Outcome: *Outcome (8)* Human Rights / Promoted and Protected

Expected CPAP Output: The culture of human rights and democratic governance is enhanced through active citizenship

Implementing partner: Ministry of Higher Education

Responsible parties: Ministry of Higher Education

Brief Description

The January 25 Revolution marks a turning point in Egypt's history. As the country makes the transition to democracy, there is an urgent need for civic education and for building a culture of human rights as well as democratic values and practices. Strengthening the capacity of the higher education system for human rights education is critical to promote the culture and principles of human rights for a large target group of the Egyptians namely the youth students in the higher education system. The project is designed to make students more aware of their rights as citizens; and to promote the understanding and awareness of democracy, the rule of law and freedom of expression. The strategy of the project is to integrate the culture, values and practices of Human Rights in Higher Education using a student-centered learning approach with a focus on the faculties of education to promote awareness on human rights among the future teachers of pre-university education. The expected project Activity Results are:

- Strengthened higher education policies and institutions for Human Rights Education through the preparation of the National Action Plan for Human Rights Education and establishment of the National Committee for Human Rights Education;
- University graduates and professors are equipped with advanced knowledge and understanding of human rights standards, values and mechanisms;
- Promotion of a human rights friendly environment in higher education institutions.

The project directly supports Egypt's pledge to the UPR to create human rights curricula for the different stages of education, including university education as well as the UPR recommendation to continue its efforts on Human Rights Education in order to guarantee practice of all people of their rights.

Programme Period: 2007 – 2011 (Extended to June 2013)
& July 2013 –December 2017
Programme Component: Governance
Project Title: Integrating Human Rights in Higher Education
Atlas Award ID: 00067246
Start Date: January 2013
End Date: June 2015

AWP Budget:
Total Resources required:
Total Allocated Resources: \$ 3,018,232
• UNDP TRAC: \$ 250,000
• EU: \$ 2,768,262
In kind contributions by Ministry of Higher Education:
(office premises & facilities)

Agreed by:

Signature:

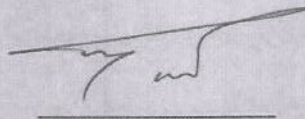
Date:

H.E. Dr. Mostafa Mosaad
Minister of Higher Education
Ministry of Higher Education



20/12/2012

H.E. Ambassador Omar Abou Eish
Deputy Assistant Foreign Minister
for International Cooperation for Development
Ministry of Foreign Affairs



20-12-2012

Mr. Mounir Tabet
Country Director
United Nations Development Programme (UNDP)



20 Dec 2012

ACRONYMS

APR	Annual Project Report
AUC	American University in Cairo
AWP	Annual Work Plan
CEDAW	Convention for the Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CPAP	Country Programme Action Plan
EHDR	Egyptian Human Development Report
GMS	General Management Support
HR	Human Rights
HRE	Human Rights Education
ISS	Implementation Support Service
ICT	Information Communication Technology
MIC	Ministry of International Cooperation
MoE	Ministry of Education
MoFA	Ministry of Foreign Affairs
MoHE	Ministry of Higher Education
NCHR	National Council for Human rights
NEX	National Execution
NGO	Registered Non-Governmental Organizations
NIM	National Implementation Modality
OHCHR	Office of the High Commissioner of Human Rights
QUDA	Operational Unit for Development Assistance
PMU	Project Management Unit
RFP	Requests for Proposals
SBAA	Standard Basic Assistance Agreement
SCU	Supreme Council for Universities
ToR	Terms of Reference
TOT	Training of Trainers
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organization
UPR	Universal Periodic Review
QPR	Quarterly Progress Reports
QWP	Quarterly Work Plans

Contents

A.	Situation Analysis	5
	International context	5
	National context	5
B.	Project Strategy	7
C.	Results and Resources Framework	12
D.	Management Arrangements	18
E.	Monitoring Framework and Evaluation	21
F.	Legal Context	22
	ANNEX I : Risk Log	25
	ANNEX II : Terms of Reference for Project Manager	27
	ANNEX III : Budget	28

A. Situation Analysis

International context

1. The United Nations (UN) Declaration on Human rights Education and Training¹, in its first Article states that "Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training". The international community has increasingly expressed consensus on the fundamental contribution of human rights education (HRE) to the realization of human rights.
2. The UN Decade for HRE called upon governments to contribute to the implementation of its Plan of Action and encouraged governmental and non-governmental educational agencies to intensify their efforts in establishing and implementing HRE programmes, in particular by preparing and implementing national plans for HRE. The Plan of Action was based upon the provisions of international human rights instruments, such as the Universal Declaration of Human rights, the International Covenant on Civil and Political Rights the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Elimination of All Forms of Racial Discrimination. The UN General Assembly also called on countries to establish national committees for HRE to make plans for HRE that should not be limited exclusively to schools but should also reach the public in general as well as specific groups of people whose work or life conditions could be marred by human rights violations. Following the establishment of the Office of High Commissioner for Human rights (OHCHR), the Office asked countries to report on their implementation of the UN General Assembly resolution on this matter.
3. The General Assembly proclaimed the World Programme for Human rights Education, to foster the implementation of human rights education programmes in all sectors. The World Programme is structured in consecutive phases in order to further focus national human rights on specific sectors. The first Phase (2005-2009) was dedicated to the integration of human rights education in the primary and secondary school systems, whilst the second Phase (2010-2014) focuses on human rights education for higher education.

National context

4. In February 2010, Egypt's State Report to the Universal Periodic Review (UPR) was discussed by UN Human rights Council. In this report, amongst others, Egypt pledged to enhance human rights education and strengthen capacity building programs for the general public. In specific, Egypt pledged to create more human rights curricula for the different stages of education, including university education. Following the conclusions and recommendations of the UPR adopted by the Human rights Council in June 2010, The Ministry of Higher Education and UNDP conducted a study to assess the situation of human rights education and to provide recommendations on the way forward. With regards to the current situation of human rights education, the study noted that:
 - a. In Egypt, human rights education in public schools and universities has started more than a decade ago. At the pre-university level, reference to human rights abounds in textbooks of all cycles, particularly in those of Arabic, religion, social studies and foreign languages. However, the emphasis is more on duties rather than rights, on social and economic rights rather than on civil and political rights, and within civil and political rights more on freedom of belief rather than on right to political participation.
 - b. At the university level, notwithstanding the decision taken by the Supreme Council of Universities to introduce human rights teaching in all Faculties and Universities, only faculties of Ain Shams, Helwan, Menoufiya, and Suhag introduced human rights courses to students. In addition, human

¹ Resolution adopted by the Human rights Council on 8th April 2011

rights concepts were to be found in certain courses of International and Constitutional Law in Egyptian universities. Efforts of introducing HRE in universities were made also from the Faculty of Economics and Political Science of Cairo University. In fact, since 1992, the Department of Political Science has introduced an elective course on Human rights for second year students covering an analysis of the international bill of human rights, the situation of human rights in Arab countries, methods of protection of human rights, Islam and human rights as well as an assessment of prospects of success of the Arab Human rights Movement. Consecutively, a two-year diploma programme "Civil Society and Human rights" targeting few hundreds of students coming from civil society organizations, employees of the Ministry of Social Affairs and media was provided by the same school. A course on Politics of Human rights in Arab countries was offered to Political Science students of the American University in Cairo (AUC). As an elective course, this course was open to students enrolled in other disciplines as well. The Law Department at AUC also offers a M.A. degree in International Human Rights Law, attracting tens of students since its establishment a few years ago.

- c. In addition, there is no reference to human rights or HRE in both the sites of the Supreme Council of Universities and that of the Ministry of Higher Education. The reform of higher education in Egypt focuses on the technological, administrative, organizational and financial dimensions, giving very little interest to the values that should be inculcated in students of higher education. If HRE is clearly stated as one of the goals of university reform in Egypt in all cycles, this would presumably lead to spelling out the practical steps that lead to the attainment of this goal and would energize senior officials and citizens to mobilize the resources necessary for this goal.
5. The January 25 Revolution marked a turning point in the country's history. The lack of political participation and the large economic and social disparities were considered among the main causes behind the revolution. The current historical moment should swiftly be translated into an opportunity for real and in-depth reforms and changes. As Egypt makes its transition to democracy, there is also an urgent need for civic education and outreach activities that can provide Egyptians with information on their political, economic and social rights and raise their awareness on the importance of their participation in the democratization process. Democracy, after all, is a culture that must be embedded in the minds and actions of people in order to be maintained.
6. Young people have been at the forefront of the revolution and will undoubtedly be the agents of change in the wake of the revolution. According to the Egypt Human Development Report 2010² (EHDR), young people in Egypt between the ages of 18 and 29 number 20 million. The enrollment rates in Higher Education, without including the Al Azhar religious system, the total number of Egyptian universities in 2009/2010 was 18 public universities with a total of 1.37 million enrolled in the academic year 2009/2010.³ The fact that a majority of the Egyptian population is made up of youth and young adults indicates that without including them in the debate and efforts for democratic transformation, Egypt cannot succeed in its political, social and economic reform process.
7. Human rights education in Egypt is now critical to establish and maintain a peaceful and democratic society built on principles of respect for human rights. HRE activities would provide the youth with a chance to develop their capacities and skills and hence, give them chances to engage in the debate over democratization, reform and human rights. This may, in the long run, lead to an increase in the capacity of the civil society to address such issues, as a young generation with more specialized skills and capacities is emerging. Finally, integrating youth into the political sphere is a must, since it will bring fresh insights and creative, energetic ideas into the scene. This is going to lead to a progressive "modern" political reform initiative. The proposed activities in this education program target this notion.

² Egypt Human Development Report 2010, Institute of National Planning, Egypt

³ Supreme Council of Universities, Interim Report 2011

They aim at providing skillful knowledge of varying subjects with an emphasis on human rights and their importance in the development of a democratic state.

8. HRE specialists emphasize the importance of time-specific opportunities for HRE. Certain periods of reform (i.e. countries in transition to more democratic phases) may be more amenable to the introduction of human rights themes within the education sector. Therefore, a project aiming at the introduction of HRE in Higher Education in Egypt at this specific point in time would be of significant relevance and would help opening up opportunities for educated youth and civil society to engage with or promote social movements or activism that can lead to HRE.

B. Project Strategy

9. The project directly responds to Egypt's pledge to the UPR to create human rights curricula for the different stages of education, including university education as well as the UPR recommendation to continue its efforts on human rights education in order to guarantee practice of all people of their rights. Strengthening the capacity of the higher education system for human rights education is therefore critical to promote the culture and principles of human rights for a large target group of the Egyptians, namely the youth/students in the higher education system.
10. HRE comprises the use of active and "democratic" methods of learning that link education with practice. The education of human rights to be pioneered by the project will not replicate the traditional methods of teaching and learning used in Egypt and will not be limited to the classroom. Students will understand the principles, standards and violations of human rights through different student centered tools such as role-playing, simulation and problem solving. Social media and internet based platforms; summer camps, educational visits to media organizations, human rights organizations and civil society organizations (CSOs) in general; state institutions such as the Council of State or the Supreme Constitutional Court will also be necessary to familiarize students with opportunities and challenges faced by several stakeholders in their efforts to promote, protect and fulfill human rights.
11. The project is designed to make students more aware of their rights as citizens and to promote the understanding and awareness of democracy, the rule of law and freedom of expression. The strategy of the project is to promote and integrate human rights in higher education using a three-fold approach: *first*, strengthening the higher education policies and institutions for human rights education through the preparation of the National Action Plan for Human Rights Education and establishment of the National Committee for Human Rights Education; *second*, implementing a student centered learning approach to human rights education; and *third*, promoting a human rights friendly environment in higher education institutions. The project will demonstrate a participatory and consultative process for the implementation of all activities which will be based on the engagement of the main beneficiaries, namely the students, faculty and administrators.
12. *The first project Activity Result is the National Strategy and Action Plan for Integrating Human Rights in Higher Education developed in alignment with the Higher Education Reform Strategy.*
13. To ensure the sustainability, quality, M&E and consistent implementation of activities and efforts to integrate Human Rights in Higher Education, the project will support the preparation of the policy documents and mechanisms, namely the National Strategy and Action Plan, as well as the restructuring of the National Committee. These tools are also critical for the accreditation purpose of the Higher Education institutions.
14. The institutionalization of Human Rights Education involves having the necessary policy documents such as mission statements, strategies and fora to ensure that HRE is implemented. The concept of Human

Rights values and practice is explicitly stated as one of criteria for Higher Education institutions accreditation by the Egyptian National Authority for Quality Assurance and Accreditation of Education (NAQAAE). Accreditation is a voluntary review process that is necessary to assure the public of quality standards and to ensure that an institution has appropriate and clear goals, performance and is fulfilling its objectives. The accreditation standards include but are not limited to the institution mission, planning and evaluation, governance, academic programs.

15. The criteria for accreditation require the institution to have effective quality assurance systems that underpin the appropriate academic standards of its programmes and the high quality of learning opportunities. Consequently, the accreditation is considered as a motivation for institutions to promote educational processes and quality systems. Most importantly, once achieved, the institution is required to comply with various processes to maintain the level of quality that justified the initial accreditation.
16. A pilot network of 3 flagship universities active in Human Rights will be established to develop the Strategic Document on Human Rights Education to contribute to the development the National Strategy and National Action Plan for Integrating Human Rights in Higher Education. Criteria for the selection of the 3 universities will be developed and may include readiness to set up a Human Rights Unit; geographical area, previous experience in Human Rights, availability of qualified cadres, etc. The selection criteria will be clearly stated in an Expression of Interest by universities to be part of this pilot network which will constitute a working group composed by students, faculty staff and administrators to develop the Strategic Document on Human Rights Teaching. The working group will make use of different tools to ensure that students', faculty and administrators' perspectives are included in the Strategic Document. These tools will mainly be in the form of focus group discussions, debates, questionnaires. To complement the efforts of the working group of flagship universities, the project will a) support the assessment of human rights education and the human rights environment in higher education institutions to identify the difficulties and challenges and; b) conduct a comparative survey of HRE initiatives including countries that share with Egypt a common culture or experience of past authoritarian regimes or those considered as best practices (i.e. Morocco, Turkey, Croatia, Argentina, Norway). The survey will focus on the importance of HRE as a matter of national priority; policy tools and institutional set-up and draw on best practices in placing HRE as a basic element of the future vision of education.
17. Egypt's follow-up report of the United Nations Human Rights Decade had pointed out the constitution of a National Committee for Human Rights Education. There is a need to restructure and reactivate this Committee to have all the features of a truly national body such as reporting primarily to the President, or to the Prime Minister; or the houses of parliament. For the Committee to marshal all expertise and interest in Human Rights Education, its membership should not be limited to pedagogy experts or government officials only. The project proposes the Committee to be composed of relevant government ministries, such as Education, Higher Education, Foreign Affairs, Culture, Information, Interior, Justice, Health, Environment, Population and Family Affairs, Religious Properties-Waqf. This is in addition to National Human Rights Institutions; senior experts, academicians, public figures; representatives of students' unions, staff faculty; administrators and CSOs.
18. Technical assistance through short-term international and national consultants in HRE and in strategic planning will be provided to support the formulation of the National Strategy and Action Plan based on the outcome of the participatory and consultative process mentioned above. These documents will reflect realistic goals; activities, division of responsibilities, timeframe, resources; indicators, targets, etc., in accordance with Egypt's particular context, the democratic transition process, as well as priorities and capacities. The suggested goals that may constitute the basis for the National Strategy and Action Plan are reflected in the Policy Paper on Enhancing Human Rights Education in Egypt, prepared by Dr. Mustafa El Sayed, Professor of Political Sciences at the American University in Cairo, Egypt.

19. A National Forum will be organized to validate and endorse the draft National Strategy and Action Plan. This Forum should be opened to participation by all ministries and entities represented in the National Committee for Human Rights Education, national registered NGOs and human rights groups, students' associations, with technical expertise from international organizations (UNDP, UNESCO, UNICEF, UN WOMEN, OHCHR, etc.). Comparative experiences will be encouraged from countries of the European Neighborhood Partnership Instrument (ENPI) together with developing and developed countries with best practices in Human Rights Education. Recommendations from the Forum (in the form of lessons learnt and best practices) will be integrated in the final draft of the National Strategy and Action Plan.
20. *The second project Activity Result is that university graduates and professors are equipped with advanced knowledge and understanding of all human rights standards, values and mechanisms:* To develop the necessary academic references, resources and methodology for a student centered approach to Human Rights Education in Higher Education, the project will *firstly* identify teams of educators and professors with experience in the teaching of human rights together with students' unions and families ("osra"); youth activists; human rights organizations and public figures, to set the guidelines for the collective textbooks that integrate human rights themes in the various courses taught at the university level. These teams would: a) suggest the best methods for Human Rights Education at the university level; b) design model outlines for courses and textbooks to be used as a guide in designing general courses and textbooks for specific courses; and c) identify the inclusion of extracurricular activities, programmes and initiatives at the university level.
21. *Secondly*, the project will support the development of the framework and/or outline for university textbooks and courses on human rights using a student centered approach to emphasize a participatory and communicative learning with a particular focus on the student needs, abilities and interests and on strengthening the student awareness and engagement through critical thinking, problem solving; case studies; simulation, and role playing. Students will be engaged through student-focused syllabi which a) integrate students learning objectives; b) focus on assignments rather than texts and lectures; c) fosters critical thinking skills; d) build on problems, issues and questions as points of entry into a given subject and as a source of motivation. This is in addition to presentations and student-led workshops to encourage individual or group participation and to ensure that students are involved and interested in what they are learning. Students will learn about the various human rights, about the respect for and the exercise of these rights and to identify acts that constitute violations of human rights. Since Human Rights Education is not only in the classroom, the project will implement innovative student activities such as university based awareness campaigns initiated and led by students; organization of research competitions on selected human rights issues focusing on remedies to human rights violations; organization of human rights weeks in universities involving several activities related to human rights; focused debates on assessing the respect of human rights in universities, particularly freedoms of association; assembly and expression; visits to relevant Human Rights Education institutions; organization of thematic summer camps, etc.
22. *Thirdly*, a manual will be prepared to guide the mainstreaming and application of human rights awareness, knowledge and principles in all higher education curricula and environment. Human rights principles should come up in different courses, practices as well as rules and regulations if students, faculty and administrators are to retain these principles that would eventually impact attitudes and behaviors. Besides a general manual, there will be guidebooks on how to integrate human rights principles and specific courses of study.
23. *Fourthly*, Human Rights Education should capitalize on and make use of new Information and Communication Technologies, as well as the media, to promote human rights and fundamental freedoms.

24. The project will build the capacity of university professors, including professors and instructors of the faculties of education, and research units/centers in teaching human rights concepts. The project will target in particular professors and instructors in the faculties of education. This will be achieved through providing intensive Training of Trainers (TOTs) and roundtable discussions on methods and best practices in teaching human rights. Gender balance, discipline, cycles and types of education should be taken into consideration. Information and Communication Technologies (ICT) will be promoted to support the professors that teach human rights.
25. The Higher Education system has an important role to play in developing new knowledge and advancing critical reflections in the area of human rights. The Plan of Action for HRE in higher education (2010-2014) of the World Programme for Human Rights Education encourages the research on ways to translate human rights principles and specific human rights instruments into concrete forms (e.g. government policy and programmes, business practices, community initiatives) as a general agenda. Accordingly, the project will strengthen the partnerships and networks between researchers of different higher education institutions and Civil Society Organizations aiming at collaboration and information exchange, etc.
26. In addition, the project will support research competitions on HRE through a Call for Proposals (CFP) for university students and graduates. This activity will be implemented in all participating universities, giving due consideration to the geographical coverage of this activity. The research competition in Human Rights Education intends to foster and disseminate research and evaluation in the practice of Human Rights Education, training and learning. The CFP will cover topics and themes such as: economic and social rights; rights of the child; Convention on the Elimination of Discrimination Against Women (CEDAW); rights of the disabled persons, etc. To enhance exposure, awards to the winners of the research competitions may include supporting their participation in meetings of the Human Rights Council in Geneva and any other pertinent regional and international fora and conferences, such as international conferences on human rights education convened by UNESCO. This is in addition to disseminating the results of the winning researches to practitioners, academics and donors. To ensure transparency and inclusiveness in the management of the CFP, the project will set up an Advisory Board comprising of representatives from different universities, faculty, student unions, experts and Ministry of Higher Education. The Advisory Board will establish the criteria for the CFP, evaluation of proposals and follow-up on implementation. The TOR for the CFP Advisory Board members will be prepared by the project and endorsed by the Ministry of Higher Education and UNDP. National legislation on intellectual property rights will be observed at all times.
27. As communication is an important part of the success of the proposed project, in view of the diversity of actors and geographical coverage, the project will provide resource to the development of an effective communication strategy.
28. ***The third Project Activity Result is a human rights friendly environment in Higher Education Institutions:*** HRE implies the practice as well as the learning of human rights. It should not only be theoretical but should provide opportunities for learners to develop and practice the skills to respect human rights and democracy through in the higher education environment.
29. To promote the culture and values for human rights as well as the understanding of democracy and rule of law, the project will implement a small grants programme to support extra-curricular activities such as events, thematic summer camps and courses, festivals, conferences, roundtables, seminars, exhibitions, etc. Themes may include topics such as women rights, child rights, economic and social rights, democratic practices, citizenship, participation and inclusiveness, democratic dialogue, international human rights instruments, etc. The Call for Proposal will be open to students' unions, youth groups and

students' families ("osra") in all universities. It is expected that the overall amount of the grants will range from a minimum of 5,000 to a maximum of 60,000 Egyptian Pounds. The duration of the grants is expected to range from a minimum of 1 (one) month to a maximum of 12 (twelve) months. The management of the CFP for this small grants programme will rest in the Advisory Board mentioned under paragraph 26 above.

30. Human Rights in Higher Education entail an overall human rights culture in universities and a rights-based approach in general which calls for schooling systems to be inclusive and non-discriminatory; participatory in process; transparent; and accountable. Students will organize their own activities and represent, mediate and advocate their interests. Accordingly, the project will provide technical assistance and comparative experiences to support the Supreme Council for Universities to conduct an in-depth assessment of the university regulations and procedures from the above perspective and will put forward recommendations aiming at creating a culture that reflects human rights values. Adopting regulations that protect, respect and promote the culture of human rights in institutions of Higher Education.
31. The project will focus on the revision and development of Codes of Conduct that are in line with fundamental human rights principles. University codes of conduct must include standard procedures and indicate the mechanisms in place for resolving conflicts and dealing with human rights allegations. The Codes of Conduct should reflect non-discrimination policies in admissions, scholarships, advancement, promotion, eligibility and opportunities. A major project run by the Program of Continuous Improvement and Qualifying for Accreditation (PCIQA) is the Continuous Improvement and Qualifying for Accreditation Project (CIQAP). In collaboration with PCIQA, the project will support implementation of awareness workshops and monitoring of practices beside the support in preparing or updating Codes of Conduct in various Higher Education project. The environment in these institutions is ready to accept the ideas and work towards implementation.
32. The project will implement a pilot demonstration of Information Communication Technology to enhance the capacity of the complaints systems within the selected universities/faculties based on an expression of interest. The purpose is for students, faculty and administrators, to better communicate their issues and keep track of their complaints. Since complaints mechanisms are a critical entry point to understanding challenges with regards to access to rights, efforts should go beyond investigating complaints to analyzing if there are any implications for the revisions of regulations and policies.
33. In a rights-based learning environment, human rights are practiced and used in the daily life of the whole university community. Both formal and non-formal learning mechanisms affect the cognitive, social and emotional development of those involved. The project will support the implementation of extra-curricular students' initiatives on human rights issues in their communities. In particular, the project will support the strengthening of partnerships with Human Rights Registered NGOs and associations to allow provision of students' internships with these organizations. Internship activities will be integrated into the universities' curricula and course requirements. The duration of the internships will be determined by relevant staff faculty together with participating Registered NGOs.

C. Results and Resources Framework

Intended Outcome as stated in the Country Programme Results Action Plan (CPAP) and Resource Framework (CPAF): (Outcome 8) Human Rights/Security Promoted and Protected;(Outcome 9)Democratic institutions and practices are strengthened and a culture of human rights through active citizenship is promoted

Outcome Indicators as stated in the Country Programme Action Plan (CPAP) Results and Resources Framework, including baseline and targets:

Outcome Indicators: 1. Human Rights Education integrated in Higher Education Institutions; strengthened culture of human rights as well as democratic values and practices., applied use of newly acquired knowledge by university staff and students,

Applicable Strategic Plan Focus Area:	Governance

Partnership Strategy: The project will partner with: 1) The Ministry of Higher Education; 2) Supreme Council for Universities; 3) National Council for Human rights; 4) Media, Registered NGOs and UNESCO, OHCHR

Project title and ID (ATLAS Award ID):	Integrating Human rights in Higher Education	Atlas Award:

INTENDED OUTPUTS	OUTPUT TARGETS FOR (YEARS)	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INPUTS
Output: Capacity of selected universities in integrating Human Rights in Higher Education strengthened	Target for year 1: <ul style="list-style-type: none"> - Network of 3 pilot universities operational - Strategic document on Human rights teaching developed Target for year 2: <ul style="list-style-type: none"> - International Comparative survey conducted Target for year 3: <ul style="list-style-type: none"> - Draft National Strategy and Action Plan developed - National forum organized 	Activity Result 1: National Strategy and Action Plan for integrating Human Rights in Higher Education is developed in alignment with the Higher Education Reform Strategy 1. Develop Strategic Document on Human Rights teaching Sub Activities <ul style="list-style-type: none"> - Develop selection criteria for universities to form pilot network of 3 flagship universities active in HRE - Establish pilot network of 3 flagship universities active in Human Rights Education through Expression of Interest - Form a working group with representation from student bodies and staff faculty that will work on the development of Strategic Document on Human Rights teaching - Conduct a survey on Human Rights Education targeting students, faculty and administrators (via questionnaires, focus-group discussions, etc.) - Support the assessment of HRE and HR environment in HE institutions - Conduct a comparative survey on human rights teaching in Egyptian public universities versus international best practices - Develop the Strategic Document and submit to SCU for approval 	MOHE, SCU, UNESCO, UNDP, Registered NGOs	International Consultants ; national consultants ; workshops
Output Indicators: 1. National Committee for Human Rights Education restructured and operational Baseline: Committee exists but not active Target: Committee restructured and operational		2. National Strategy and Action Plan for Integrating Human Rights in Higher Education finalized and submitted to Government		\$ 311,625

<p>Baseline: there is no reference to HR or HRE in the sites of the SCU and that of the MOHE. The reform of higher education focuses on technological, administrative, organizational and financial dimensions</p> <p>Target: National Strategy and Action Plan drafted and promoted in National Forum</p>	<p>Target for year 1:</p> <ul style="list-style-type: none"> - 180 professors have received ToT - Teams of experts selected - Model course outline designed - "Student-centered approach" pilot course developed <p>Target for year 2:</p> <ul style="list-style-type: none"> - Textbooks selected - Manual developed - 1,800 professors trained in HR - Resource Centre established - Web portal on Human Rights Resources developed - XXX students trained - XXX workshops conducted - Call for Proposals for research competition launched <p>Target for year 3:</p> <ul style="list-style-type: none"> - XXX students trained - Research results disseminated 	<p>3. # and type of academic references, resources and methodology for a student centered approach to Human Rights in Higher Education developed</p> <p>Baseline: Some faculties in some universities have introduced HR courses and HR concepts are to be found in certain courses of international and Constitutional Law</p> <p>Target:</p> <ul style="list-style-type: none"> - model course outline as guide in designing courses in all faculties - Pilot course with a student-centered 	<p>Action Plan</p> <p>Activity Result 2: University graduates and professors equipped with advanced knowledge and understanding of all Human rights standards, values and mechanisms</p> <p>1. Develop academic references, manuals, textbooks and resources for human rights and student centered learning in higher education</p> <p>Sub Activities:</p> <ul style="list-style-type: none"> - Select teams of experts and representatives of students' associations/unions and families ("osra"), that will develop framework, outlines and guidelines for human rights textbooks and courses using the student centered approach - Select 18 textbooks as references for human rights courses at the higher education level - Design a model course outline to be used as a guide in designing courses in all faculties - Develop a pilot course with a student-centered approach in HRE based on the model course outline - Develop training manual and guidebook on human rights - Develop a manual providing advice on the use of thematic approaches in HRE and mainstreaming human rights principles in all courses - Establish a Resource Center to act as a think tank with a capacity-building role for HRE under the umbrella of the Supreme Council for Universities - Facilitate access to new information technologies for networking, exchange of HR information and discussion (portal with online resource materials) <p>2. Promote and build the capacity of university professors, students, administrators and research units/centers in Human Rights Education</p> <p>Sub Activities</p> <ul style="list-style-type: none"> - Implement Training of Trainers (ToT) and roundtable discussions for 180 university professors on Human Rights in Higher Education institutions (10 from each public university including faculties of education) - Implement pilot training for 1,800 university professors on the teaching of Human Rights in Higher Education institutions (100 from each of the public universities including the faculties of education) - Implement pilot training on human rights for members of students' unions, 	<p>MOHE, SCU, UNESCO, UNDP, Registered NGOs</p>	<p>International consultants ; National consultants Workshops ; Grants ; Campaigns ; Equipment ; ICT, Training ; Travel</p>
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<p>approach in HRE based on the model course outline</p> <ul style="list-style-type: none"> - Training manual and guidebook on HR for specific target groups - manual on the use of thematic approaches in HRE and mainstreaming HR in courses - Resource Center established <p>4. # of university professors/instructors who complete TOT on teaching HR in Higher Education institutions</p> <p>'Disaggregated by gender)</p> <p>Baseline: TOT conducted but not on HRE</p> <p>Target: 180 professors trained as trainers with emphasis on professors in faculties of education</p> <p>5. # of university professors who complete the pilot training to teach HR in higher Education institutions</p> <p>'disaggregated by gender and university)</p> <p>Baseline: No prior training on</p>	<p>associations and families ("osra")</p> <ul style="list-style-type: none"> - Train students of the faculties of education to promote awareness on HR, as the future teachers of pre-university education - Collaborate with Human Rights organizations promoting HRE - Organize workshops bringing together professors involved in human rights teaching - Establish a website on human rights teaching enriched with course outlines and other materials that could be easily uploaded to help professors learn from exchanges of experiences - Strengthen partnerships and networks between researchers of different higher education institutions and civil society organizations - Implement in all public universities students' research competitions on Human Rights Education through a Call for Proposals - Support winners to participate in Human Rights Council meetings in Geneva and any other pertinent regional and international fora including international conferences on HRE convened by UNESCO - Develop communication strategy <p>3. Advocate, develop and implement a student centered approach for HRE</p> <p>Sub Activities</p> <ul style="list-style-type: none"> - Conduct university-based awareness campaigns, with initiatives organized and carried out by students, professors and administrators - Support students' unions/associations and families ("osra") active in HR awareness in universities through the provision of small grants - Develop internet-based platforms for debates and dissemination of thematic materials - Strengthen leadership and communication skills for students through specific training courses - Develop a mechanism to assess the performance of students through practical exercises, written research papers focused on problem-solving exercises - Establish objectives, focus areas and topics (research, projects, etc.) - Draft TOR for Advisory Board members - Set up an Advisory Board to develop criteria of Calls for Proposals, evaluate proposals and follow-up on implementation 	<p>\$ 885,272</p>
<p>Target for year 1:</p> <ul style="list-style-type: none"> - In depth assessment 	<p>Activity Result 3: Human rights friendly environment is promoted in Higher Education Institutions</p>	<p>MOHE, SCU, Grants, consultants,</p>

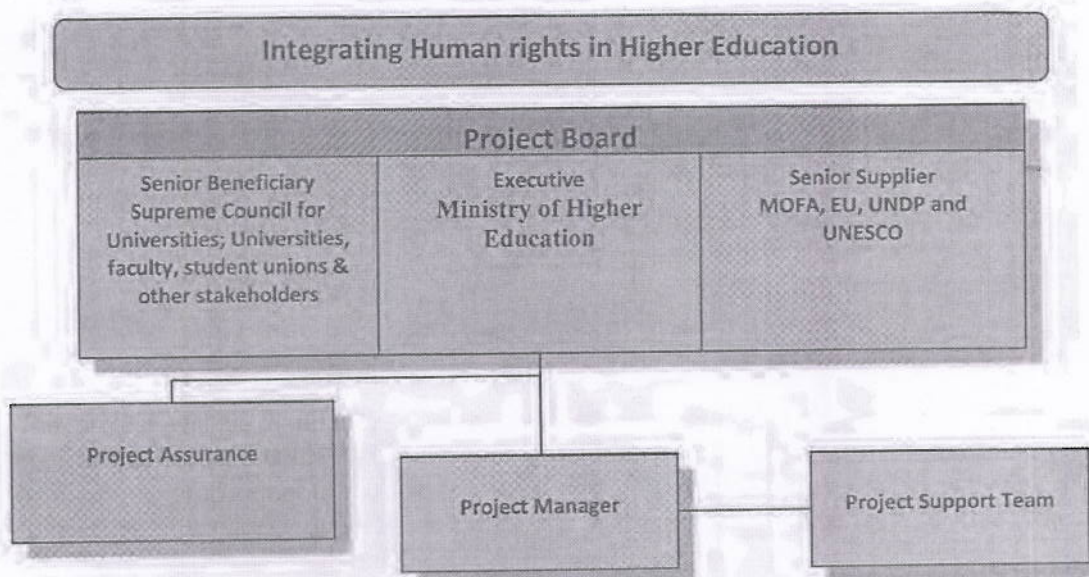
<p>HRE has been conducted</p> <p>Target: 1,800 professors with emphasis on professors in the faculties of education</p> <p>5. Research competitions are organized on HRE for students and graduates through Calls for Proposals</p> <p>Baseline: Research competitions existing but not on HRE</p> <p>Target: A minimum of 50 research competition awards</p> <p>7. Revised Codes of Conduct that are in line with HR principles for each selected university</p> <p>Baseline: No model Code of Conduct in line with HR principles</p> <p>Target: Codes of Conduct revised and in line with HR principles</p> <p>3. Enhance capacity of the complaints systems within selected universities/faculties</p>	<p>of university regulations and procedures conducted</p> <ul style="list-style-type: none"> - Grants to students' unions/"families" ("osra") disbursed; <p>Target for year 2:</p> <ul style="list-style-type: none"> - Codes of Conduct revised - Grants to students' unions/"families" ("osra") disbursed - students carry out internship with Registered NGOs <p>Target for year 3:</p> <ul style="list-style-type: none"> - Grants to students' unions/"families" ("osra") disbursed - students carry out internship with Registered NGOs 	<ol style="list-style-type: none"> 1. Conduct in-depth assessment of university regulations and procedures on human rights compliance 2. Revise/develop Codes of Conduct for Higher Education institutions that are fully compliant with Human Rights 3. Strengthen Complaints Offices' capacities within all participating universities 4. Implement extra-curricular student initiatives and services on human rights issues in their communities <p><u>Sub Activities:</u></p> <ul style="list-style-type: none"> - Launch a Call for Proposals for students' associations' extra-curricular activities implemented through a small grants programme - Establishment of clinics providing free legal advice; school based human rights counselors - Carry out thematic summer camps and courses; - Organize special events such as festivals, conferences, exhibitions, as a collaborative effort with youth groups, civil society and local government - Peer mediation programs <p>5.</p>	<p>UNESCO, UNDP, Registered NGOs</p>	<p>\$ 1,065,656</p>
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<p>Baseline: Complaints systems are existing and operational but not ICT based</p> <p>Target: Complaints system within selected universities enhanced through ICT</p> <p>3. # of extracurricular activities implemented through a Call for Proposals and # of students taking part in such activities</p> <p>'disaggregated by University)</p> <p>Baseline: Extracurricular activities are being implemented but non on promoting the culture of HR</p> <p>Target: A minimum of 30 grants awarded to student's unions, youth groups and families ("osra")</p>			
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D. Management Arrangements

34. The project will be nationally executed and implemented by the Ministry of Higher Education in accordance with the UNDP National Implementation (NIM) guidelines. UNDP rules and regulations for recruitment, procurement, and award criteria will be followed for all project activities related to the contracting of services, supplies and grants. The management arrangements for this project are in line with the UNDP requirements as reflected in the UNDP User Guide and are as follows:

Project Organization Structure



35. The PMU will be responsible for implementation, co-ordination and overall management of the project, including compliance with financial and progress reporting requirements of UNDP, those of funding partners, the implementing party and the main beneficiary of the project. The PMU is also responsible for maintaining budgets as well as for ensuring independent auditing and evaluation of the project as per the UNDP National Implementation Modality (NIM) guidelines. The PMU will be hosted by the MOHE and project activities will be hosted in the Helwan Leadership Institute affiliated to the MOHE and will basically consist of the following staff:

- Project Manager;
- Monitoring and Evaluation Officer;
- Finance Officer;
- Communication Officer;
- Administrative Assistant.

In addition, a mid-term project evaluation will be conducted by an independent consultant/or team of consultants at the end of the second year of the project.

36. The Project Board will be established to take executive management decisions and provide guidance to the Project Manager, including final approval of project revisions and Annual Work Plans. However, any proposed/substantive amendments to the action and/or budget will be first submitted to the EU for

prior approval. Project assurance reviews by this group will be made at designated decision points during the course of the project, or as necessary when raised by the Project Coordinator. The Board covers three roles:

- a. The Executive Role: The Ministry of Higher Education
- b. The Senior Supplier: Ministry of Foreign Affairs, the EC, UNESCO and UNDP
- c. The Senior Beneficiary: The Supreme Council for Universities, Presidents of Universities, Deans of faculties; university professors, representatives of student unions

- 37. Board Meetings:** The Project Manager will be responsible for convening meetings, preparing the agenda and overseeing the processing of materials and tools required for the meetings, and also preparing and distributing minutes. The Project Coordinator and the Project Team will participate in the meetings in *ex-officio* capacity. Board Meetings will be held with representation by all Board Members referred to under paragraph 36 above.
- 38. Project Assurance:** This role is held by UNDP and supports the Project Board by carrying out objective and independent project oversight and monitoring functions. This role ensures that appropriate management milestones are managed and completed.
- 39. Project Manager** is responsible for the day-to-day implementation of the project. This includes ensuring the quality and timeliness of all project activities and outputs and supervising the work of consultants; requesting the advancement of project funds; preparing Quarterly and Annual Progress Reports; liaising with the Project Assurance role, and requesting ad-hoc directions from the Project Board when required. The Project Manager will be selected through a competitive process by the Ministry of Higher Education and UNDP. The draft Terms of Reference (TOR) are attached as **Annex II**.
- 40. A Project Coordination Committee** will be established to follow-up with PMU on the implementation of the project. The Committee will meet twice a year and it will comprise representatives from UNDP and all partners.
- 41. The Operational Unit for Development Assistance (OUDA)** of the Ministry of International Cooperation (MIC). Upon official request from the Ministry of Higher Education, and in accordance with UNDP rules and regulations in that matter, OUDA may provide administrative support to the project such as the recruitment of staff and consultants and procurement of equipment. Any OUDA fees will be charged to the respective budget lines.
- 42. In accordance with the decisions and directives of UNDP's Executive Board:**
- a. The contribution shall be charged: cost recovery of 7% for the provision of General Management Support (GMS) by UNDP headquarters and country offices
 - b. UNDP CO direct cost for Implementation Support Services (ISS) and support to national execution will be charged to Activity Result 4, Operational PMU.
- 43. Ownership** of equipment, supplies and other properties financed from the contribution shall vest in UNDP. Matters relating to the transfer of ownership by UNDP shall be determined in accordance with the relevant policies and procedures of UNDP.
- 44. The role of each entity will be as follows:**

- a. The Minister of Higher Education should consult with either the Prime Minister or the Speaker of the Shura Council on the formation of the National Committee for Human rights in Higher Education.
- b. The Supreme Council of Universities, which has already taken a decision to introduce human rights education in all Egyptian universities, will recommend to universities to select trainers to take part in the first two rounds of Workshops of Training for Trainers. It will ensure that training in HRE is included in the workshops which all university professors have to take in order to be qualified for promotion to higher ranks in their academic careers. It will also prepare guidelines for HRE in the different disciplines and faculties as well as supervising the competition for the selection of one textbook to serve as a model for the teaching of human rights in each university. Finally, it will convene one workshop on human rights education for university professors and help in the organization of the National Conference on Human Rights in Higher Education.
- c. The Ministry of Higher Education, through its administration of Higher Education Institutes, will undertake similar functions concerning Higher Education Institutes. MOHE will host the PMU.
- d. The National Plan for Integrating Human Rights in Higher Education will benefit from technical assistance by of the UN. The major responsibility for the drafting and implementation of this Plan will be shouldered by national entities, the governmental, national human rights councils or civil society organizations.
- e. The OHCHR has been in charge of coordinating the UN Decade for Human rights Education. It has collected a wealth of information of reports and studies on human rights education in most countries members of the UN. Access to its site could be the avenue leading to a wealth of information on this subject. It had also gathered considerable expertise on ways of disseminating human rights education and conducting human rights research. It can dispatch experts to advice on the formulation of the National Plan for human rights in Higher Education and on the establishment of the National Center for Human Rights Education Research. It can dispatch experts to advise on ways of training trainers and to participate in the assessment workshops and the concluding of the national conference. Moreover, it will also carry out joint activities with the UNDP as the next sections explain.
- f. UNDP will play an essential role in materializing this plan for the enhancing of human rights education at the university level in Egypt. It could provide technical, human, material and financial assistance to this plan, once approved by the Ministry Higher Education in Egypt.
 - Technical assistance: UNDP has been involved in supporting programs of human rights training for several categories of government and non-governmental officials in many countries including Egypt and has accumulated a rich expertise in this regard. The proposed plan would definitely benefit from UNDP expert advice based on lessons learned from worldwide experience.
 - Human support: Besides supplying whatever relevant literature it has at its disposal, UNDP could dispatch experts to help the Egyptian government put the details of this plan. The plan would be elaborated by Egyptian experts, but close involvement of UNDP experts, or experts designated by UNDP, could alert Egyptian experts to certain aspects they might overlook, which were deemed important in the experience of other countries.
 - Material support: Human rights education must not be a replica of the teaching of any other discipline, and more particularly must not resort to the memorizing used so far in teaching in Egyptian universities. It would help depart from these familiar methods of teaching if Egyptian experts get the chance to examine textbooks and more especially educational aids used in

human rights education in other countries. Movies, novels, poems, songs, drawings are commonly used in the teaching of human rights in these other countries. Problem solving methods and debates are typical of the way human rights should be taught. Supply of such good practices by the UNDP would enrich and broaden horizons of planners of human rights education in Egypt.

- g. UNESCO has convened several international conferences on human rights education. It also helped establish human rights programmes in several Arab universities. Since it is the UN organization concerned with education, science and culture, it is in the best position to advise the future National Committee for Human rights in Higher Education on the pedagogy of human rights, i.e. the best ways of integrating human rights themes in different school curricula, particularly on methods of imparting skills and cultivating attitudes that promote respect for human rights. It will help Egyptian experts get access to assessments of human rights education in other countries and guide them to the best practices in this respect. Participation of its experts in setting guidelines for textbooks integrating human rights themes and in assessing the evolving Egyptian endeavors in this regard through the expected workshops and the national conference would be extremely helpful, together with suggestions about the work of the National Center for Human Rights Education Research.

E. Monitoring Framework and Evaluation

45. Project monitoring will be based on regular dialogue and meetings between the Project Manager and the Project Assurance Officer and will be in line with the results-based monitoring policies and procedures outlined in UNDP User Guide. The monitoring tools listed below are designed to ensure proper documentation of all project activities and knowledge products with a view to consolidate the necessary knowledge base for project evaluation. It is the responsibility of the Project Manager to produce the necessary documents and reports pertaining to these tools for presentation to UNDP, to the Project Board, and to the EU. Reporting to the EU will be in accordance with the provisions of the signed contributions agreement special and general conditions signed by the EU and UNDP.
46. In accordance with the programming policies and procedures outlined in the UNDP User Guide, the project will be monitored through the following:

Within the annual cycle

- On a quarterly basis, a quality assessment shall record progress towards the completion of key results, based on quality criteria and methods captured in UNDP Quality Management tables (to be completed following the signing of the project document).
- An Issue Log shall be activated in Atlas and updated by the Project Coordinator to facilitate tracking and resolution of potential problems or requests for change.
- Based on the initial risk analysis submitted (see Annex I), a risk log shall be activated in Atlas and regularly updated by reviewing the external environment that may affect the project implementation.
- Based on the above information recorded in Atlas, a Quarterly Progress Reports (QPR) shall be submitted by the Project Coordinator to the Project Board through Project Assurance, using the standard report format available in the Executive Snapshot.
- A project Lesson-learned log shall be activated and regularly updated to ensure on-going learning and adaptation within the organization, and to facilitate the preparation of the Lessons-learned Report at the end of the project.

- A Monitoring Schedule Plan shall be activated in Atlas and updated to track key management actions/events.

Annually

- **Annual Review Report.** An Annual Review Report shall be prepared by the Project Manager and shared with the Project Board. As minimum requirement, the Annual Review Report shall consist of the Atlas standard format for the QPR covering the whole year with updated information for each above element of the QPR as well as a summary of results achieved against pre-defined annual targets at the output level.
- **Annual Project Review.** Based on the above report, an annual project review shall be conducted during the fourth quarter of the year or soon after, to assess the performance of the project and appraise the AWP for the following year. In the last year, this review will be a final assessment. This review is driven by the Project Board and may involve other stakeholders as required. It shall focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes.
- **Final Project Review** shall be conducted during the fourth quarter of the last year of the project by the Project Board as basis for assessing performance, contribution to related outcomes, and determining lessons for broader application. Using the final Project Review Report, the Lessons Learned Report and other documentation as appropriate, the Project Board should assess in this meeting the performance and success of the project, and its contribution to related outcomes.
- **Project Evaluation:** The project will be evaluated by a team of independent consultants (national or international). The timing, TOR and composition of the evaluation team will be agreed to by the Project Board.

Monitoring and Evaluation Resources: 5% of the project budget will be allocated to monitoring and evaluation activities including USD 21,736 allocated for short term local consultants for Monitoring and Evaluation.

Auditing

47. The project will be subject to the internal and external auditing procedures laid down in the financial regulations, rules and directives of UNDP. A copy of the audited financial statements of UNDP issued by external auditors will be submitted to the European Commission's Central Services by UNDP. Should a separate internal audit of the programme be conducted, the European Commission may request a summary of the key audit results. In such event, the European Commission will maintain confidentiality of the information received.

F. Legal Context

48. This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement (SBAA) signed on January 19, 1987, between the Government of Egypt and UNDP.
49. Consistent with Article III of the SBAA, the responsibility for the safety and security of the executing agency and its personnel and property, and of UNDP's property in the executing agency's custody, rests with the implementing partner.

The executing agency shall:

- a) Put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;

b) Assume all risks and liabilities related to the executing agency's security, and the full implementation of the security plan.

50. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of this agreement.

51. The executing agency agrees to undertake all reasonable efforts to ensure that none of the UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999).

52. The list can be accessed via <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>.

53. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

Annex I
Risk Log

ANNEX I: Risk Log

Project Title: Integrating Human Rights in Higher Education						Award ID:		Date:	
#	Description	Date Identified	Type	Impact (I) & Probability (P)	Counter measures / Management response	Owner	Submitted, updated by	Last Update	Status
1	Adequacy of resources (material/human) at required scale and to meet tight deadlines	July 2011	Financial and Operational	Depends on project ability to attract sufficient funds and qualified/sensitized personnel. (P) = 2 (medium) (I) = 2 (medium)		UNDP/MoHE		Newly identified	Newly identified
2	Capacity of the teaching body to adapt and absorb changes introduced by the project	July 2011	Operational and cultural	The risk is likely and the impact is high	This can be the case, especially when educators perceive HRE as separated from the specific discipline/course they are teaching. To reduce this risk, the project will engage in training and awareness raising sessions for the professors. In addition, proper training materials/methods will be developed/applied.	UNDP/MoHE		Newly identified	Newly identified

Annex II
Draft Project Manager TORs

ANNEX II – Terms of Reference for Project Manager

- I. Project Title:** Integrating Human rights in Higher Education
- II. Post Title:** Project Manager
- III. Project Duration:**
- IV. Background:**

The Project Manager – will be responsible for overall project Coordination and financial control of Integrating Human Rights in Higher Education. His/her role and responsibilities are given in Para V hereunder.

V. Responsibilities:

The overall responsibility of the Project Coordinator is to successfully run the project, oversee the production of deliverables; leading the project team and notifying the Project Board for decisions. These specific responsibilities include:

1. Management:

- Assumes operational management of the project in consistency with the project document.
- Ensures that UNDP rules and regulations are implemented in all projects' activities, procurement and recruitment cases and others;
- Manages project staff
- Participates in all project meetings and annual reviews;
- Liaises with UNDP Administrative Assistant on daily/weekly basis to ensure proper monitoring and realizing results;
- Supports resource mobilization efforts for project outputs and insures cost sharing paid on time where applicable.
- Supports media/communications work of the project;
- Ensures that UNDP is invited to all important meetings.

2. Technical

- Assumes overall responsibility for the successful execution and implementation of the project towards achieving the outputs.
- Prepares annual and detailed quarterly work plans (QWP) and discusses draft with UNDP and executing agency.
- Obtains approval on QWPs and AWP from the Project Board.
- Implements quarter work plans and monitors activities.
- Ensures proper resources and level of effort provided for timely delivery of activities.
- Plans and arranges, in consultation with UNDP, the procurement of project services in line with laid out process;
- Shares with UNDP draft document and outputs for comments, as well as final products.
- Prepares TOR for relevant project's staff and consultants and follow up their work.
- Prepares Requests for Proposals (RFPs) and concludes negotiations for subcontracts

3. Financial

- Acts on behalf of the executing agency in preparing and adjusting commitments and expenditures.
- Acts as the sole authorizing officer for all project financial transactions (i.e. approve all financial expenditures and sign all direct payments.)
- Authorizes commitments of resources and expenditures for inputs including staff, consultants, goods and services, sub-contracts and training

- Acts as the Responsible officer for the delivery of project's services and achieving annual financial targets;
- Manages the project resources e.g. vehicles, office equipment, furniture and stationery procured under the project and maintains asset register;
- Ensures that appropriate accounting records are kept and organized;
- Facilitates and cooperate with audit requirements at all times, as required.
- In case of multiple financing, the audit requirements of each funding partner are to be met.

4. Reporting

- Prepares draft technical and other documents as required including the reporting on the following requirements:
 - Monthly and quarterly technical reports of progress on project activities and financial statements of expenditure for the project;
 - Annual project reports (APRs) and a Terminal Report at the end of the project in line with UNDP's formats;
 - Final financial report at the end of the project;
 - Technical, policy and briefing papers as requested by UNDP and the executing agency;
 - Any documents needed for the Project Board meeting and other meetings.
- In case of collaborative arrangements, reporting requirements of each partner are to be met.

5. Facilitation

- Ensures the visibility of the UNDP, EU and UNESCO and ensure their names and logos are mentioned in all publications, workshops, and activities of the project;
- Serves as the focal point of the project for coordination of the project activities with UNDP, the Government and other partners;
- Ensures that the Government's in kind inputs for the project are available;
- Leads efforts to build partnerships for the support of outputs indicated in the project document;
- Any other business as required

HRE budget in USD

Activity	Donor	Acc.ID	Budget Description	Year 2013	Year 2014	2015 (6 months)	Total
A1: National Strategy and Action Plan for integrating Human Rights in Higher Education is developed in alignment with the Higher Education Reform Strategy	EU	71200	International Consultants	19,761	19,762	9,881	49,403
	EU	71300	Local Consultants	29,642	29,642	39,523	98,808
	UNDP	71300	Local Consultants	13,245	13,245	6,623	33,113
	EU	71600	Travel	23,889	15,803	6,623	46,315
	EU	72200	Equipment and Furniture	1,976		4,940	6,917
	EU	75700	Training, Workshops and Conferences	11,857	9,881	11,857	33,595
	EU	72800	IT Equipments	4,940		9,881	14,821
	EU	72500	Supplies	9,881		9,881	19,762
	EU	72400	Communication & Audio Visual Equipment	2,964	2,964	2,964	8,893
	EU	72400	Communication & Audio Visual Equipment	118,156	91,297	102,172	311,625
A2: University graduates and professors equipped with advanced knowledge and understanding of all human rights standards, values and mechanisms	EU	71200	International Consultants	9,880	9,881	9,881	29,642
	EU	71300	Local Consultants	62,649	39,523	39,523	141,695
	EU	71600	Travel	49,404	49,404	34,583	133,391
	EU	75700	Training, Workshops and Conferences	37,947	24,702	31,325	93,974
	EU	72700	Hospitality/Catering	19,762	19,762	19,762	59,285
	EU	74200	Audio Visual & Print Prod Costs (Resource Centre)	14,821	14,821		29,642
	EU	74200	Audio Visual & Print Prod Costs (Resource Centre)	33,113	33,113	15,232	81,457
	UNDP	74200	Grants (Awards for research competitions)	154,940	128,450	32,795	316,185
	EU	72600	Grants (Awards for research competitions)	382,517	319,656	183,099	885,272
	EU	71300	Local consultants	19,762	19,762	9,881	49,404
A3: A human rights friendly environment is reflected in Higher Education Institutions	UNDP	71600	Travel	26,490	26,490	13,245	66,225
	EU	75700	Training, Workshops and Conferences	256,689	197,616	39,735	494,011
	EU	72100	Contractual Services-Companies	49,404	49,404	49,404	148,212
	EU	74200	Audio Visual & Print Prod Costs	14,821	14,821	14,821	44,464
	EU	72600	Grants (Support to Faculty/student projects and initiatives)	111,523	98,808	52,980	263,311
	EU	71400	Contractual Services - Individuals	478,689	406,901	180,066	1,065,626.63
	UNDP	71400	Contractual Services - Individuals	165,009	165,009	71,637	401,656
	EU	71300	Local Consultants (Monitoring & Evaluation)	26,490	29,470	13,245	69,205
	EU	72200	Equipment and Furniture	9,881		11,856	21,736
	EU	72800	IT Equipment	4,940		19,762	24,702
A4: Project Management Unit (PMU) is operational	EU	72800	Supplies	11,857	5,928	9,881	27,666
	EU	72500	Communication & Audio Visual Equipment	2,964	2,964	2,964	8,893
	EU	72400	Communication & Audio Visual Equipment	223,118	205,348	146,142	574,608
	EU	75100	Facilities and Administration (7%)	77,220	64,462	39,420	181,101
	EU	75100	Facilities and Administration (7%)	77,220	64,462	39,420	181,101
Total				1,279,699	1,087,564	550,899	3,018,232

USD/EUR Exchange rate 0.755 as at May 2012

Project Budget

EU	USD	Donors' quota
UNDP	2,768,262	91.70%
Total	250,000	8.30%
	3,018,232	100%

HRE Budget in USD