

**CENTRE FOR
HUMAN RIGHTS
AND PEACE**

**UNIVERSITY OF
NAIROBI**

STRATEGIC PLAN 2011-2013

Advancing multidisciplinary research, education
and community outreach programmes for human
rights and peace.

Website:
<http://www5.uonbi.ac.ke/CHRP>

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ABBREVIATIONS

CEDAW:	Convention on the Elimination of all forms of Discrimination Against Women.
CHRP:	Centre for Human Rights and Peace.
CHSS:	College of Humanities and Social Sciences.
CSO:	Civil Society Organisation.
DIHR:	Danish Institute for Human Rights.
GVRC:	Gender Violence Recovery Centre
ICC:	International Criminal Court.
ICT :	Information Communication Technology.
HRPE:	Human Rights and Peace Education.
IFA:	Integrated Framework of Action.
KNCHR:	Kenya National Commission for Human Rights.
KHRC:	Kenya Human Rights Commission.
MoU:	Memorandum of Understanding.
NGO:	Non-governmental Organisation.
PGD:	Post-graduate Diploma.
PM&E:	Planning, Monitoring and Evaluation.
RWI:	Raoul Wallenburg Institute.
SIDA:	Swedish International Development Cooperation Agency.
SWOT:	Strengths, weaknesses, Opportunities and Strengths.
UNESCO:	United Nations Educational, Scientific and Cultural Organisation.
UoN:	University of Nairobi.

Acknowledgements

The Centre for Human Rights and Peace (CHRP) is grateful to Raoul Wallenberg Institute (RWI) and Swedish International development Cooperation Agency (Sida) for the financial support provided since 2008 leading to the establishment of the centre and the development of this strategic plan.

RWI is an independent academic institution situated in Lund, Sweden. The Institute, which was founded in 1984, is named after Raoul Wallenberg, a Swedish diplomat, to pay homage to his courageous humanitarian work in Hungary during the end of the Second World War. The mission of RWI is to promote universal respect for human rights and humanitarian law, by means of research, academic education, dissemination and institutional development. The vision is to be a centre of excellence, meeting the highest international standards in all its operations.

Since the early 1990s and with financial support from Sida, RWI has arranged human rights training programmes for professionals and offers institutional support to a wide range of human rights institutions globally. RWI co-publishes a range of human rights literature, and has a Masters degree programme on human rights in cooperation with Lund University, Sweden¹.

Sida is the government agency responsible for planning and administering Sweden's bilateral cooperation with developing countries. The aim of Sida is to provide effective and sustainable development assistance in a changing world, which requires flexible methods based on a holistic and cooperative approach. Sida's activities are based on the assumption that the recipient countries wish to bring about changes and are willing to invest their own resources to achieve these changes. The major part of the development assistance is allocated to some 20 partner countries where long term assistance is implemented. Enhancing regional cooperation on human rights and democracy among the countries in East Africa constitutes a main priority for Sida in the region².

CHRP is also grateful to Mr. Okumba Miruka who facilitated the two strategic planning workshops and compiled the strategic plan. Finally, the CHRP acknowledges all the participants from the various schools, college and faculties of the University of Nairobi who generated ideas that led to the development of this strategic plan.

¹ For additional details and updates, go to: <http://www.rwi.lu.se>

² For additional details and updates, go to: www.sida.se

FOREWORD

The CHRP was founded in 2008 with the vision of being “an educational centre of excellence for the creation of an inclusive society that values and respects human rights and peace”. CHRP’s mission is to advance multidisciplinary research, education and community outreach programmes for human rights and peace. The objectives of CHRP are to:

1. Offer quality academic programmes at certificate, ordinary diploma, undergraduate and postgraduate levels.
2. Engage in public and individual education and training on human rights and peace.
3. Conduct multi-disciplinary research, seminars, short courses and workshops on specific human rights and peace issues.
4. Contribute to policy and legislation on human rights and peace.
5. Promote collaboration, links and exchange programmes with both local and international institutions in the areas of human rights and peace.
6. Mainstream human rights and peace education in all university academic programmes.

These objectives are achieved through the following five themes:

1. Education and Training.
2. Research and Publication.
3. Resource Centre.
4. Linkages, Exchange and Attachment.
5. Institutional Development.

The CHRP is currently located at the Department of Philosophy and Religious Studies in the College of Humanities and Social Sciences (CHSS) at the UoN. It is managed by a board appointed by the Vice Chancellor on recommendation by the collaborating units and endorsed by the Principal of CHSS. The current member units are the: Faculty of Arts, Institute of Diplomacy and International Studies, School of Law, School of Journalism and Mass Communication, School of Economics and Institute of Anthropology, Gender and African Studies³.

This first strategic plan for CHRP was developed through two workshops guided by an external consultant. The first workshop, held in December 2010, generated ideas that was compiled into a draft strategic plan. This draft was circulated to CHRP and RWI for comments and then revised. The second version was then taken through a second workshop, held in Naivasha, to further improve and validate it. Both workshops were conducted using highly participatory methods. The strategic plan, which runs from January 2011 to December 2013, provides a framework for CHRP’s academic programmes and institutional development.

³ For additional details, go to: <http://www5.uonbi.ac.ke/chrp> and also see Annex 2 on milestones in the evolution of CHRP.

EXECUTIVE SUMMARY

This is the formative strategic plan (2011-2013) for the Centre for Human Rights and Peace. Established under the statutes of the University of Nairobi, CHRP is the pioneer academic centre for education, research and outreach activities on human rights and peace in Kenya. Envisaged as “an educational centre of excellence for the creation of an inclusive society that values and respects human rights and peace”, CHRP seeks to advance multi-disciplinary research, education and community outreach programmes for human rights and peace.

The dual focus on human rights and peace is informed by the fact that the two themes are inextricably linked but have often been treated separately. Therefore, CHRP seeks to ensure a balance in the treatment of both in its academic programmes. The objectives of CHRP are to:

1. Offer quality academic programmes at certificate, ordinary diploma, undergraduate and postgraduate levels.
2. Engage in public and individual education and training on human rights and peace.
3. Conduct multi-disciplinary research, seminars, short courses and workshops on specific human rights and peace issues.
4. Contribute to policy and legislation on human rights and peace.
5. Promote collaboration, links and exchange programmes with both local and international institutions in the areas of human rights and peace.
6. Mainstream human rights and peace education in all university academic programmes.

The objectives are to be achieved through the following five programmes:

1. Education and Training.
2. Research and Publication.
3. Resource Centre.
4. Linkages, Exchange and Attachment.
5. Institutional Development.

For this strategic plan, CHRP has prioritised the following pursuits: research and related interventions; training and networking and collaboration; development of a planning, monitoring and evaluation system; resource mobilisation and utilisation; institutional leverage and rapport; external communication and public relations; human resource development; niche development; and purposeful partnerships.

The CHRP is managed by a board composed of members appointed by the Vice Chancellor on the recommendation of the collaborating units and endorsement by the Principal of CHSS. It is headed by a Director appointed for a three year term by the Vice Chancellor on recommendation of the collaborating units. The Director is the administrative and academic head of CHRP and is responsible for its overall day-to-day management and financial control.

CHRP's strategic plan is broken down into annual operational plans further detailed through quarterly planning. At the end of each strategic plan period, there is a summative evaluation to inform the next strategic plan.

Part One of this strategic plan looks at the rationale for the CHRP, its origins and its foundations. Part Two is a scan of the environment in which CHRP projects to operate in between 2011 and 2013. It highlights key political, economic, social, technological, legal and environmental concerns and how CHRP may respond to them. Part Three identifies the strengths, weaknesses, opportunities and threats (SWOT) of CHRP and how it should respond to them. Part Four synthesises the programmatic and institutional strategic directions that CHRP will pursue. Part Five details the programmatic themes while Part Six focuses on the institutional development themes. Part Seven contains the logical frameworks for the academic programmes and institutional development. Part Eight is the operational plan for 2011. The final part is an annex of the organisational chart and milestones in the evolution of CHRP.

1.0 INTRODUCTION

1.1 The Question of Human Rights and Peace

The relationship between human rights and peace is complementary. As stated by Kjell-Åke Nordquist:

One view on this question would be to say that the implementation of human rights is conducive to peace in a wide sense of the word, while peace in a narrow sense is a pre-requisite for the implementation of human rights⁴.

Many conflicts result from violation of human rights. Examples include liberation from colonialism (Kenya, Mozambique) and apartheid (South Africa), struggles for political autonomy (Southern Sudan, the former Yugoslavia), conflicts over distribution of resources (Nigeria, Angola, Zimbabwe), resistance to dictatorship (Uganda, Tunisia, Egypt) and ethnic intolerance (Rwanda). Likewise, the breakdown of peace creates an environment that culminates in violation of human rights as manifested in extermination, rape, dismemberment, genocide, torture, detention without trial, persecution, restriction of political rights and limited access to social and economic rights. The convergence of the two is captured in the following words of the Carnegie Council:

Human rights advocates and conflict resolution specialists share a common aim - building stable societies based on mutual respect and the rule of law - and often work on the same conflicts, addressing closely related issues⁵.

However, human rights and peace are not always handled together, leading to a dichotomisation where human rights actors pursue normative standards and principles while peace workers pursue the normalisation of societal functions without necessarily looking at the human rights causes of the instability in the first place.

The Carnegie Council again captures this situation as follows:

The unfortunate fact is that both in the field and in the offices of international organizations, human rights groups and peace groups often work on separate tracks and even at cross purposes. Mutual stereotyping by group members is common: conflict resolvers are characterized as willing to compromise rights or avoid sensitive discussions of abuses altogether to satisfy the interests of the parties and secure a political deal; while human rights advocates are seen as idealistic and uncompromising in seeking redress for individual violations, even at the cost of prolonging conflict. In at least some cases, these stereotypes are expressions of a fundamental clash between the human rights groups'

⁴ Nordquist, Kjell-Åke (2008). "The Crossroads of Human Rights and Peace Building – an On-going Debate". Research Paper Series No. 2, Stockholm School of Theology, Sweden.

⁵ Carnegie Council for Ethics in International Affairs, 2011 at http://www.carnegiecouncil.org/resources/publications/dialogue/2_07/articles/242.html. Downloaded on January 20, 2011.

principled, legalistic, rights-based approach to resolving conflict and the more pragmatic and cooperative interest-based approach taken by peace groups⁶.

Nordquist captures the dialectic in the following words:

Human rights and peace-building represent two distinct approaches to the construction of a society where justice, security, and human dignity are fundamental political principles. Both human rights and peace-building rely on, for instance, effective institutions and a principled approach to individual and social life, and they also have a number of other aspects in common. For instance, they both deal with the relation between the individual and society, and they indicate how human dignity could be interpreted and realised in a given society. At the same time, they are disparate perspectives – one is based on inter-state agreements, which in some cases are gradually taking shape as national legislation, the other one is a political process that tries to establish and secure peace by peaceful means.

The CHRP proceeds from the conviction that human rights and peace are inter-linked and are best looked at together. This is particularly so from an educational perspective of developing rigorous scholarship on the two themes to contribute to solving actual problems facing Kenya, Africa and the world at large. It therefore seeks to combine the idealism of human rights work with the pragmatism of peace work through Human Rights and Peace Education (HRPE).

1.2 Human Rights and Peace Education

The need to establish CHRP was informed by the fact that education on human rights and peace constitutes an essential contribution to the long-term prevention of conflicts and human rights abuses. It also represents an important investment in the attainment of a peaceful and just society. HRPE promotes values, beliefs and attitudes that encourage individuals to uphold respect for the human person, harmony and justice.⁷

The need for such education was acknowledged by the member states of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 1974, and reaffirmed in the Integrated Framework of Action (IFA) on Education, Peace, Human Rights and Democracy in 1995. In fact, a campaign to facilitate the introduction of peace and human rights education into all institutions of learning was called for by the Hague Appeal for Peace and Civil Society in May, 1999. Since then, individual educators and Non-governmental Organisations (NGOs) have been advocating that all educational systems throughout the world should provide education to create a culture of peace and human rights.⁸

Despite this advocacy, very few institutions, especially in Africa, have taken up the challenge to offer this kind of education.⁹ Where such centres exist, they may not

⁶ Ibid.

⁷ See <http://www2.ohcr.org/english/issue/education/training>. Downloaded on February 22, 2011.

⁸ Ibid.

⁹ See <http://www.tc.columbia.edu/peaceed/newsletter/index.htm>. Downloaded on February 22, 2011.

necessarily address both human rights and peace with the same emphasis or as interlinked issues. Furthermore, the provision of such knowledge in institutions of higher learning has traditionally been limited to legal frameworks thereby missing to capture the dynamic cultural values and practices that underpin the very ideas of human rights and peace. These lacunae need to be addressed to ensure that academia accelerate understanding of the complexities of human rights and peace issues. Lack of such knowledge and understanding perpetuate questions such as:

- a) What are human rights?
- b) What is peace?
- c) How did the idea of human rights evolve?
- d) Can there be rights that transcend national boundaries?
- e) What goods and interests ought to be protected by human rights?
- f) What do human rights mean for the future of human civilization?
- g) What is the link between governance, human rights and peace?
- h) What is the recourse when rights are violated?

These and many other questions must be answered if people are to internalize the idea of rights and peace. And this can best be done by educational institutions, more particularly universities.

1.3 Origins of the Centre for Human Rights and Peace

In 2005, some members of Haki Afrika¹⁰, Kenya Chapter met and deliberated over the establishment of a human rights centre in Kenya. At the same time, there were consultations going on between RWI and the School of Law at the UoN on the same idea. The two streams of thought converged through consultative meetings between January and July 2008 leading to a decision to hold a workshop sponsored by RWI. It was at this workshop that it was formally agreed to establish the centre under the name Centre for Human Rights and Peace

The proposal to establish CHRP was cognisant of the fact that a number of Kenyan institutions of higher learning, including the UoN, offer HRPE in a variety of forms and emphases.¹¹ At the UoN specifically, the following five academic units offer courses with content on human rights and peace: School of Law, Faculty of Arts, Institute of Diplomacy and International Studies, School of Journalism, and Population Studies and Research Institute. These are significant initiatives. However, they are limited in various ways. First, there is limited co-ordination in terms of a shared vision, objectives, content development, delivery and outcomes despite some inter-faculty collaboration in teaching services. Secondly, the programmes are largely geared towards enabling students attain academic

¹⁰ Haki Afrika is a regional network of human rights teachers with chapters in different countries. For more details, see www.hakiafrika.org

¹¹ Others are: Moi University, United States International University, Kenya School of Law, Kenya School of Professional Studies, Catholic University of East Africa, Strathmore University, Law Society of Kenya and Kenya Institute of Administration. See Muli, E. and Majanja D., (n.d) *Report on the study on human rights in Kenya* (unpublished), prepared for RWI, Nairobi, Kenya.

awards without much emphasis on societal change. Third, most of the courses focus on human rights with very few dealing with peace education. Fourth, discourse in some emerging areas of human rights and peace (such as conflict and human trafficking, terrorism and the legitimacy of state responses) is still rudimentary. Fifth, many of the courses emphasise the specialisations of the units offering them and therefore leave out the multi-disciplinary dimensions of human rights and peace. These challenges demonstrate the gap that CHRP seeks to fill.

1.4 Foundations of the Centre for Human Rights and Peace

1.4.1 Identity

Established under the statutes of the University of Nairobi, CHRP is a focal point for education, research and outreach activities on human rights and peace.

1.4.2 Niche

CHRP, the pioneer academic centre for education in human rights and peace in Kenya, is distinguished by the following features:

1. Well coordinated high level scientific research, training and outreach services to society on human rights and peace.
2. Merger and utilisation of experience and knowledge on human rights and peace.
3. Multi-disciplinary and collaborative education and research on human rights and peace in response to the changing needs of students and the society at large.
4. Informed policy guidelines and consultancy on human rights and peace.
5. Capacity building for the rational management of human rights and peace.

1.4.3 Vision

An educational centre of excellence for the creation of an inclusive society that values and respects human rights and peace.

1.4.4 Mission

To advance multidisciplinary research, education and community outreach programmes for human rights and peace.

1.4.5 Goal

To foster the appreciation of human rights and peace through multidisciplinary educational interventions.

1.4.6 Values

CHRP subscribes to the core values of the University of Nairobi¹² and is also guided by the following:

1. Respect for individual, group and community rights as enshrined in national, regional and international human rights instruments.
2. Peaceful co-existence exhibited in prevention, transformation and management of conflicts.
3. Creative, innovative and ethical research responsive to gaps and opportunities for linkages with stakeholders and promotion of human rights and peace.
4. Community empowerment as a means and an end.
5. Respect for intellectual property rights.
6. Inclusivity, non-discrimination and reflexivity exhibited in tolerance, objectivity and empathy.
7. Integrity expressed through transparency, honesty, accountability and zero tolerance for corruption.
8. Efficient and equitable service to clients.

¹² The UoN's values are: freedom of thought and expression; innovativeness and creativity; good corporate governance; team spirit and teamwork; professionalism; quality customer service; responsible corporate citizenship and strong social responsibility; and respect for and conservation of the environment. See University of Nairobi, Strategic Plan 2008-2013 available at http://www.uonbi.ac.ke/strategic_docs/

2.0 ENVIRONMENTAL SCAN

This strategic plan is prepared with the factors described below anticipated to apply in the overall context of operation.

2.1. Global Economic Factors

The global economic recession that began in 2007 affected some of the biggest economies in Europe and America. Kenya is affected by the global economic trends due to trade and investment liberalization, privatization, technological innovations and economic models that are often developed in western capitals and imported to the developing world e.g. the Economic Partnership Agreements that is stridently opposed by Kenyan human rights activists for being extractive and neo-colonial. The same accusation can be leveled against concessions given to multi-national companies to prospect for and exploit Kenyan resources without checks and balances against labour abuses and environmental degradation.

Global economic trends have a direct impact on funding for CHRP. To manage this situation, CHRP needs to familiarise itself with funding modalities and patterns. Networking with similar organisations and existence of funding agencies specialising on human rights and peace initiatives may work in its favour. For sustainability, however, CHRP should focus on internal resource mapping and mobilization to establish new funding avenues and reduce dependency. This should include expanding the financial base, efficiently utilizing available resources and proper planning. At the academic level, CHRP needs to interrogate the world economic order and its impact on human rights and peace especially in the national context. Through this, it can offer informed opinion to shape national policy.

2.2. International Frameworks on Human Rights and Peace

Kenya is a member of the United Nations and a signatory to various international human rights instruments and peace protocols. For example, the country has acceded to the Convention on the Elimination of all forms of Discrimination Against Women, Convention on the Rights of the Child, Optional Protocol on the Involvement of Children in Armed Conflict, Convention on the Status of Refugees, Convention Against Torture, International Covenant on Civil and Political Rights and Rome Statute of the International Criminal Court. Moreover, the new constitution automates the domestication of international treaties that Kenya has ratified. Kenya is also a regular contributor to peace keeping forces and a peace broker in the East and Horn Africa region.

Following the violence after the 2007 elections, Kenya has been in the international limelight especially because of the action taken by the ICC to initiate prosecution of the suspected perpetrators of the violence.

In this context, CHRP is in a unique position to provide scholarly leadership on the international legal system as it relates to human rights and peace. It can also play a significant role in the various mechanisms set up in response to the post-election violence

by providing researched information that can inform the deliberations and actions of the mechanisms. Furthermore, it can provide advice on electoral systems that have potential for sustenance of peace and respect for human rights given that the disputes from the 2007 elections primarily arose from mismanagement of the electoral process.

In addition, CHRP can conduct comparative studies on best practices from other parts of the world on conflict management, transitional justice, electoral governance and application of international human rights frameworks for conflict management. In this regard, networking with other actors will be inevitable. CHRP can also champion Kenya's compliance with the reporting requirements on measures to realise human rights as required by the United Nations and regional systems, analyzing the reports and providing researched information that can be used to compile the necessary reports to the various regional and international human rights accountability mechanisms¹³. The same could apply to the African and east African systems such as the African Court on Human Rights and the East African Court of Justice. By actively studying the developments in human rights and peace, CHRP can also contribute to the identification of new human rights issues.

2.3 Regional Factors

a) Conflict: Various countries in the East and Horn of Africa have experienced some form of conflict or another. For example, Somalia continues to be unstable 20 years after Siad Barre was deposed. Sudan's conflict between the north and the south has been running since 1956 and only abated after the signing of the Comprehensive Peace Agreement in 2005 leading to the referendum on January 9, 2011 which culminated in a vote for separation and establishment of South Sudan as Africa's 54th country. There is also the conflict in Darfur. Kenya experienced post election violence after the December 2007 general elections. The conflict in northern Uganda is not resolved yet. Further north, the political revolution in Tunisia in January 2011, which led to the overthrow of the regime triggered protests in Egypt leading to the resignation of the president in February 2011 and ignited protests in Libya as well.

Conflicts and other forms of instability create an environment in which violation of human rights become endemic. Some of the consequences of conflict are: loss of lives; generation of refugees and internally displaced persons; infiltration of small arms; competition for resources between host communities and refugees; and environmental degradation.

In response, CHRP has vast opportunities to research and collaborate with other academic entities on the causes, development, management, prevention and resolution of conflict. In doing this, it should highlight the human rights and peace dimensions.

b) Regional integration: The on-going integration of the five countries of East Africa provides for customs unionisation, free flow of labour and capital and reduced

¹³ These include: Committee on CEDAW; Committee on the CRC; Human Rights Committee; Committee on Civil and Political Rights; Committee on Economic, Social and Cultural Rights; African Commission on Human and Peoples' Rights; and the African Peer Review Mechanism.

protectionist practices. It also opens up opportunities for increased collaboration among entities including academic ones such as the CHRP. This is particularly relevant to human rights and peace issues that transcend geographical boundaries, such as refugees and crime. The integration is significant with regard to development and use of regional human rights and peace instruments, peer pressure on member countries towards respect for human rights and creation of peace, uniformisation of legislation, strengthening of regional human rights structures, opening up of educational opportunities and promotion of intellectual property rights. To be noted are mechanisms meant to enhance justice and enforce human rights e.g. the East African Legislative Assembly, the East African Court of Justice and the Great Lakes Conference on human security and regional conflicts.

Deleted: ¶

Regionalisation offers CHRP the opportunity to conduct comparative studies that would inform the nature and pace of harmonisation of legal instruments, political governance and economic practices. It also opens up potential for increased academic collaboration on common areas of interest with other universities in the region. Such studies can generate policy briefs and literature on the implications of regionalisation for peace and human rights.

The issue of the waters of the Nile is another important regional theme. Current debates on the Nile revolve around the rights of the populations in downstream and upstream in the context of the Nile Treaty signed in 1929 and amended in 1959 to guarantee the countries in northern Africa rights that are now considered to deny the countries upstream certain rights. This is an important area for research and scholarship for CHRP considering that conflict over the Nile can have far-reaching consequences on human rights and peace.

c) Impunity: In recent times, the International Criminal Court (ICC) has been very visible in dealing with political impunity in Africa. Charles Taylor, the former president of Liberia, is a case in point. Other cases are those related to the conflict in the Democratic Republic of Congo. Then there is the March 2009 indictment of the President of Sudan, Omar el Bashir, on atrocities in Darfur and the December 2010 naming of six Kenyans suspected to have master-minded the atrocities following the disputed 2007 presidential elections. All these cases relate to violation of human rights and conflict. How they are concluded is likely to set a precedent on international responsibility for dealing with impunity.

For CHRP, the scenario opens up opportunities to study issues of human rights and peace as they relate to justice, impunity and accountability. Of significant note is the draft African Union Human Rights Strategy which aims at addressing weaknesses in implementation of human rights norms towards achievement of human dignity in Africa. Once finalized, this strategy would be an important reference point for CHRP and similar initiatives.

2.4 Constitutional and Institutional Reforms

The new constitution of the Republic of Kenya, which was promulgated on August 27, 2010, provides for fundamental changes in the way Kenya is to be governed. These include: a robust bill of rights, two structures of political representation (the senate and the national assembly), devolved government, affirmative action to address gender and other forms of

inequality, freedom of access to information and mechanisms for equitable allocation of national resources.

Concomitant with constitutional reforms are institutional reforms. On judicial reform, for example, the provision of automatic bail for offences that attract jail terms of six months and less is likely to decongest remand prisons while bail for murder suspects is a marked departure from the old law that ruled out bail for capital offences. In addition, the provision that all international treaties ratified by Kenya automatically become municipal law means that Kenyan jurisprudence is likely to rely more and more on international human rights standards in determining cases. These reforms are likely to improve access to justice for Kenyans. The constitution also requires the creation of an Independent Electoral and Boundaries Commission and entrenches the Kenya National Commission on Human Rights and Equality.

For CHRP, the anticipated reforms suggest engagement in civic education, research and creation of awareness on the constitution. The very process used to achieve the new constitution provides raw material for academic study, including comparative studies on constitution making.

2.5. Poverty and Inequality

a) Poverty: Poverty can be looked at from several perspectives such as: income levels; access to food, shelter and water; and access to means of production such as land. Inequality has to do with the unfair differences between people in a society. According to the *United Nations Human Development Report 2007/8*, the number of Kenyans living below the income poverty line of two dollars a day between 1995 and 2005 was 58.3%. According to *Vision 2030*, the country's economy expanded from 0.6% in 2002 to 6.3% in 2007¹⁴. However, the trickle-down effect is not necessarily felt by majority Kenyans due other factors such as drought, inflation and disease that wipe out the potential gains from the improved economic growth.

In part, poverty is caused and worsened by inequitable allocation of national resources and skewed ownership of productive assets, the most critical of which is land. Inequalities in land ownership are attributable to historical and economic factors. The primacy of land and related resources such as water and forestry explain the recurrent resource-based conflicts which are likely to increase considering the population growth and hence competition for resources. These have informed the development of a national land policy and inclusion of measures in the new constitution to address ownership, management and use of land.

b) Corruption: Corruption is another issue relevant to issues of poverty and inequality. The magnitude of the issue is evident in the existence of the Kenya Anti-Corruption Commission, the Anti-Corruption and Economic Crimes Act (2003) and Public Officer Ethics Act 2003 to address the problem. But corruption remains a deeply rooted problem that will take concerted effort and a long time to root out. For example, Transparency

¹⁴ See *Vision 2030*, p. 2-3.

International Kenya Bribery Index of 2007 shows that over half (54%) of study respondents encountered bribery in their interactions with private and public institutions and that the bribery cost burden increased by 50 percent from 2006 to 2007.

c) *Gender Inequality*: There is also the issue of gender inequality which remains a concern in national development. *Vision 2030* acknowledges that women in Kenya continue to be disadvantaged in access to labour markets and productive resources, income and leadership positions. They hold “a mere 16% of top positions in Government” and are “confined to the bottom of the public service with 74 per cent representation in job groups A,B,C,D,E and F”¹⁵. As to parliamentary representation, the number of women elected to parliament increased from 9 in 2002 to 15 in 2007 amounting to 9.5% of the total membership of parliament¹⁶. In urban areas, the poverty rate among women is 46% compared to 30% among men¹⁷. This informs why the new constitution mandates affirmative action to ensure that no more than two thirds of political and other public offices are occupied by members of one sex. Similar sentiments are reflected in *Vision 2030*.

Of key concern is gender based violence (GBV) which is based on unequal power relations between women and men and which continues to compromise women’s enjoyment of human rights. The *Kenya Demographic and Health Survey* of 2008/9 indicates that 39% of married, divorced or separated women aged 15 – 49 years have been physically or sexually violated by their husbands or partners during their lifetime¹⁸. Data from the Gender Violence Recovery Centre (GVRC) of Nairobi Women’s Hospital indicate that in 91% of survivors of GBV in 2007/8 were female.¹⁹

d) *Minorities*: Other sites of inequality include ethnic and sexual minority and disability. These minorities do not often enjoy equal treatment as other citizens unless affirmative steps are put in place. They may be ignored or marginalised in access to justice and in allocation of resources and opportunities. The Constitution of Kenya recognises this and recommends affirmative action to ensure their representation in governance, access to educational and economic opportunities, social development and access to basic needs.

In response to the above concerns, the CHRP can:

- a) Conduct research, increase collaboration and broaden its networks around the issues of poverty, resources and their relationship with human rights and peace.
- b) Generate relevant policy briefs to guide the implementation of the provisions of the new constitution.

¹⁵ GOK, *Vision 2030*, p. 111.

¹⁶ See Mitula, W. (2010).

¹⁷ GOK, *ibid*.

¹⁸ KNBS (2009).

¹⁹ See GVRC. (2009).

- c) Mainstream gender in its academic programmes and institutional set-up and practice.
- d) Study the link between violence and social factors, root causes of violence, effectiveness of responses to GBV, emerging forms of GBV, best practices in addressing GBV and the place of legislation in eliminating GBV.
- e) Conduct public education on various forms of GBV to champion societal transformation for elimination of all repugnant practices.
- f) Research on the rights of minorities.

2.6. Diversity and Tolerance

Kenya is a multi-faith society where faith based organisations have emerged as constant commentators on national issues such as the constitution, peace, management of transitional justice, delivery of justice, democracy, sexuality and so on. But while the participation of religious entities in expanding the democratic space is commendable, the sector is not necessarily liberal especially in its attitude to neo-human rights issues. For example, issues of sexual and reproductive health rights and sexual orientation are still treated with a lot of conservatism. Given the increasing visibility of sexual minorities in demanding for recognition of their rights, it is expected that such agitation will increase in the future.

In this context, CHRP's role is to nurture sober debate on the human rights dimensions of the issues at stake and develop home-grown scholarship on them. One prime area in this regard is the existence of homosexuality in traditional African society.

Another diversity issue is that of ethnicity. Kenya has over 40 ethnic groups and sub-groups. The issue of ethnicity is often manipulated for political and socio-economic purposes leading to instances of stereotyping, hate speech and even open conflicts that compromise national cohesion and blur objectivity. Following the ethnicised violence after the 2007 general elections, the government created the National Cohesion and Integration Commission. However, such structures may not be the solution to socially embedded issues of attitude without subtle measures for attitudinal change. Considering that ethnicity becomes a convenient defence and fulcrum for solidarity during real or imagined adversity, it is essentially an issue that can only be reduced through visionary measures that reduce ethnicity-based inequalities and marginalisation of individuals and groups. CHRP's role would be to research on the issue and promote tolerance, social cohesion and patriotism.

2.7. Civil Society and Public Awareness

Michael Bratton (1989) defines civil society as any associational life between the State and the family²⁰ while the London School of Economics defines civil society as:

the arena of un-coerced collective action around shared interests, purposes and values. In theory, its institutional forms are distinct from those of the state, family

²⁰ See Bratton, M (1989). "Beyond the State: Civil Society and Associational Life in Africa" in *World Politics, Volume 16*, 1989, pp407-430.

and market, though in practice, the boundaries between state, civil society, family and market are often complex, blurred and negotiated. Civil society commonly embraces a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power. Civil societies are often populated by organisations such as registered charities, development non-governmental organisations, community groups, women's organisations, faith-based organisations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups²¹.

Civil society organisations (CSOs) in Kenya are major players in creating awareness on human rights and peace. In fact, they have played a significant role in Kenya's democratisation and in defending human rights. This is evident in debates in the mass media, opposition to unpopular decisions, pressure for corrupt individuals to vacate office and mobilisation on issues of general concern.

But while CSOs are practitioners with a stronger bent on advocacy and activism, CHRP is academic in orientation. The opportunity in this lies in theorisation of the work of CSOs by CHRP and the application of the academic products of CHRP by CSOs. Therefore, CHRP has a large role to play in servicing the information needs of CSOs and improving their capacities through academic programmes.

Given that CHRP will be seeking funding from the same sources as CSOs, there is likelihood that CSOs may perceive CHRP as a competitor. It is therefore critical for CHRP to demonstrate complementarity with CSOs, especially in research and community outreach.

2.8. Youth and Organized Crime

The Kenyan government in 2002 promised to create 500,000 new jobs annually. This would particularly benefit the youth, in the context of the ever increasing numbers graduating from institutions of higher learning due to the expanded higher education sector and the fact that the youth are the majority in Kenya. According to the 2009 population census results, about 50% of Kenyans are within the age bracket of 15-24 years. Lack of gainful employment among this group is likely to lead to disillusionment with formal education and resort to crime and other social ills such as substance abuse and commercial sex. For instance, the various militia groups in Kenya are dominated by youth. These militias fall under what the Organised Crimes Act of 2010 calls criminal gangs. In a way, the emergence and growth of these militias is a result of unemployment and disillusionment with the political and socio-economic conditions in the country²².

Mutahi Ngunyi and Mutuma Ruteere illustrate that the militias have grown in tandem with economic and political liberalization that formed a foundation for patronage and a demand for their services. In their analysis, the liberalization caused a retreat by the state and

²¹ London School of Economics (2006). "What is Civil Society?". Centre for Civil Society, London School of Economics. Available at http://www.lse.ac.uk/collections/CCS/what_is_civil_society.htm.

²² See Wamuyu (2010).

created a gap for the militias to sprout leading to privatization of public violence. The analysis goes on to show that a half-hearted and ineffective response to the militia by the state is a result of the emergence of the oligopoly of violence in which the state is but one actor and an amorphous situation in which state operatives fund and benefit from the militias. In the end, it becomes very tricky to pin down anyone on the violations committed by the militias.

The existence of the militias is further enhanced by what the two call an “economy of affection”. In other words, while the militias use criminal means to earn income, they in turn use their earnings legitimately e.g. to support their parents. At the same time, while they victimize the public through terror and extortion, they are also regarded by the public as an alternative and effective system for dispute resolution, debt collection, security and protection. This results in continuous identity shifts. It therefore becomes very difficult to distinguish between the criminal and the violated as well as between crime and protection.

To the extent that the militias sometimes appear to be championing genuine grievances, they have gained an identity as a quasi-legitimate sector. For instance, a study by the City Council of Nairobi, the United Nations Habitat and the African Institute for Health and Development in Kenyan slums of Korogocho and Viwandani in November 2010 revealed that “most poor people in Nairobi still trust vigilante groups more than the police...in spite of the fact that these groups are the main source of violence in the communities”²³.

A classical dilemma that arises with regard to organised crime is the response by the State. Typically, the police have cracked down on criminal gangs and militias using a shoot to kill policy. For example, this has been observed with regard to Mungiki and by the Sabaot Liberation Defence Force in Mt Elgon in 2007/8. When this has happened, human rights organisations have accused the police of extra-judicial killings against public sentiment that human rights groups are only vocal in defending the rights of criminals but not the rights of the public that the criminals violate.

To address the issue of the youth, various initiatives have been put in place. First, there is a Ministry of Youth and Sports. Second, there is a national youth policy. Third, there is the Youth Enterprise Fund. Fourth, there is the job creation initiative called *Kazi kwa Vijana*. Fifth, the Constitution of Kenya 2010 obliges the State to ensure that the youth access relevant education and training, have opportunities to access leadership positions, access employment and are protected from harmful traditional practices. These initiatives recognise that the youth form an important segment of the society that should be harnessed in a positive way. The youth also play a significant part in politics as voters and political functionaries. Increasingly, there are political voices calling for a greater role for the youth in the country’s political leadership. With social media such as Facebook, Twitter and YouTube being used more and more for political mobilisation, the impact of the youth in the political arena is more likely to increase rather than decrease.

²³ Angira, Z. *Daily Nation*, Nairobi, November 18, 2010, p. 9.

For CHRP, youth and crime provide several fronts of possible engagement. For example, CHRP could research on: the role of youth in preventing conflict and promoting peace; youth, security and safety; and youth-specific rights. In addition, youth is a primary target of CHRP's educational programmes. The work of CHRP around issues of the youth could go a long way in informing national planning.

2.9. Media, Communication and Technology

The media industry in Kenya has expanded exponentially in the last two decades due to political and economic liberalisation. This expansion is evident in increased numbers of newspapers and radio and television stations. It is also evident in multiple ownership of electronic and print media (The Standard Group, Royal Media Services and Nation Media Group) as well as regionalisation by media houses such as Nation Media Group which publishes *The East African* and national daily newspapers in Kenya, Tanzania and Uganda. The advent of cable television and frequency modulated radio has also led to increased access to international media such as British Broadcasting Corporation, Cable News Network and Al-Jazeera.

Of significance to note are social media such as Twitter, Facebook and YouTube and the diversified use of mobile telephony that are particularly popular with the youth and which were extensively used in mobilising the public against authoritarian regimes in Tunisia and Egypt and in January and February 2011 respectively. In fact, the expansion of digital technology is critical for the future of communication.

The technology also means that new forms of instruction are possible beyond face to face interaction between teachers and students. It makes possible for electronic archiving of information and obviation of the need for physical space. However, these benefits would be tempered by hardware obsolescence and the need for constant upgrades to keep up with innovations in the field. Another concern is that of plagiarism and piracy especially in an environment that does not have strict regulatory and enforcement frameworks with regard to intellectual property rights. Related is the hangover of censorship that continues to threaten media freedom considering the Kenya Communications (Amendment) Act of 2008 that erodes media independence.

In recent times, access to information has been fore-grounded by the disclosure of secret diplomatic information by Wikileaks, the web-based whistleblower. This eventuality is likely to generate serious thinking about control of specific types of information hence a roll-back on access to information as a right. In short, this event will change the nature of governance, diplomatic relations and access to sensitive information.

The existence of radio stations within academic institutions is also an important development that CHRP can take advantage of. Two examples that come to mind are the radio stations at Kenyatta University and the United States International University in Nairobi. Assuming that the audiences for these stations are predominantly academic, these are ideal outlets for CHRP's products. But CHRP should also identify campus-based newspapers and journals that can be used to discuss human rights and peace issues.

For CHRP, an expanded and liberalised media industry implies that there are more sources of and avenues for dissemination of information at affordable cost. The critical issue, however, is to select the most appropriate and strategic media channels in order to reach the target audience. CHRP should also consider the diversity of the media especially with regard to community media. This is particularly important considering that the radio is still the dominant mass medium in Kenya²⁴. Technological revolution in the media industry also makes it possible to monitor events in real time and to update information for development of relevant briefs e.g. with regard to elections and political developments. The opportunities implied by technological changes also lie in the confluence of communication technology e.g. that of radio, television, mobile telephony and the internet. It should be noted, however, that the media can be used negatively e.g. to promote crime, conflict and instability, and compromise privacy rights.

In summary, developments in the media, communication and technological sectors are advantageous for CHRP in terms of widening the scope for networking, information access, research collaboration, outreach, mobilization and advocacy and access to journals. Responses that CHRP should develop and put in place include:

- a) research to inform policy on information management;
- b) training on the use of ICT;
- c) exploitation of the opportunity to network and collaborate;
- d) use of technology to access and disseminate information;
- e) sustained technological upgrades;
- f) patenting CHRP's intellectual products;
- g) diversification of formats of products (e.g. print and electronic copies of products); exploitation of cheaper publishing technology;
- h) use of converged technology to reach larger audiences;
- i) partnership with technological service providers to enable CHRP further the cause of human rights and peace;
- j) setting up mechanisms for professional management of information;
- k) development of an effective media strategy for public relations and marketing; and
- l) formation of partnerships with media houses to promote human rights and peace and inform policy development on the media.

2.10. Climate Change and Environmental Rights

Climate change may generally be defined as sustained changes in weather patterns over a period of time due to variation in the concentration of greenhouse gases. Such changes are mainly caused by human activities such as combustion of fossil fuels and deforestation.

²⁴ See Steadman (2008). Today there are at least 63 radio stations on air in Kenya. This includes the 19 services by the Kenya Broadcasting Corporation and at least 11 community radio stations e.g. Mangelete Radio in Kibwezi, Radio Maendeleo in Rarieda, Shinyalu Radio, and Koch FM in Korogocho, Pamoja FM in Kibera and Ghetto FM in Pumwani in Nairobi.

Climate change has several effects including changes in sea levels, flooding and droughts. These in turn affect food production, survival of animals and overall livelihoods. In Kenya, droughts typically lead to massive losses in livestock and even human lives especially in arid and semi-arid lands.

One emerging response is the practice of carbon trading to reward countries that have taken steps to preserve forests and thereby contribute to mopping up of harmful gases from the atmosphere. Others include greater environmental audits of industries and re-forestation to attain the minimum vegetative cover required for ecological balance. For Kenya, climate change affects agricultural production due to dependence on rain-fed agriculture, the livestock industry and wildlife which the country depends on for tourism. For instance, the blocking of migration routes through fencing and infrastructural development adversely affect the survival of wild animals.

In the end, it heightens competition for the remaining limited resources and leads to resource-based conflicts such as over water and pasture. At the same time, because it affects the basis of livelihoods, climate change compromises realisation of basic human rights. The scarcity and/or pollution of resources such as water and land have a direct impact on human health and place duty bearers under strain to invest more in ensuring that minimum health standards are met. In urban areas, particularly, availability of potable water and maintenance of a clean environment are of utmost importance considering the large populations living in relatively crowded conditions.

This subject creates opportunities for CHRP to provide scholarly leadership on:

- a) international treaties on the environment and the human rights and peace dimensions of climate change e.g. the connection between a clean environment and attainment of an acceptable standard of living, and the connection between climate change and conflict;
- b) traditional conflict resolution mechanisms;
- c) the rights of minority communities that still directly depend on forests for their livelihoods;
- d) the role of oversight agencies in environmental management; and
- e) eco-friendly technologies such as in motorised transport, fuel emissions, housing and waste disposal from a human rights and peace perspective.

3.0 STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

The section below identifies and describes key strengths, weaknesses, opportunities and threats of CHRP. It also proposes how the CHRP should build on the strengths, eliminate the weaknesses, exploit the opportunities and manage the threats.

3.1 Strengths

a) Niche: CHRP is the pioneer academic centre for human rights and peace in Kenya. This places it in a unique position to determine the discourse on the themes and respond to demand for knowledge and skills on the same. This demand is perceived to exist among CSOs, the private sector, government agencies and foreign missions. CHRP should build on this to position itself and remain the centre of choice even when other similar centres emerge later

b) Conceptualisation: CHRP has already developed a Master of Arts curriculum which forms the basis for the launch of its programmes.

c) Partnership: So far, CHRP is in partnership with various organisations such as Sida, RWI, the University of Pretoria, Malmo University and Danish Institute of Human Rights (DIHR). These partnerships have potential to blossom into lasting synergies for resource mobilisation, exchange programmes and sustainability. Other entities with which partnership is being explored are: the Norwegian Centre for Human Rights, Canadian Equitas, the University of Galway's Center for Human Rights, International Commission of Jurists (Kenya), High Court of Kenya, Africa Youth Trust, Kenya Prisons Service, Transparency International, Kenya Human Rights Commission (KHRC), U.S. Library of Congress, Federation of Women Lawyers and the Kenya National Commission for Human Rights (KNCHR). CHRP will also explore partnerships with community based organisations and structures for outreach.

d) Institutional Base and Support: The commitment by collaborating units constituting the CHRP is strengthened by the good relationship between CHRP and the UoN administration. CHRP needs to build on this by continuing to comply with university regulations, strengthening rapport, developing an inward and outward-looking public relations machinery and evolving into an autonomous centre.

e) Capacity: The CHRP has adequate faculty to fulfil its mandate. This should be strengthened through continuous capacity building, entrenchment of best practices and collaboration with value-adding partnerships and networks.

f) Resource Centre: CHRP has established a resource centre with a number of texts on human rights and peace. Moreover, CHRP has access to other libraries on campus, and through the newly established informal Network of Human Rights Libraries in Kenya. It is, therefore reasonably positioned to start offering research and academic programmes.

3.2. Weaknesses

a) Technical Capacity: The CHRP's limited capacity on project management creates challenges with regard to resource mobilisation and institutional and programmatic development. In addition, those expected to teach the courses have different levels of knowledge on human rights and peace; some have been trained and teach human rights in their respective disciplines while others have not. Therefore, training of CHRP faculty and staff on project management and Human Rights and Peace is imperative.

b) Membership and Commitment: Although the level of commitment to CHRP is generally high, there are differing levels of motivation and commitment among members. This is partly contributed to by the open door policy of CHRP. In response, there is need to develop and apply a set of membership criteria (including skills, specialisation and commitment), terms of reference for members and responsibility allocation and monitoring system. A motivational system also needs to be put in place for participating entities.

c) Procedure: CHRP is subject to the university's systems and processes. It therefore needs to leverage itself within the university system to accelerate the necessary official processes.

d) Physical Gaps: Although CHRP has a physical location and basic furniture and equipment, these are likely to be outstripped by demand once the CHRP becomes fully operational. Consequently, CHRP needs to plan ahead towards acquisition of additional physical space, infrastructure and equipment.

e) Staffing: The CHRP does not currently have administrative staff. To address this, it needs to mobilise resources, engage the university to provide the necessary administrative support and create innovative ways of staffing itself.

f) Financial Resources: So far, CHRP has relied primarily on the financial sponsorship of Sida through its partnership with RWI and is yet to benefit from other potential funding partners that have been approached. The challenge should be addressed through development and application of a resource mobilisation strategy.

g) Visibility: The current limited visibility of the CHRP is partly attributed to its nascence and lack of a media and publicity strategy. This should change once the CHRP becomes operational and develops a proactive media and publicity strategy.

3.3 Opportunities

a) Demand: There is a big potential demand for the kind of courses CHRP plans to offer from the civil society, government, United Nations organisations, foreign missions, private sector and individuals.

b) Issues: There are residual and emerging human rights and peace issues nationally, regionally and internationally that lend themselves to research, academic analysis and advocacy.

- c) *New constitution:* Kenya's new constitution is anchored on respect for human rights and therefore provides an opportunity for CHRP to contribute to its implementation and determination of national destiny. The transition creates an opportunity that calls for innovative ideas on how to mainstream human rights and peace.
- d) *Higher education:* The expansion of higher education in Kenya and implementation of self-sponsored programmes has the potential to enable CHRP generate funds.
- e) *Novelty:* As the pioneer academic centre in human rights and peace, CHRP is in a vantage position to create a niche and attract the support of funding agencies focusing on human rights and peace.

3.4. Threats

a) Sensitivity: Human rights and peace issues are sensitive and political. This may lead to apprehension in conservative quarters and make CHRP attract undue attention. In response, CHRP should cultivate an image of objectivity, inclusiveness and professionalism.

b) Resource Constraints: CHRP currently relies solely on external funding, which may fluctuate at different times. To mitigate this, CHRP should diversify its funding base.

c) Competition: There are several civil society organisations focusing on human rights and peace in the country. They may see CHRP as a competitor for funds and space. This may create unnecessary tensions and limit the scope for collaboration. In response, CHRP should establish a clear niche that differentiates it from the others. It should also identify areas of collaboration with the other organisations.

4.0. STRATEGIC DIRECTIONS

CHRP will create a conceptual link between human rights and peace and a clear balance in terms of programme content to reflect its focus on both. To do this and effectively respond to the anticipated external environment and the SWOT, CHRP will engage in the following:

4.1. Programmatic Directions

a) Research

- Research on the human rights and peace implications of the new constitution and educate the public people on the same.
- Research on the causes of conflict in the East and Horn of Africa and promote durable solutions in liaison with other organizations.
- Research on the impact of refugees on the host countries, produce policy briefs on necessary responses and educate refugees on their rights.
- Research on the link between governance, access to information and management of information in the digital age.
- Conduct research and produce publications on the human rights and peace dimensions of post election violence in Kenya.
- Research on and provide models of best practices on conflict management, justice and governance from other parts of the world.
- Generate discourse on environment-related rights, collaborate with other actors in advocacy on climate change and promote technologies that are environment-friendly.
- Research on pastoralism, human rights and peace.
- Research on non-state, community based and informal approaches to protection of human rights and maintenance of peace.
- Study the role of uniformed forces in violation of human rights during situations of conflict.
- Undertake collaborative research with its partners.
- Research on emerging human rights and peace issues.

b) Education and Training

- Conduct collaborative civic education towards a peaceful and stable 2012 electoral environment.
- Conduct internal training on the use of ICT for dissemination of research products, networking, collaboration and promotion of human rights and peace.
- Conduct training on mitigation of the consequences of disasters from a rights and peace dimension and produce policy briefs on early warning systems.
- Train on international human rights, conflict resolution frameworks and various approaches to reconciliation.
- Offer courses for different audiences based on its academic curricula.

c) Networking, Collaboration and Outreach

- Network with and support the various structures and mechanisms formed to deal with the post-election violence of 2007/8 and end impunity.
- Collaborate with various governmental and non-governmental institutions in domesticating the international human rights and peace frameworks.
- Target deserving constituencies for corporate social responsibility.
- Identify and develop programmes for community outreach.

4.2 Institutional Directions

a) Planning, Monitoring and Evaluation

- Effectively utilise the university's Planning, Monitoring and Evaluation (PM&E) system for organizing, benchmarking and assessing its work.

b) Resource Mobilisation and Utilisation

- Develop and implement a resource mobilisation and utilisation strategy.
- Expand the financial base to reduce dependence on external funding and possible infiltration by criminal sources of resources.
- Build on current and new partnerships to raise funds and create sustainability.

c) Leverage and Rapport

- Improve internal political leverage to accelerate necessary approvals by the university system.
- Comply with university statutes.
- Maintain rapport with various stakeholders.
- Build on the existing goodwill of the UoN to improve the existing processes, procedures and governance structures.

d) External Relations

- Develop and implement a communication strategy to build and maintain internal and external relations.
- Develop and implement a media and publicity strategy.

e) Human Resources

- Build on existing structures through recruitment and continuous staff development programmes.
- Take advantage of the multi-disciplinary nature of its constituent units to enrich scholarship on human rights and peace.

f) Niche

- Galvanize the perceived demand for courses on human rights and peace to conduct research, education and outreach activities targeting various sectors.
- Market itself as the centre of choice for studies on human rights and peace.
- Clarify the niche and identify areas of mutual collaboration with partners.

- Develop a reputation as an objective authority on human rights and peace issues.

g) Purposeful Partnerships

- Initiate and sustain links with partners locally and internationally.
- Establish links with media organizations to improve its visibility.
- Explore, establish and strengthen platforms for collaboration that are of mutual benefit to the CHRP and other units within and outside the UoN.

5.0. ACADEMIC PROGRAMMES

The CHRP:

- a) Offers quality academic programmes at certificate, diploma, undergraduate and postgraduate levels.
- b) Engages in public and individual education and training on human rights and peace.
- c) Conducts multi-disciplinary research, seminars, short courses and workshops on specific human rights and peace issues.
- d) Contributes to policy and legislation on human rights and peace.
- e) Promotes collaboration, links and exchange programmes with both local and international institutions in the areas of human rights and peace.
- f) Mainstreams human rights and peace education in all university academic programmes.

The above are achieved through the following four programmes:

- a) Education and Training.
- b) Research and Publication.
- c) Resource Centre.
- d) Linkages, Exchange and Attachment.

Each of these themes is detailed below.

5.1 Education and Training

This programme consists of the following internationally recognised academic courses, to be delivered in phases over a number of years:

- a) Targeted short courses for various clients.
- b) Targeted training of trainer courses.
- c) Seminars and public lecture series.
- d) Outreach programmes through media, newsletters, policy briefs, students' groups and folk media (drama, music, dance etc).
- e) Ordinary Diploma in Human Rights and Peace.
- f) Bachelors degree in Human Rights and Peace.
- g) Postgraduate diploma in Human Rights and Peace.
- h) Masters degree in Human Rights.
- i) Masters degree in Peace Studies.

5.2. Research, Publication and Dissemination

Some areas identified by CHRP for research, publication and dissemination are:

- a) Situation analyses on human rights and peace in Kenya.
- b) Occasional papers and seminars based on the situation analysis.
- c) Development of research units/themes and committees.

- d) Writing of research proposals for funding.
- e) Field research on human rights and peace.
- f) Establishment of a journal and newsletter.
- g) Establishment of a website.
- h) Subscription to journals and e-databases.
- i) Establishment of a young researchers programme.

Some proposed thematic research areas are:

- a) Multidisciplinary approaches to the understanding of human rights and peace.
- b) The link between human rights and peace.
- c) Policing, organized crime and human rights and peace.
- d) Access to justice and human rights.
- e) Reporting on human rights.
- f) Human rights, peace and ethnicity.
- g) Language and human rights.
- h) Literature, human rights and peace.
- i) Transitional methods of conflict resolution.
- j) Cultural practices and human rights.
- k) Health, poverty, human rights and peace.
- l) Resource allocation, human rights and peace.
- m) Individual and group rights.
- n) Rights of vulnerable groups.
- o) Corruption and human rights.
- p) Citizenship, human rights and peace.
- q) Pastoralism, human rights and peace.
- r) Non-state, community based and informal approaches to protection of human rights and maintenance of peace.
- s) The role of uniformed forces in violation of human rights during situations of conflict
- t) Emerging human rights and peace issues.

5.3. **Resource Centre**

CHRP has already established a resource centre stocked with texts and furniture through partnership with RWI from funding by Sida. It is anticipated that the resource centre will be expanded as the population of students and staff grows. The Resource Centre will continue to acquire, store and make accessible electronic and printed copies of relevant publications and research products primarily for use by students and staff.

5.4. **Links, Exchange and Attachment**

The CHRP seeks and establishes national, regional and international linkages with other universities and organizations dealing with human rights and peace studies. These links are used to promote exchange programmes, carry out attachments, make the CHRP globally visible and competitive and mobilise resources.

6.0 INSTITUTIONAL DEVELOPMENT

6.1. Collaborating Units

The current participating units at the CHRP, all from the College of Humanities and Social Sciences (CHSS), are as listed below:

- The Faculty of Arts.
- The Institute of Diplomacy and International Studies.
- The School of Law.
- The School of Journalism and Mass Communication.
- The School of Economics
- Institute of Anthropology, Gender and African Studies.

These units are involved in:

1. Curriculum development.
2. Management of the CHRP.
3. Implementation of programmes.
4. Networking and facilitation.
5. Capacity building.

6.2. Management Board

The CHRP is managed by a board appointed by the Vice Chancellor on recommendation by the collaborating units and endorsement by the Principal of the CHSS. The board consists of:

1. Principal of CHSS.
2. Dean, Faculty of Arts.
3. Directors of participating schools and institutes.
4. Chair of the hosting department.
5. The Director of CHRP as an ex-officio member.
6. Members drawn from the collaborating units on the basis of special/professional competencies reflecting the CHRP's inter/multidisciplinary character.
7. Co-opted members from outside the University of Nairobi.

The functions of the Board are to:

1. Advise the university administration on strategic and policy directions of the CHRP e.g. strategic planning; partnerships; finance and budgets; internal management; and operations.
2. Initiate and coordinate the development, implementation, monitoring and evaluation of CHRP's strategic plan through participatory and consultative management practices.

3. Ensure that the collaborating units contribute to the strategic plan, nurture relationships among the units and resolve conflicts.
4. Provide direction and leadership in fundraising and allocation of resources for activities of the CHRP.
5. Appoint standing and *ad hoc* committees, subcommittees and task forces necessary for efficient delivery of CHRP's mandate.
6. Receive, review and act on the reports of the appointed committees, subcommittees and task forces.
7. Identify, recruit and train relevant personnel for CHRP.
8. Provide a forum for communication and sharing of information by and for all collaborating units regarding CHRP's management.

6.3. Director

The Director of CHRP is appointed for a three year term by the Vice Chancellor on recommendation by the collaborating units and based on qualifications and competence. The Director is eligible for a second and final term. The succeeding Director cannot be appointed from the same unit as the departing Director. The Director: is the administrative and academic head of CHRP; is responsible for the centre's management, resource mobilisation and financial control; and oversees the implementation of all programmes in consultation with the CHRP's Management Board. The Director has a deputy with designated and delegated functions²⁵.

6.5. Financial Arrangements

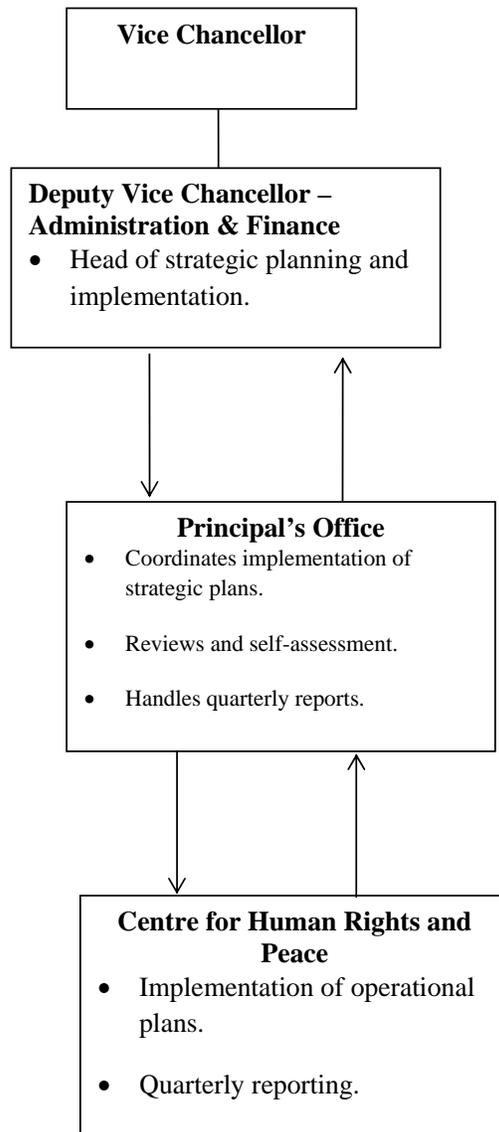
The CHRP financially operates under the office of the Principal of the CHSS.

6.6. Planning, Monitoring and Evaluation

CHRP uses a three-year strategic planning cycle with annual reviews combined with annual operational planning. At the end of each strategic plan period, there is a summative evaluation to inform the next strategic plan.

²⁵ Depending on availability of resources, the appointment of the deputy may not be immediate.

The following is the proposed implementation framework.



Overall, CHRP uses a Monitoring and Evaluation framework aligned with that of the university. More specifically, CHRP uses the following monitoring and evaluation methods:

1. System/financial audits.
2. Site visits.
3. Scheduled visits.
4. Review meetings.
5. Retreats.
6. Customer service satisfaction surveys.
7. Inventories.
8. Staff appraisal against performance contracts.
9. Compliance with internal and external International Standards Organisation parameters.
10. Self, peer and supervisor reviews.
11. Records.

Responsibility for monitoring and evaluation is carried out by:

1. College Management Board.
2. CHRP Management Board.
3. Director of CHRP.
4. Programme Committees.
5. Faculty and staff.
6. Other stakeholders.

The key reports to be produced and their consumers are as tabulated below:

	Type	Consumer
1	Annual report.	University administration and partners.
2	Quarterly activity reports.	University administration, CHRP Management Board and partners.
3	Periodic activity reports.	University administration, CHRP Management Board and partners.
4	Financial reports.	University administration and partners.
5	Audit reports.	University administration and partners.
6	Programme evaluation reports.	University administration, CHRP Management Board and partners.

6.0. LOGICAL FRAMEWORKS

7.1 EDUCATION AND TRAINING

Preamble: Over the years, human rights and peace education has not been mainstreamed in most formal education curricula in Kenya. This programme seeks to entrench the two themes through formal academic programmes and training in Kenya.

Strategic Objective: A society aware of and promoting human rights and peace.

Activities	Expected Outputs	Indicators	MOVs	Assumption	Time Line
Strategy 1: Formal academic teaching and learning					
1. Develop and offer academic courses - Masters, Bachelors, Postgraduate Diploma (PGD), Ordinary Diploma and certificate in Human Rights and Peace.	<ul style="list-style-type: none"> Teaching curricula, course regulations and course descriptions developed. Citizens aware of human rights and peace issues. 	<ul style="list-style-type: none"> No. and type of courses developed, approved and rolled out. Enrolment levels in each course. Completion rates. 	<ul style="list-style-type: none"> Prospectus. Course outlines and descriptions. Examinations. Enrolment lists. Graduation lists. Feedback from alumni. 	<ul style="list-style-type: none"> There is institutional support. Adequate enrolment levels are achieved. Relevant stakeholders provide support. 	Yr 1-3. Start MA by Oct 2011 & PGD by June 2012
2. Revise existing academic programmes to incorporate human rights and peace.	<ul style="list-style-type: none"> Human rights and peace content mainstreamed in the curricula of participating units. New courses 	<ul style="list-style-type: none"> No. of units with curricula containing human rights and peace. 	<ul style="list-style-type: none"> Revised curricula. 	<ul style="list-style-type: none"> Other academic programmes accept human rights and peace. Academic staff has adequate capacity to mainstream human rights and peace in their courses. 	Yr 1-3. Start by Dec 2011

Activities	Expected Outputs	Indicators	MOVs	Assumption	Time Line
	<p>on human rights and peace in participating units.</p> <ul style="list-style-type: none"> Increased coordination by participating units on human rights and peace education. 				
Strategy 2: Outreach					
<p>1. Design and carry out outreach programmes on human rights and peace through media, newsletters, students groups, policy briefs and folklore (drama, music, dance etc).</p>	<ul style="list-style-type: none"> Citizenry that is aware of and promotes human rights and peace. Outreach materials developed and applied. Discussion forums. 	<ul style="list-style-type: none"> No. and diversity of communities reached. Increased public discourse on human rights and peace in areas reached. Variety and themes of outreach materials 	<ul style="list-style-type: none"> Newsletters, print media pullouts, TV documentary, student groups registered, festivals and policy brief. 	<ul style="list-style-type: none"> There will be institutional support. There will be community demand and interest for human rights and peace education. Conducive political climate. 	<p>Yr 1-3. Start Jan. 2012</p>

Activities	Expected Outputs	Indicators	MOVs	Assumption	Time Line
		developed (Targets: two bi-annual newsletters and print media pullouts; one annual TV documentary; two student groups formed; one annual drama, music and dance festival & one annual policy brief).			
Strategy Three: Self-sponsored short courses					
1. Design and offer tailored short courses on human rights and peace (either scheduled or on demand) for various audiences e.g. civil society, faith based organisations, community based organisations, private sector,	<ul style="list-style-type: none"> Expanded constituency of practitioners of human rights and peace in various sectors. 	<ul style="list-style-type: none"> No. and type of courses developed, approved and rolled out (Target: 2 courses, 8 	<ul style="list-style-type: none"> Course outlines. List of trainees. Training reports. Performance results. 	<ul style="list-style-type: none"> There will be institutional support. There will be public interest in the courses. Ability of prospective students to pay. 	By Oct 2011

Activities	Expected Outputs	Indicators	MOVs	Assumption	Time Line
government, security forces, prisons service etc.		modules and grading system). <ul style="list-style-type: none"> • Enrolment levels in each course. • No. of sectors participating in courses. • Completion rates. • Application of training by alumni. 			

7.2 RESEARCH AND PUBLICATION

Preamble: There is a dearth of scholarly research and publications on human rights and peace despite their centrality in human development. Therefore, there is need to actively engage academic institutions in research, reflection and dissemination on these two themes in a manner that is different from that used by civil society organisations.

Strategic Objective: Repository of researched, well documented and disseminated resource materials on human rights and peace.

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
Strategy 1: Research					
1. Establish a multi-disciplinary research unit.	<ul style="list-style-type: none"> Functioning research unit Core group of researchers on human rights and peace in Kenya. Increase in multi-disciplinary and collaborative research on human rights and peace. 	<ul style="list-style-type: none"> Research committee established. No. and qualifications of researchers in the unit. Research outputs on human rights and peace. 	<ul style="list-style-type: none"> Physical location. Research committee. Resumes of researchers. Research papers. 	<ul style="list-style-type: none"> Funds will be available. 	Start Oct 2011
2. Conduct a preparatory capacity building training for potential researchers.	<ul style="list-style-type: none"> Researchers equipped with relevant skills. 	<ul style="list-style-type: none"> No. of researchers trained. No. of research projects initiated and completed by those trained. 	<ul style="list-style-type: none"> Training report. Research reports. 	<ul style="list-style-type: none"> Funds will be available. 	By Dec 2011
3. Identify research themes and group researchers accordingly.	<ul style="list-style-type: none"> Key research themes identified. Researchers 	<ul style="list-style-type: none"> No. and diversity of themes identified. No. of groups 	<ul style="list-style-type: none"> List of themes identified. List of researchers' 	<ul style="list-style-type: none"> Availability of researchers who can address the 	By end of 2011

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
	grouped according to thematic areas.	formed and active.	names and their thematic areas.	identified themes.	
4. Write proposals for research funding.	<ul style="list-style-type: none"> Research proposals developed. 	<ul style="list-style-type: none"> No. of proposals written and funded. Volume of research grants. 	<ul style="list-style-type: none"> Research proposals. MOUs and contracts with funding partners. Financial statements. 	<ul style="list-style-type: none"> Funding partners will be responsive. 	Immediate and continuous.
5. Produce policy briefs on human rights and peace.	<ul style="list-style-type: none"> Policy papers on human rights and peace. 	<ul style="list-style-type: none"> No. of policy papers developed and disseminated. Adoption of policy briefs by targeted users. 	<ul style="list-style-type: none"> Policy briefs. Evidence of adoption of policy briefs by government, civil society etc. 	<ul style="list-style-type: none"> Conducive policy environment. 	Continuous
6. Conduct research on human rights and peace issues.	<ul style="list-style-type: none"> Research findings and papers on human rights and peace issues. 	<ul style="list-style-type: none"> No. and themes of ongoing and completed research projects. 	<ul style="list-style-type: none"> Research reports. 	<ul style="list-style-type: none"> Availability of funding. 	Start Dec 2011
Strategy 2: Dissemination					
1. Hold dissemination seminars and workshops.	<ul style="list-style-type: none"> Revised research papers ready for publication in print and electronic formats. 	<ul style="list-style-type: none"> No. of seminars and workshops conducted. No. of participants. No. of papers presented. Variety of themes addressed. No. of papers accepted for 	<ul style="list-style-type: none"> List of participants. Research papers. Workshop and seminar reports. Final publications. 	<ul style="list-style-type: none"> Availability of funding. Continued institutional support. Sustained interest of researchers. 	Quarterly starting June 2011

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
		publication.			
2. Compile seminar and workshop reports.	<ul style="list-style-type: none"> • Reports compiled for posterity. 	<ul style="list-style-type: none"> • No. and themes of reports compiled. 	<ul style="list-style-type: none"> • Reports. • Resource centre. 	<ul style="list-style-type: none"> • Continued institutional support. • Sustained interest of researchers. 	As above
3. Establish a website for CHRP and upload relevant information.	<ul style="list-style-type: none"> • Website developed and relevant information uploaded. 	<ul style="list-style-type: none"> • Functioning website. • Frequency of updates on the website. • Increased awareness on the existence and activities of CHRP. 	<ul style="list-style-type: none"> • No. of hits and visits to the website. • Frequency of website citation in publications. 	<ul style="list-style-type: none"> • Accessibility of internet services by target users. • Funding availability. 	By end of 2010
4. Start a subscribed peer reviewed e-journal to be hosted on the website and print copy for limited circulation.	<ul style="list-style-type: none"> • Journal established. 	<ul style="list-style-type: none"> • No. and themes of articles submitted. • No. and themes of articles published. • Frequency and regularity of journal. • No. and diversity of subscribers. 	<ul style="list-style-type: none"> • Copies of journal. • Subscription lists. • Client surveys. • Citations of the journal. 	<ul style="list-style-type: none"> • Institutional support from the university. • Availability of funding. • Conducive ICT policies. • Commitment of members and researchers. 	End 2012
5. Establish a newsletter.	<ul style="list-style-type: none"> • Newsletter established. 	<ul style="list-style-type: none"> • No. of issues of newsletter. • Frequency of newsletter. • Variety of themes 	<ul style="list-style-type: none"> • Copies of newsletter. • Distribution lists. • Feedback from readers. 	<ul style="list-style-type: none"> • Institutional support from the university. • Availability of funding. 	June 2012

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
		<ul style="list-style-type: none"> covered. No. and diversity of audiences. 		<ul style="list-style-type: none"> Conducive ICT policies. Commitment of members and researchers. 	
6. Compile and disseminate quarterly reports on research and education on human rights and peace.	<ul style="list-style-type: none"> Quarterly reports published. Continuous flow of information on research activities. 	<ul style="list-style-type: none"> No. and themes of reports. No. and diversity of audiences. 	<ul style="list-style-type: none"> Quarterly reports. 	<ul style="list-style-type: none"> Funding availability. 	Quarterly in line with activities
7. Produce materials for dissemination from the organised events (conferences, seminars and symposia etc).	<ul style="list-style-type: none"> Increased circulation of research outputs. 	<ul style="list-style-type: none"> No. of website hits. No. of publications - books, journals, newsletters and brochures published by the centre. No. and themes of dissemination events organized. 	<ul style="list-style-type: none"> Reports of dissemination events. Copies of publications. Catalogue of publications. 	Goodwill and support from UoN, partners and stakeholders.	Quarterly
Strategy 3: Outreach and Linkages					
1. a) Identify potential exchange partners b) Establish academic and research exchange programmes for staff and students c) Establish a visiting associates/fellowships	<ul style="list-style-type: none"> Expanded knowledge and exposure to human rights and peace issues from an international perspective. 	<ul style="list-style-type: none"> No. of students and staff participating in exchange programmes. No. and profile of institutions in exchange 	<ul style="list-style-type: none"> MOUs with participating institutions. Reports by staff, students and fellows/associates. 	<ul style="list-style-type: none"> Conducive institutional environment. Reputable institutions will be interested in exchange 	Annual

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
programme.	<ul style="list-style-type: none"> Improved international profile of CHRP. Currency on human rights and peace issues. Enrichment of the centre. 	<p>programmes.</p> <ul style="list-style-type: none"> No. and focus of joint projects. Local and international visibility of CHRP. 		programmes.	
2. Establish an internship programme.	<ul style="list-style-type: none"> Expanded constituency of human rights and peace workers. 	<ul style="list-style-type: none"> No. and profiles of interns. Placement of interns after internship. 	<ul style="list-style-type: none"> Interns' resumes. Internship reports. 	<ul style="list-style-type: none"> Conducive institutional environment. Constant flow of interns. 	Annual
3. Organize a Kenyan moot court linked to students' groups under Education and Training Programme to discuss topical issues.	<ul style="list-style-type: none"> Growth in constituency of human rights and peace workers. 	<ul style="list-style-type: none"> No., themes and location of moot courts. No. and profile of moot court participants. 	<ul style="list-style-type: none"> List of participants. Reports by local facilitators. Evaluation forms. 	<ul style="list-style-type: none"> Sustained interest of target groups in moot courts. Conducive political climate. 	Annual

7.3 RESOURCE CENTRE

Preamble: This programme seeks to expand the existing Resource Centre towards a comprehensive repository of information and data on human rights and peace education.

Strategic Objective: A reputable and comprehensive resource centre on human rights and peace.

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
Strategy 1: Design and Set-up					
1. Conceptualise and design the resource centre.	<ul style="list-style-type: none"> Long term concept developed. 	<ul style="list-style-type: none"> Concept paper. 	<ul style="list-style-type: none"> Concept paper. 	<ul style="list-style-type: none"> Staff is committed. 	Yr 1
2. Develop a budget for the resource centre.	<ul style="list-style-type: none"> Comprehensive budget in place. 	<ul style="list-style-type: none"> Budget. 	<ul style="list-style-type: none"> Budget. 	<ul style="list-style-type: none"> Staff are committed. 	Immediate and annually
3. Raise funds for the centre through grant proposals, partnerships, networking etc.	<ul style="list-style-type: none"> Adequate funds for set up, operation and maintenance. 	<ul style="list-style-type: none"> Amount of funds raised. 	<ul style="list-style-type: none"> MOUs with partners. Letters of commitment by donors. Financial statements and reports. Audit reports. 	<ul style="list-style-type: none"> Targeted funding partners will be responsive. Sustained demand for CHRP. 	Immediate and continuous
4. Acquire physical space and furniture.	<ul style="list-style-type: none"> Adequate operational space and furniture. 	<ul style="list-style-type: none"> Adequacy of space acquired. Seating capacity. No. and quality of furniture. 	<ul style="list-style-type: none"> Correspondence on space allocation. Inventories. Physical observation. 	<ul style="list-style-type: none"> There will be adequate funding. There will be institutional support from the university. 	Yr 1

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
5. Liaise with the university administration for recruitment of personnel for the Resource Centre (cf. institutional development)	<ul style="list-style-type: none"> Relevant staff in place. 	<ul style="list-style-type: none"> No. and qualifications of staff recruited. 	<ul style="list-style-type: none"> Staff resumes. Letters of appointment. Minutes. Job descriptions. 	<ul style="list-style-type: none"> Adequate funding to attract qualified candidates. 	Yr 1-3
6. Procure equipment and supplies.	<ul style="list-style-type: none"> Operational equipment (computers, projectors, screens, telephones etc) and supplies on site. 	<ul style="list-style-type: none"> No. and specifications of equipment. Amount and quality of supplies. 	<ul style="list-style-type: none"> Delivery notes. Inventories. 	<ul style="list-style-type: none"> Bureaucracy will be minimal. There will be adequate funding. 	Y1-3
7. Install ICT infrastructure.	<ul style="list-style-type: none"> State of the art computers and software. Functional website. 	<ul style="list-style-type: none"> No. and specifications of ICT hardware and software. Suitability and adequacy of software. 	<ul style="list-style-type: none"> List of supplies. Inventories. Physical installations. No. of website hits and enquiries. 	<ul style="list-style-type: none"> Adequate funding will be available. 	Yr 1-3
8. Enlist technical support to maintain infrastructure.	<ul style="list-style-type: none"> Infrastructure maintained and functional. 	<ul style="list-style-type: none"> Continuous operations. Updated computers and software. 	<ul style="list-style-type: none"> Service records. Payment vouchers. Contracts. 	<ul style="list-style-type: none"> Adequate funding will be available. 	Immediate
9. Procure relevant academic resource materials.	<ul style="list-style-type: none"> Resource centre stocked with relevant academic materials. 	<ul style="list-style-type: none"> No. and variety of print and electronic texts stocked. 	<ul style="list-style-type: none"> Copies of resource materials. Catalogues. 	<ul style="list-style-type: none"> Adequate funding will be available. 	Yr 1-3
10. Archive resource	<ul style="list-style-type: none"> Comprehensive digital repository. 	<ul style="list-style-type: none"> No. and variety of archived materials. 	<ul style="list-style-type: none"> Catalogues. 	<ul style="list-style-type: none"> Adequate funding will 	Yr 1-3

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
materials.				be available.	
Strategy 2: Service provision					
1. Provide quality information services.	<ul style="list-style-type: none"> Sustained use of the resource centre. 	<ul style="list-style-type: none"> No. and diversity of users. 	<ul style="list-style-type: none"> Register of users. Lending records. Client feedback. Subscription lists. 	<ul style="list-style-type: none"> Adequate funding will be available. 	Yr 1-3

7.4. LINKS, EXCHANGES AND ATTACHMENTS

Preamble: In order to become a global player in the area of human rights and peace, it is imperative for CHRP to build partnerships with like-minded institutions. Strategic collaboration, exchanges and sharing of knowledge, opportunities and resources will strengthen and add value to the CHRP's delivery, improve the quality and credibility of its faculty and programmes and cultivate its global visibility.

Strategic Objective: An internationally recognized and globally visible centre for human rights and peace.

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
Strategy: Sustenance and expansion of links and partnerships					
1. Sustain and strengthen existing linkages.	<ul style="list-style-type: none"> Existing linkages maintained and strengthened. 	<ul style="list-style-type: none"> No. and purposes of existing linkages, exchanges and attachments in place. 	<ul style="list-style-type: none"> Directory of linked organizations and institutions. Letters of renewal, subscriptions etc. 	<ul style="list-style-type: none"> There is goodwill and support from the university, partners and stakeholders. 	<ul style="list-style-type: none"> Yr. 1-3

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Line
2. Identify additional relevant academic institutions and establish collaborations with them.	<ul style="list-style-type: none"> Expanded network of academic partners. Increased visibility for CHRP. Strengthened academic programmes. 	<ul style="list-style-type: none"> No. and profiles of new partners. Collaborative ventures. 	<ul style="list-style-type: none"> Updated directory of partners. Reports from exchange activities. 	<ul style="list-style-type: none"> There is institutional support. Faculty and students are interested in programme. Adequate funding will be available. 	<ul style="list-style-type: none"> Yr. 1-3
3. Publicize opportunities for collaborative ventures.	<ul style="list-style-type: none"> Qualified applicants placed. 	<ul style="list-style-type: none"> No. of students and faculty participating. 	<ul style="list-style-type: none"> Announcements. List of participants. Activity reports. 	<ul style="list-style-type: none"> There will be goodwill and support from partners. 	<ul style="list-style-type: none"> Yr. 1-3
4. Organise visits to academic centres of human rights and peace in other countries for exposure on how such centres operate.	<ul style="list-style-type: none"> Increased visibility for CHRP. Strengthened academic programmes. CHRP compares favourably with similar centres elsewhere. 	<ul style="list-style-type: none"> No. of visits made. Profiles of centres visited. Lessons learnt and implemented. 	<ul style="list-style-type: none"> Minutes of meetings. Mission reports. Briefs. 	<ul style="list-style-type: none"> Funding will be available. Goodwill and support from partners. 	<ul style="list-style-type: none"> Yr 1-3

7.5 INSTITUTIONAL DEVELOPMENT

Preamble: This programme aims to result in a sustainable and well governed institution.

Strategic Objective: A strong institution able to deliver on its core business.

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Lines
Strategy 1: Structural set-up and development of governance instruments					
1. Present proposed organogram for ratification by university administration.	<ul style="list-style-type: none"> Organogram. 	<ul style="list-style-type: none"> Approved organogram. Systematic administrative structure. 	<ul style="list-style-type: none"> Institutional documents. Management reports. 	<ul style="list-style-type: none"> Goodwill from university administration. 	Yr 1
2. Design governance instruments and present for ratification by the university administration.	<ul style="list-style-type: none"> Various governance instruments in place. Effective management. 	<ul style="list-style-type: none"> Ratified governance instruments. Clear operational, reporting and feedback system. 	<ul style="list-style-type: none"> Centre statutes, membership vetting criteria etc. Staff appraisal system. Customer service mechanisms e.g. customer care desk and client feedback systems. 	<ul style="list-style-type: none"> Teamwork and capacity to develop the instruments. 	<ul style="list-style-type: none"> Yr 1
Strategy 2: Resource mobilisation					
1. Develop a budget for CHRP.	<ul style="list-style-type: none"> Comprehensive budget in place. 	<ul style="list-style-type: none"> Approved budget. 	<ul style="list-style-type: none"> Budget. 	<ul style="list-style-type: none"> Availability of expertise. 	Immediate
2. Identify potential funding partners and establish partnerships.	<ul style="list-style-type: none"> Funding partners identified and profiled. 	<ul style="list-style-type: none"> No. and focus of identified funding partners. 	<ul style="list-style-type: none"> Databank of funding partners. 	<ul style="list-style-type: none"> Availability of expertise. 	Immediate

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Lines
3. Develop or acquire a directory of funding partners showing possible areas of cooperation.	<ul style="list-style-type: none"> ▪ Directory of funding partners. 	<ul style="list-style-type: none"> ▪ Updated directory of funding partners. 	<ul style="list-style-type: none"> ▪ Directory of partners. 	<ul style="list-style-type: none"> ▪ Availability of expertise. 	Immediate
4. Prepare a “Partners’ Package” outlining the rules of engagement with external units, and delineating UoN requirements, internal CHRP requirements, and optional financial arrangements and their controls.	<ul style="list-style-type: none"> ▪ Partners’ package developed. ▪ CHRP able to respond in a timely manner to calls for proposals. 	<ul style="list-style-type: none"> ▪ Comprehensiveness of package. 	<ul style="list-style-type: none"> ▪ Partners’ package. 	<ul style="list-style-type: none"> ▪ Expertise and funding available. 	Immediate
5. Seek institutional support from partners.	<ul style="list-style-type: none"> ▪ Equipment and materials donated by partners. 	<ul style="list-style-type: none"> ▪ No. and quality of materials and equipment donated. 	<ul style="list-style-type: none"> ▪ Inventories. ▪ Supply documents. ▪ Materials and equipment. 	<ul style="list-style-type: none"> ▪ Partners will be responsive. 	Yr 1-3
6. Develop and send out grant proposals.	<ul style="list-style-type: none"> ▪ Proposals developed and sent out. ▪ Funds generated. 	<ul style="list-style-type: none"> ▪ No. of proposals developed. ▪ No. of proposals funded. ▪ Amount of funds raised. 	<ul style="list-style-type: none"> ▪ Funding MOUs. ▪ Financial statements. 	<ul style="list-style-type: none"> ▪ Willing donors. ▪ Capacity to develop fundable proposals exists. 	Yr 1-3
7. Seek financial support from the UoN.	<ul style="list-style-type: none"> ▪ Funds allocated by the UoN. 	<ul style="list-style-type: none"> ▪ Amount of funds allocated. ▪ Progress reports. 	<ul style="list-style-type: none"> ▪ Minutes of centre meetings. ▪ Financial statements ▪ Communication between CHRP and UoN. 	<ul style="list-style-type: none"> ▪ Goodwill from the university. 	Yr 1-3

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Lines
8. Offer courses to self-sponsored students.	<ul style="list-style-type: none"> ▪ Funds generated from self sponsored courses. 	<ul style="list-style-type: none"> ▪ No. of self-sponsored students enrolled. ▪ Amount of funds generated from self-sponsored students. ▪ Progress reports. 	<ul style="list-style-type: none"> ▪ Financial statements. 	<ul style="list-style-type: none"> ▪ Availability of paying students. 	When courses commence.
9. Provide consultancy services.	<ul style="list-style-type: none"> ▪ Funds from consultancy services. ▪ Visibility of CHRP. 	<ul style="list-style-type: none"> ▪ No. and monetary value of consultancies. ▪ Progress reports. 	<ul style="list-style-type: none"> ▪ List of clients. ▪ Consultancy contracts. ▪ Financial statements. 	<ul style="list-style-type: none"> ▪ Availability of clients. 	Yr 1-3
10. Sale of publications.	<ul style="list-style-type: none"> ▪ Funds from publications sold. 	<ul style="list-style-type: none"> ▪ No. of publications sold. ▪ Amount of funds from sales. ▪ Progress reports. 	<ul style="list-style-type: none"> ▪ Financial statements. ▪ Thomson ISI listing²⁶. 	<ul style="list-style-type: none"> ▪ Ready market for publications. 	Yr 2-3
11. Recruit personnel for CHRP.	<ul style="list-style-type: none"> • Professional staff recruited. • CHRP operations run according to schedule. • CHRP able to deliver its mandate. 	<ul style="list-style-type: none"> • No. and qualifications of staff recruited. • Timeliness of planned activities. • Progress reports. 	<ul style="list-style-type: none"> • Staff resumes. • Letters of appointment. • Appointment Committee minutes. • Job descriptions. • Activity progress reports. 	<ul style="list-style-type: none"> • Adequate funding to attract qualified candidates. 	Yr 1-3

²⁶ The Thomson **Institute for Scientific Information** (ISI), now Thomson Reuters, is a database of academic journals which allows a researcher to identify the articles most frequently cited and those citing them.

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Lines
12. Liaise with the university administration to accelerate ratification of the administrative positions to streamline CHRP's operations.	<ul style="list-style-type: none"> Approval of administrative staff positions. Staffing of CHRP. Functional CHRP. 	<ul style="list-style-type: none"> No. and positions approved and filled. Progress reports. 	<ul style="list-style-type: none"> Seal of approval. Appointment letters. Staff. 	<ul style="list-style-type: none"> Goodwill from the university. The university will allocate a financial vote for CHRP. 	Immediate
Strategy 3: Development of infrastructural and logistical capacity					
1. Liaise with UoN administration for additional space and furniture.	<ul style="list-style-type: none"> Adequate operational space and furniture. 	<ul style="list-style-type: none"> Adequacy of space acquired. Seating capacity. No. and quality of furniture. 	<ul style="list-style-type: none"> Space allocation correspondence. Inventories. Physical observation. 	<ul style="list-style-type: none"> There will be adequate funding. There will be institutional support from the university. 	Yr 1
2. Acquire transport for CHRP.	<ul style="list-style-type: none"> Adequate transport for various activities of CHRP. 	<ul style="list-style-type: none"> No., size, quality and reliability of vehicles purchased/hired. 	<ul style="list-style-type: none"> Log books. Inventory. Hire contracts. Service schedules. 	<ul style="list-style-type: none"> Goodwill of UoN and stakeholders. 	Yr. 1-3
3. Outsource necessary operational services e.g. travel, accommodation, conference services etc.	<ul style="list-style-type: none"> Sustained operations. 	<ul style="list-style-type: none"> Cost, efficiency and reliability of outsourced services. 	<ul style="list-style-type: none"> Contracts. Appraisal reports. 	<ul style="list-style-type: none"> Adequate funding will be available. 	Yr 1-3
4. Install ICT infrastructure including a web page to promote the activities of CHRP, facilitate fundraising, improve	<ul style="list-style-type: none"> State of the art computers and software. Functional website. 	<ul style="list-style-type: none"> No. and quality of ICT hardware. Suitability and adequacy of software. 	<ul style="list-style-type: none"> List of supplies. Inventories. Physical installations. No. of website hits and enquiries. 	<ul style="list-style-type: none"> Adequate funding will be available. 	<ul style="list-style-type: none"> Yr 1-3

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Lines
dissemination of information and increase transparency in management.					
11. Create a comprehensive database.	<ul style="list-style-type: none"> Database developed and accessible. 	<ul style="list-style-type: none"> Content of database. User-friendliness of database. 	<ul style="list-style-type: none"> Database. User feedback. 	<ul style="list-style-type: none"> Availability of technical expertise. 	<ul style="list-style-type: none"> Yr 1-3
12. Procure equipment and supplies.	<ul style="list-style-type: none"> Operational equipment (computers, projectors, screens, telephones etc) and supplies on site. 	<ul style="list-style-type: none"> No. and specifications of equipment Amount and quality of supplies. 	<ul style="list-style-type: none"> Delivery notes. Inventories. 	<ul style="list-style-type: none"> Bureaucracy will be minimal. There will be adequate funding. 	Y1-3
Strategy 4: Human resource development					
1. Profile academic staff and identify training needs.	<ul style="list-style-type: none"> Profiles of academic staff compiled. Faculty training needs identified. 	<ul style="list-style-type: none"> No. of academic staff profiled. Training needs identified. Action taken to respond to training needs. 	<ul style="list-style-type: none"> Training needs assessment report. Profiles. 	<ul style="list-style-type: none"> Institutional support. 	<ul style="list-style-type: none"> Yr 1
2. Conduct training on relevant academic themes for faculty ²⁷ .	<ul style="list-style-type: none"> Core group of faculty members trained on basic themes. Improved capacity to deliver core programmes. 	<ul style="list-style-type: none"> No. and specialisation of staff trained. Thematic areas covered in the training. 	<ul style="list-style-type: none"> Certificates of training. List of attendance. Training report. 	<ul style="list-style-type: none"> Availability of funds. Institutional support. Availability of training opportunities. 	<ul style="list-style-type: none">

²⁷ Priority to be given to: Human Rights; Peace; Human Rights-based Approaches to Programming; Gender Mainstreaming; and Research Skills.

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Lines
3. Produce an instructors' guide from the training.	<ul style="list-style-type: none"> ▪ Instructors' guide produced. ▪ Standardised delivery of academic programmes. 	<ul style="list-style-type: none"> ▪ Content of manual. ▪ Utility of manual 	<ul style="list-style-type: none"> ▪ Manual. 	<ul style="list-style-type: none"> ▪ Availability of funding. 	<ul style="list-style-type: none"> • Yr 1
4. Conduct ICT training for administrative and academic staff.	<ul style="list-style-type: none"> • Staff able to use ICT facilities to conduct CHRP's business. 	<ul style="list-style-type: none"> • No. of staff trained. • Efficiency and effectiveness of delivery. 	<ul style="list-style-type: none"> • Training reports. • Training attendance lists. 	<ul style="list-style-type: none"> • Availability of funding, expertise and equipment. 	Yr. 1-3
5. Conduct training in project management and proposal writing.	<ul style="list-style-type: none"> • Effective project management. • Delivery of project targets. 	<ul style="list-style-type: none"> • No. and levels of staff trained. • Efficiency and effectiveness of delivery. • Performance against targets. 	<ul style="list-style-type: none"> • Training reports. • Training attendance lists. 	<ul style="list-style-type: none"> • Funding available to finance training. 	Yr 1
6. Put in place sustainable motivation mechanisms.	<ul style="list-style-type: none"> ▪ Highly motivated committees and members. ▪ Efficient delivery against time lines. 	<ul style="list-style-type: none"> ▪ Type of motivational mechanisms. ▪ Increase in levels of participation in CHRP activities. 	<ul style="list-style-type: none"> ▪ Observation. ▪ Feedback from staff and structures. 	<ul style="list-style-type: none"> ▪ Availability of funding. 	Yr 1-3
Strategy 5: Media and communication					
1. Set up a communications office.	<ul style="list-style-type: none"> • Communication office established and operational. 	<ul style="list-style-type: none"> • Qualified personnel. • Adequate space and equipment. 	<ul style="list-style-type: none"> • Physical set-up. • Staffing. • Equipment. 	<ul style="list-style-type: none"> • Goodwill and support from UoN, partners and stakeholders. 	Yr. 1-3
2. Publish newsletter,	<ul style="list-style-type: none"> • Visibility of CHRP. 	<ul style="list-style-type: none"> • No. and content of 	<ul style="list-style-type: none"> • Copies of 	<ul style="list-style-type: none"> • Availability of 	Yr 1

Activities	Expected Outputs	Indicators	MOVs	Assumptions	Time Lines
brochures and other promotional materials.	<ul style="list-style-type: none"> Positive public image of CHRP. 	promotional materials. <ul style="list-style-type: none"> Public perception of CHRP. 	promotional materials.	funding.	
3. Develop and implement a media, communication and publication strategy.	<ul style="list-style-type: none"> Media strategy in place. Visibility of CHRP. Positive public image of CHRP. 	<ul style="list-style-type: none"> Content of media strategy. Increased visibility of CHRP. 	<ul style="list-style-type: none"> Media strategy. Media clippings. 	<ul style="list-style-type: none"> Positive mass media environment. 	Yr 1
Strategy 6: Monitoring and evaluation					
1. Adopt relevant M&E evaluation tools.	<ul style="list-style-type: none"> M&E tools in place. 	<ul style="list-style-type: none"> No. and comprehensiveness of M&E tools. 	<ul style="list-style-type: none"> M&E tools. 	<ul style="list-style-type: none"> Availability of expertise on M&E. 	Yr 1-3
2. Draw up and implement M&E schedule.	<ul style="list-style-type: none"> Detailed M&E schedule in place. Progress tracked and documented. Necessary improvements made. 	<ul style="list-style-type: none"> Compliance with M&E schedule. Programme and institutional improvements. 	<ul style="list-style-type: none"> M&E schedule. M&E reports. 	<ul style="list-style-type: none"> Availability of expertise on M&E. 	Yr 1-3
3. Compile and disseminate M&E reports.	<ul style="list-style-type: none"> M&E reports compiled and disseminated. 	<ul style="list-style-type: none"> No. and content of reports produced. 	<ul style="list-style-type: none"> M&E reports. 	<ul style="list-style-type: none"> Availability of expertise on M&E. 	<ul style="list-style-type: none"> Yr 1-3
4. Implement recommendations from M&E exercises.	<ul style="list-style-type: none"> Improvements from recommendations implemented. 	<ul style="list-style-type: none"> No. of recommendations adopted. Improvements in organisational and programme performance. 	<ul style="list-style-type: none"> Strategic and operational plans. Progress reports. M&E reports. 	<ul style="list-style-type: none"> Objectivity and willingness to implement M&E recommendations. 	<ul style="list-style-type: none"> Yr 1-3

8.0 OPERATIONAL PLAN FOR 2011

8.1. ACADEMIC OPERATIONAL PLAN

Activity	Deadlines	Responsible
Programme 1: Education and Training		
1. Develop curricula for PGD and ordinary diploma.	Sept. 2011	Director; Education & Training Committee.
2. Develop course descriptions for MA and short courses.	Sept. 2011	Director; Education & Training Committee.
3. Revise existing course curricula, course outlines and course descriptions to mainstream human rights and peace.	Sept. 2011	Director; Education & Training Committee.
4. Launch M.A and PGD courses.	Sept. 2011	Director; Principal CHSS.
5. Launch short courses.	Dec 2011	Director; Education & Training Committee.
6. Establish a newsletter.	Dec. 2011	Research and Publication Committee
7. Establish student groups in two universities.	Dec. 2011	Education & Training Committee.
8. Establish an editorial board for journal.	Dec. 2011	Research & Publication Committee.
Programme 2: Research and Publication		
1. Identify a core group of researchers.	March 2011	Research and Publication Committee.
2. Identify and develop thematic areas of research.	April 2011	Research and Publication Committee.
3. Conduct training on research methods.	Jun 2011	Director; Education & Training Committee; Research & Publication Committee
4. Write at least three research proposals for funding.	Oct. 2011	Research & Publication Committee.
5. Conduct one research on HRPE.	Dec 2011	Director; Research & Publication Committee.

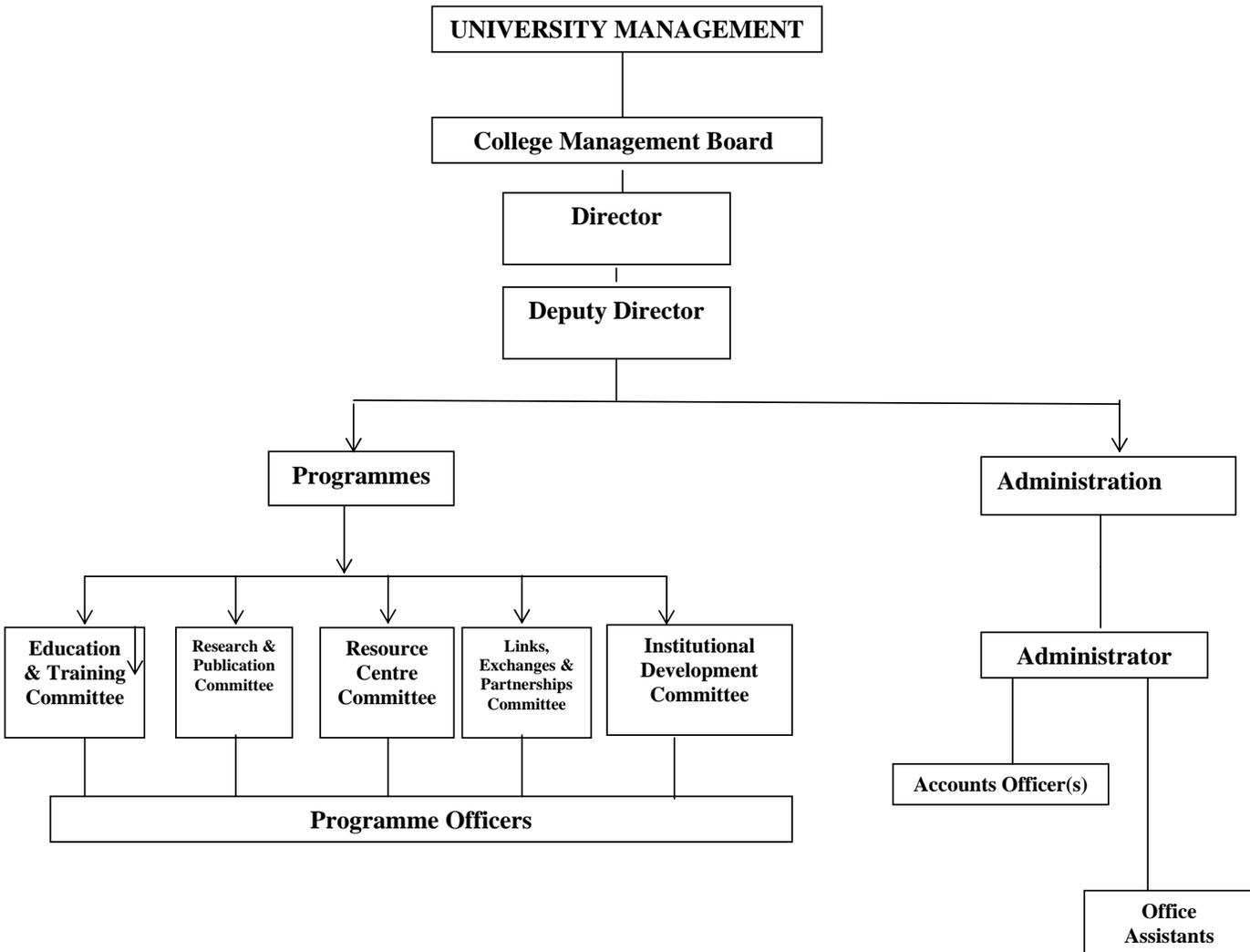
Activity	Deadlines	Responsible
6. Publish a quarterly report.	Dec 2011	Director; Research & Publication Committee.
Programme 3: Resource Centre		
1. Upgrade ICT infrastructure for documentation.	March 2011	Director; Institutional Development Committee; Resource Centre Committee; College ICT office.
2. Update links with documentalists in organisations focusing on human rights and peace.	April 2011	Director; Institutional Development Committee; Resource Centre Committee.
3. Identify requirements and develop a budget for CHRP.	May 2011	Institutional Development Committee; Resource Centre Committee.
4. Acquire more academic resource materials.	June 2011 and continuous	Institutional Development Committee; Resource Centre Committee.
5. a) Design the structure of an expanded resource centre. b) Identify and secure physical space for the expanded resource centre.	Dec. 2011	Resource Centre Committee.
Programme 4: Links, Exchanges, and Attachments		
1. Develop guidelines for the programme	Dec. 2011	Links Committee
2. Identify partners	Dec. 2011	Links Committee
3. Enhance staff exchange programme.	Dec 2011	Director; Research & Publication Committee.
4. Identify additional organizations for collaboration.	April 2011	Director; Links Committee.

8.2 INSTITUTIONAL DEVELOPMENT OPERATIONAL PLAN

Activity	Time	Responsibility
Strategy 1: Establishment & Governance		
1. Define roles and functions.	March 2011	Director; Institutional Development Committee.
2. Design governance instruments.	March 2011	Director; Institutional Development Committee.
3. Present organogram for ratification.	March 2011	Director; Institutional Development Committee.
4. Draw up a schedule for M&E.	March 2011	Director; Institutional Development Committee.
5. Implement the M&E schedule.	Continuous	All.
6. Compile and disseminate M&E reports.	Quarterly	Director; Institutional Development Committee.
7. Oversee development of communication strategy	April 2011	Institutional Development Committee; Maluki; Wairimu; Mwendu; Wambui; Njeri.
8. Recruit personnel.	Immediately/Continuous	Director; UoN management.
9. Train personnel in: Human Rights and Peace; Human Rights Based Approaches to Programming; Research; and Gender Mainstreaming.	Immediately/Continuous	Director; partners.
10. Establish exchange programmes for staff.	Immediately/Continuous	Links Committee; partners.
11. Establish staff development programmes.	Immediately/Continuous	Links Committee; partners.
12. Contact UNESCO for training opportunities.	Immediately/Continuous	Director; Links Committee.
Strategy 2: Infrastructure and Logistics		
1. Identify space for CHRP operations.	March 2011	Director; University Space Allocations Committee.
2. Acquire equipment and supplies.	Continuous	Director; Institutional Development Committee.
3. Expand and fully operationalise resource centre.	Continuous	Director; Resource Centre Committee.

Activity	Time	Responsibility
4. Create and operationalise CHRP website	Jan 2011	Director; College ICT office.
5. Install ICT infrastructure.	Immediately	University ICT centre.
6. Carry out ICT capacity building for staff and faculty.	March 2011	University ICT centre.
7. Set up logistics/administration office for transport, travel and accommodation.	Immediate	Director; Administrator.
Strategy 3: Resource Mobilization		
1. Identify development partners.	Immediately/Continuous	Institutional Development Committee.
2. Develop funding proposals.	Immediately/Continuous	All.
3. Establish partnerships with development partners.	Immediately/Continuous	All.
4. Seek financial allocations from UoN.	Immediately/Continuous	Director; Management Board.
5. Offer courses to government and self-sponsored students.	Dec 2011 and continuous	Education & Training Committee.
6. Offer consultancies.	Immediately/Continuous	Director; Institutional Development Committee.
Strategy 4: Partnerships and Linkages		
1. Identify priority partners in human rights and peace education.	Immediately/continuous	Director; academic staff
2. Carry out collaborative activities.	Immediately/continuous	Director; academic staff
3. Identify and get in touch with research-based academic institutions of excellence.	Immediately/continuous	Director; academic staff
4. Set up an operational communications office.	Immediately/continuous	Director; Institutional Development Committee.

ANNEX ONE: ORGANISATIONAL CHART



ANNEX TWO: CHRP MILESTONES

SN	Date	Activity and Results
1	January-July 2008	<ul style="list-style-type: none"> Meetings by representatives of Haki Afrika (Kenya), Faculty of Arts, School of Law, School of Journalism, School of Economics and the Institute of Diplomacy and International Studies.
2	August 27-30, 2008	<ul style="list-style-type: none"> Workshop on modalities of establishing a centre for human rights and peace studies. Several proposals made and agreed upon. A name chosen for the centre.
3	December 2008	<ul style="list-style-type: none"> Proposed centre held its first symposium on human rights and peace for university staff on links between human rights and peace and the development of effective teaching curriculum. Cooperation partnership between CHRP and RWI began. CHRP represented at the Centre for Human Rights in Pretoria.
4	July - October 2009	<ul style="list-style-type: none"> Memorandum of Understanding signed between RWI and CHSS on behalf of the Centre. Baseline needs assessment of CHRP and library needs assessment conducted. Peer review of the draft curriculum carried out. CHRP visited by Malmo University (Sweden) to discuss a teacher/student exchange programme. CHRP began discussions with Canada's Equitas regarding training on human rights education for CHRP lecturers.
5	October 5 to 30, 2009	<ul style="list-style-type: none"> Baseline study conducted and formed the basis of CHRP's work plan.
6	November - December 2009	<ul style="list-style-type: none"> Visit by CHRP to Malmo University, Lund University and RWI in Lund. CHRP also met with a representative of DIHR. CHRP represented at the Centre for Human Rights in Pretoria.
7	Early 2010	<ul style="list-style-type: none"> Rooms 301 "G" and 301 "F" in the Dept. of PRS refurbished and established as the CHRP Resource Centre and office.
8	March 16-17, 2010	<ul style="list-style-type: none"> The Norwegian Centre for Human Rights based at Oslo University, Norway, visited CHRP for discussions on priority areas for collaboration.
9	April - May 2010	<ul style="list-style-type: none"> Joint Action Plan signed between RWI and CHRP expressing

		<p>Sida's financial commitment.</p> <ul style="list-style-type: none"> • Curriculum for M.A in Human Rights discussed and passed by the College Academic Board. • Postgraduate Diploma in Human Rights discussed at the College Academic Board which recommended that it be revised to become a stand-alone programme.
10	May 2010	<ul style="list-style-type: none"> • A consignment of books for CHRP received.
11	June 2010	<ul style="list-style-type: none"> • CHRP visited the Royal Norwegian Embassy and discussed possibilities of assistance to CHRP.
12	July 13-14, 2010	<ul style="list-style-type: none"> • Visit to CHRP by Prof. Stanley Deetz of the Center for the Study of Conflict, Collaboration and Creative Governance (University of Colorado) for discussions on possible partnership.
13	November 2010	<ul style="list-style-type: none"> • The exchange programme between Malmo and CHRP confirmed. The programme is being sponsored by Sida.
14	December 6-10, 2010	<ul style="list-style-type: none"> • CHRP held a strategic planning workshop and generated its formative strategic plan for the period 2011-2013. The activity was organized by RWI and sponsored by Sida.
15	January 2011	<ul style="list-style-type: none"> • Staff exchange programme between CHRP and Malmo started.
16	February 15-18, 2011	<ul style="list-style-type: none"> • Review and validation of CHRP's draft strategic plan.
17	On-going	<ul style="list-style-type: none"> • Development of CHRP's communications strategy.

ANNEX THREE: LIST OF PARTICIPANTS IN STRATEGIC PLANNING

	NAME	SCHOOL/ DEPARTMENT	PHONE	E-MAIL
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- c) Report on Visit to Centre for Human Rights, University of Pretoria, South Africa by Dr. Iribe Mwangi, 2009.
- d) Notes for Meeting Held on 9th December 2009 at the Centre for Human Rights- Pretoria, by RWI.
- e) Report on the Study Visit to Sweden on 16th – 20th November 2009 by Prof. Enos Njeru.
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- h) Activity Report for the Month of January 2010.
- i) Annual Work Plan – 2010.
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- b) *Anti-Corruption and Economic Crimes Act 2003*. Nairobi: Government Printer.
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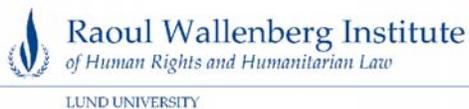
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