CHAPTER IV
INSTITUTE

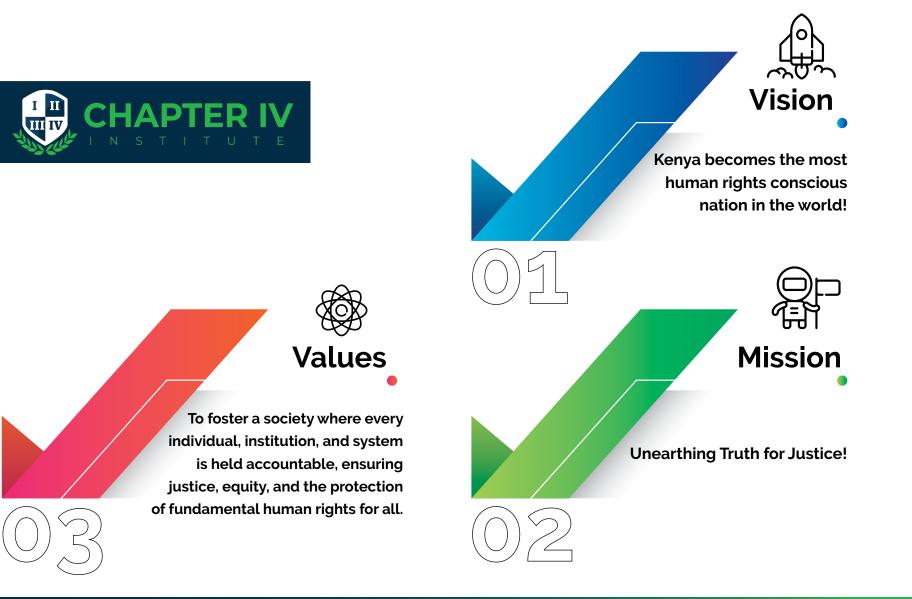# HUMAN RIGHTS
MONITORING
TRAINERS' MANUAL

A Facilitators Guide & Training Curriculum for Training Community Leaders and Human Rights Defenders

PROJECT OF CHAPTER FOUR PROGRAMS & PROJECTS LTD

CHAPTER IV
INSTITUTE

Vision

01

Kenya becomes the most human rights conscious nation in the world!

Mission

02

Unearthing Truth for Justice!

Values

03

To foster a society where every individual, institution, and system is held accountable, ensuring justice, equity, and the protection of fundamental human rights for all.

Preface

In a world where the protection of human rights continues to face ever-evolving challenges, the role of human rights defenders and community leaders has never been more critical. This manual is a testament to the dedication, courage, and tireless efforts of those who stand on the frontlines, advocating for justice and equality. It aims to provide the practical tools and comprehensive knowledge necessary to empower trainers, who in turn, will nurture a new generation of human rights monitors.

The Friedrich Naumann Foundation for Freedom (FNF) has been a steadfast advocate for human rights, democracy, and the rule of law. Through its numerous initiatives, the Foundation fosters political education and supports human rights defenders worldwide. Notably, the Foundation established a Human Rights Hub in Geneva, strengthening international human rights standards and connecting defenders with crucial UN bodies and civil society organizations. In its global efforts, FNF promotes a liberal and inclusive approach to human rights education, ensuring that diverse voices are heard and that the rights of all individuals are upheld, regardless of borders.

As we look toward the future, we acknowledge that human rights work is complex and, at times, fraught with obstacles. Yet, with each community leader trained and each monitor empowered, we take a step closer to creating societies where human rights are not merely ideals but realities. This manual serves as both a guide and an inspiration, reminding us of our shared responsibility to protect the rights of all individuals, particularly those who are most vulnerable.

I am confident that this manual will serve as an invaluable resource for trainers, enabling them to instill knowledge, promote action, and build solidarity among human rights defenders around the world.

Let us remain steadfast in our mission: Unearthing Truth for Justice.

Inge Herbert
Regional Director, Sub-Saharan Africa,
Friedrich Naumann Foundation for Freedom.

Stefan Schott,

Project Manager East Africa and Global
Partnership Hub,
Friedrich Naumann Foundation for Freedom.

Foreword

Human rights violations are commonplace in many parts of the world. In armed conflicts, people are repeatedly the victims of unlawful attacks. States restrict freedom of expression, association and assembly and use violence against protesters. Those affected by extreme poverty or environmental disasters are denied the support they need to guarantee their right to food, health or education. Refugees, migrants, ethnic and other minorities are disadvantaged and people are discriminated against because of their gender or their sexual preference.

In principle, it is the task of governments, the police and the judiciary to protect people from these violations of their rights. Where states do not function, the United Nations often provides important assistance.
However, state and international efforts are not enough. Active members of civil society must supplement them, activists who keep an eye open on the ground, recognize, document and publicize human rights violations and protect and care for the victims.

However, human rights defenders often find themselves in danger, especially when state authorities themselves are responsible for the violations. They are threatened, physically attacked, arbitrarily arrested and detained, abused, abducted or killed.

As a liberal organization, human rights are a central concern for the Friedrich Naumann Foundation (FNF).

In its more than 40 offices worldwide, the Foundation actively campaigns for the protection of human rights through events and publications, and it supports human rights defenders in partnership.

In Nairobi, the FNF has found a competent partner for this task in Chapter IV Programmes and Projects Limited. Together, we have trained human rights activists, women, community leaders and young people in human rights issues and leadership in eleven counties since 2023, gaining important experience in the process.

Building on this experience, Chapter IV has developed a curriculum for human rights training. It provides structured and practical training material on recognizing, investigating and reporting human rights violations and advocacy, but also on personal safety and self-management issues.

In addition, Chapter IV has developed a handbook, which serves as a guide for human rights defenders in their work and summarises important basic principles, practical advice and contact details.

FNF is pleased to have been able to support Chapter IV in the development of these important materials and we hope that the curriculum and handbook will help to safeguard and improve the work of human rights defenders in Kenya and other countries.

Introduction

Njeri Kabeberi
Founder Director; Chapter Four Programs and Projects Ltd.

In a world where human rights are constantly under threat, the importance of empowering those who defend them cannot be overstated. At Chapter Four Programs, we are deeply committed to promoting the fundamental principles of human rights through awareness, advocacy, and community engagement. Our mission is grounded in the belief that every individual deserves to live with dignity, freedom, and respect. This manual represents an extension of our dedication to equipping human rights defenders with the tools they need to stand resilient in the face of injustice.

Education is at the heart of our approach. From the outset, we recognized that transformative change begins with knowledge. As we embarked on this journey, we understood that human rights defenders must not only understand the laws that protect them but also the strategies that enable them to advocate for others. This manual serves as a comprehensive resource to ensure that defenders are prepared to navigate complex social and legal landscapes while upholding the highest ethical standards.

Our expertise spans various social, political, and environmental contexts, allowing us to design targeted programs that address the unique challenges faced by defenders in different regions. By developing and delivering tailored training programs and workshops, we empower individuals to become catalysts for change within their communities.

This manual reflects our commitment to providing practical guidance and tools that will enable human rights defenders to amplify their voices and take action effectively.

As you engage with the content of this manual, we invite you to remember that the fight for human dignity is a collective responsibility. Chapter Four Programs remains steadfast in its support of those who risk their safety and wellbeing to protect others. It is our hope that this manual will inspire, equip, and embolden defenders to continue their crucial work, ensuring that justice and equality remain within reach for all.

"In collaboration with the Friedrich Naumann Foundation for Freedom (FNF), we have designed this handbook to empower HRDs with the knowledge and skills necessary to navigate the increasingly complex landscape of human rights work. We hope that this resource will support HRDs in their courageous efforts, enabling them to not only defend human rights but also foster lasting peace and development in their communities. With this handbook in hand, we believe that the work of human rights defenders will be further strengthened, and we remain steadfast in our commitment to supporting their vital mission".

Acknowledgement:

NOTE TO MANUAL USERS

This Training Manual is developed primarily to be used by Trainers drawn from State and Non-Stateinstitutions.

This Training Manual is a two-part package of materials for Trainers.

1. The Facilitators Guide which provides elements of training methodology, instructions and tips for trainers, additional exercises, and straining tools, to be used in combination with the Curriculum in conducting training courses for Community Leaders and Human Rights Defenders.
2. The Training Curriculum which provides practical guidance principally for the conduct of human rights Monitoring, Investigating and Reporting.

In addition, and separately Chapter IV Institute has developed a Trainees Monitoring Handbook, for the trainees and which individuals and groups that are keen in enhancing their understanding andapplication of human rights monitoring in their daily engagements may use for self-education.

PART 1
FACILITATORS GUIDE

Table of Contents

ABBREVIATIONS AND ACRONYMS

CEDAW   **Convention on the Elimination of all forms of Discrimination Against Women**

IPOA   **The Independent Policing Oversight Authority**

KNCHR   **Kenya National Commission on Human Rights**

KHRC   **Kenya Human Rights Commission**

SDGS   **Sustainable Development Goals**

CHAPTER ONE
PREPARATION

The overall objective of the Manual is to improve the efficiency, professionalism and impact of community leaders and human rights defenders in implementing their monitoring mandates. The specific objectives of the Manual are:

- to provide information on international human standards relevant to the monitors' operations;
- to provide information on techniques for human rights monitoring and encourage the development of the relevant skills by human rights professionals and community leaders.

The Manual is principally intended for training of community monitors and leaders to perform primarily a monitoring function. Manual users should keep in mind that the Manual is not specific to any one field operation or single region. Every field operation will be different from its predecessors, because mandates are different, and so are the human rights problems and circumstances of each region. Also, the Manual focuses on one possible function engagement only, i.e. monitoring of human rights violations.

Finally, the Manual do not provide a panacea for violations or conflict. Community monitors should remember that they often cannot change events, and should not feel responsible for things they cannot change. The actions of monitors are also limited by the international human rights norms they are seeking to implement and by basic principles of monitoring (do no harm, respect the mandate, exercise good judgement, etc.)

1.1 Reading and understanding contents of Human Rights and topics that are directly and indirectly related.

Congratulations to you for having the call to serve in Human Rights, specifically in training Human Rights Monitors and educating the communities. To prepare yourself adequately, it is very important to thoroughly understand and be deeply and practically conversant with Basics of Human Rights and procedures of Human Rights Monitoring and Reporting.

Therefore, you are under obligation to continuously read the Basics of Human Rights which include the Definition, the Constitution's provisions of Human Rights in Chapter Four and other related provisions on entitlements to citizens in the rest of this supreme law.
Besides the rights of the citizens be conversant with their obligations under the law. There are also regional, continental and international human rights covenants and protocols that you should continuously read alongside the Constitution and laws of the country.

Among the laws are: Prevention of Torture, Children's Act, others on family, land, commercial ventures, rent, intellectual property, health, education, environment, transport, penal code, labor, national coroner's statute, intellectual property, access to information.

Be an ardent and wide listener, reader and viewer of news, trends, documentaries, reports, developing stories, programs on occurrences in but not limited to political, social, economic, cultural, legal, courts, creative arts and sports.

Updating yourself on unfolding developments, events and incidents will help you widen your horizons of knowledge and contents that are useful and relevant to analyzing extent of human rights afforded or denied to people who are players or directly or indirectly affected by issues at hand being broadcasted and written by mainstream and social media.

Have a note book as you listen, view and read news to record incident news relevant to human rights. Record: the date, the place, actors and actions that were done or supposed to be done.

During analyses you will easily formulate scenarios that you will use in training the Human Right Monitors and the communities at large, as well as advocate for the justice to victims, and advocating for reforms of policies and laws.

It's hereby emphasized that, additionally, you continuously read all that appertains to Human Rights Monitoring and Reporting beyond the contents that are in the Handbook for Human Rights Monitors.

To enable you to deepen your Human Rights knowledge and skills, beyond the contents in the Handbook, be continuously visiting and reading the contents in the websites of the Human Rights organizations, their constitution on their roles, mandates, news updates and reports on the human rights violations they are monitoring, and those they have addressed.
This will further help you in using human rights violations cases explained there in their websites as scenarios during your training. You will demonstrate in-depth and broadness of your training resourcefulness. You will be able to answer most questions instantly with a master of fluidity.

What of if your training materials and equipment are not functional or stolen or destroyed by fire minutes before the commencement of a training session, and trainers are waiting for you being ready in the training room? And there is no co-trainer to teach her/his subject while you prepare yourself?

Without your training materials, learning aids, equipment, lap top, power point projector, your full mastery of your Human Rights Monitoring and Reporting topics and sub-topics will help you in training your Human Rights Monitors, the knowledge and skills set to cover during the session you are about to start.

iii. Identifying methodologies of delivery

The way you communicate and interact with your trainees is very crucial for successful delivery of the topic at hand.

Training should be Train-Centered, focusing on ensuring trainees are able to master the skills being taught.

Methodologies include but not limited to:

- Lecturing, should be used as sparingly as possible, however short and simple explanations are necessary for new concepts
- Questions and Answers
- Group Work
- Role Plays
- Story Telling a by a Primary subject, e.g. a victim, survivor, perpetrator, witness,
- Expert presentation
- Informal discussions
- Power Point presentations

iv. Preparing presentations, learning aids, practical case scenarios

Seek to know in advance the status of the trainees you will be training in terms of culture, gender, age, education levels, language popularly used among the two official languages – English and Kiswahili. Still, you can use both interchangeably to help the trainees understand the concepts and skills you will be equipping them.

Few days before you train, prepare your presentations after deeply researching, reading and identifying contents for your topics and respective sub-topics.

Arrange your training points in logical order, from known to unknown, simple to complex, local to distant, concrete to abstract.
Have and use learning aids, e.g. when teaching and referring to the Constitution, read or have a trainee read the provision under study. Prepare and document case scenarios out incidents you have personally experienced, witnessed, reported to you by survivors, victims, witnesses, or read, heard, or viewed in mainstream and social media.

Use them during delivery by explaining, or arranging role play and asking the trainees to stage it at the appropriate time during the session.

Learning activities for each stage in a session

Learning activities are the roles that your trainees will be doing during the session so as to understand the topic and sub-topics you will be delivering to them.

Activities are almost identical with the methodologies of training delivery. They include, explaining expectations, answering pre and post evaluations sheets, asking and answering questions, role plays, demonstrations of acts of human rights violations, group work,

interviewing victims, witnesses, practical report writing, practical advocacy.Involve trainees in giving icebreakers and energizers.Learning activities are useful in making the session trainee-centered, non-boring, and impart indelible memories of skills learnt and applied during human rights monitoring on the ground.

v. Preparing Pre- and Post-Session Evaluation Sheets

Pre- Session Evaluation Sheets: Write five to eight questions and give trainees to answer. This will enable you gauge the level of your trainees. May take five to ten minutes.

Post- Session Evaluation Sheets: Use the same questions with varying wordings at the end of the session to gauge how far they have understood to help you in self-assessment of your training delivery, identify challenges to address, and best practices to build on.

Additionally, ask them their assessments of the sessions.

A Sample Pre-Session Evaluation Sheet
HUMAN RIGHTS MONITORING, REPORTING AND ADVOCACY TRAININGPRE-SESSION EVALUATION SHEET

CHAPTER FIVE: STEPS IN INVESTIGATING HUMAN RIGHTS VIOLATIONS – PART TWO

Topic: 5. Steps in Investigating Human Rights Violation
Sub-Topic: 5.2. Beginning the Interview Process

1. Name one preparation that you should have done before the beginning of a   Human Rights Monitoring interview process.
2. How should you begin interviewing a Victim?
3. What should you observe in a Victim while you begin an interview process?
4. What should you do to keep the Victim to be comfortable for the interview so as not to re-traumatize her/him?
5. Write two questions that you should ask the Victim at the beginning of the interview processes

PRE-SESSION EVALUATION SHEET

CHAPTER FIVE: STEPS IN INVESTIGATING HUMAN RIGHTS VIOLATIONS – PART THREE

Topic: 5. Steps in Investigating Human Rights Violation
Sub-Topic:5.2. Beginning the Interview Process

1. Give three preparations that you should have done before the beginning of a Human Rights Monitoring interview process.
2. How should you begin interviewing a Victim?
3. What should you observe in a Victim while you begin an interview process?
4. What are your measures in keeping the Victim comfortable during the interview avoid   re-traumatizing her/him?
5. Write two questions that you should ask the Victim at the beginning of the interview   processes
6. Your Assessment of the Session: Tick as appropriate: Not understood at all/ Understood   Partly/ Understood Fully

7. **Write areas in this Sub-Topic your found:**
A. Hard
B. Easy

8. Give Recommendations for applying during future trainings.

vi. Preparing Session Plan indicating time duration for each activity during the Session

In your Session Plan, (also known as Lesson Plan) precede your activities by writing date, start and ending time, Topic, Sub-Topic, References, Key Understanding, Learning Outcome and Assessment Criteria.

Plan your duration for each activity during the training session so as to successfully deliver your topics and sub-topics.

By being conversant with the status of your trainer trainees and extents of your training contents, you will be able to determine the lengths of the duration for each activity and the level of the language you will use during the session

Use appropriate and reasonably estimated duration of times for each activity. Write them in your Session Plan

THE TRAINING SESSION PLAN ON: 1 hour 45 minutes
HUMAN RIGHTS MONITORING, REPORTING AND ADVOCACY

Date	Monday, 15th April, 2024
Time	9.00am - 10am
Topic	Steps in Investigating Human Rights Violations Part Three, Chapter Five, Trainers Handbook
Sub-Topic	Beginning the Interview Process, Section 5.2
References	Trainers Handbook, Source Publications on Human Rights Legal Framework, Penal Code Cap 63
Objective	The Trainee should be able to begin and interview process
Key Understanding	How to Begin an Interview Process
Learning Outcome	Skills in beginning an Interview Process
Assessment Criteria	Practical demonstration of abilities to begin an interview process

ACTIVITY	TRAINER'S ROLE	TRAINEES ROLE	DURATION
1. Ice-Breaker	Greet the participants If this is your first appearance, inform them your name your institution, role in the session.Ask them to do some fun, like a warm up action, sing a song eg the National Anthem To make this stage trainee centered, ask them to suggest and lead in prayers	Listening to you and to each other to do ice-breakers to suggest and do it and one of them lead in prayers	5 minutes
2. Introductions	Ask them to introduce themselves and state their expectations Write the expectations	Saying their names, organizations, area of origin and expectations	5 minutes
3. Introducing the Topic and Sub-Topic	Mention the purpose of the session is to learn about the above topic and its sub-topics	Listen and ask if the explanation is not clear	5 minutes
4. Pre-Session Evaluation Test	Give them Pre-Session Evaluation Test	Answer the Questions	10 miutes
5. Question and Answer on the Steps on beginning an interview	Ask them questions eg what is an interview Who and who are in the interview What should the interviewer do in preparing for the interview Write their answers on the board or flip chart	Listen, Answer questions, Give feedback to answers by their colleagues when you ask them whether they agree with the answers given	5 minutes
6. Learning the steps of beginning an interview, by identifying the gaps in the answers	Explain them the steps at beginning the interview process Ask them questions on what you have explained	Listen, Answer your questions, Ask and answer their questions after giving chance to fellow trainees to answer	15 miutes

ACTIVITY	TRAINER'S ROLE	TRAINEES ROLE	DURATION
7. Energizer	Ask them to suggest energizer, and the suggesting trainee to show and lead in this fun and humor activity	Trainee play the suggested energizer	5 minutes
8. Groups of actors in interview: interviewer, victim, interpreter	Explain to the trainee thefollowing case scenario. Give them a narrative handout for reference during preparation for the Group Work Role Play. A victim who is a farmer, is being interviewed for an attempt to kill him after receiving a letter threatening his life for his stand privatizing the local sugar factory where he delivers his cane for processing and sale for income.He is beaten severely. Perpetrators live him rejoicing they have killed him.After being taken to hospital,he is found to be unconscious. He recovers after remaining in a coma for a month. Upon regaining memory, he seeks the local human rights monitor. Instruct the trainee to form two groups, and identify their respective roles in the above scenario and go to their corner to prepare and rehearse	Listen and seek clarification	5 minutes
9. IGroup Work	Supervise and guide the trainees as they prepare and do their role play	Prepare and rehearse their role play	10 minutes
10. Groups demonstrate their role play to the Plenary	Call each group to stage their role play to show the extents of their abilities in effective beginning of interviews	Group stages its role play as the rest of the trainees assess and take note of strong and weak points	20 miutes

11. Plenary Assessment	Ask the trainees to give their assessments and suggestions on abilities of their fellow trainees to interview victimsat the beginning of the process. Give the trainees your own assessment of each group	Trainee play the suggested energizer	10 miutes
12. Post –Session Evaluation Test	Direct the Trainees to Post-Session Evaluation Test	Trainees answer questions	5 minutes
13. End of Session	Thank the Trainees and ask one of them to volunteer in thanksgiving prayers	Listen Pray	5 minutes

PART TWO: SESSION ACTIVITIES CHAPTER TWO SESSION PROCESSES

Attempts have been made to make this Manual ease the work of the trainer/facilitator. However, its usefulness and effectiveness will greatly depend on the extent to which the facilitator is prepared and the depth of his/her knowledge of the subject matter. Preparations enable the trainer/facilitator to think through the key issues and the materials required for effective delivery. It also helps him/her to think of appropriate examples and familiar situations that the participants can relate to.

There are three core principles for adult learner motivation. They are inclusion, respect and connectedness.Inclusion is the awareness of learners that they are part of an environment in which they and their instructor are respected by and connected to one another. This is related to positive social climate.
Respect occurs when learners know that they can express their true selves without fear of threat or humiliation. Unless this occurs, they will not be forthcoming with their perceptions of their own reality. If there is no meaningful dialogue and if no relevant action is possible,learners become less motivate, as well they should. Connectedness is perceived as a sense of belonging for each individual and an awareness that each one cares for others and is cared for. There is a shared understanding among group members that supports each other's wellbeing. Simple exercises can be introduced that make participants feel connected to each other.

2.1.Introductions

Greet your trainees. Should this be your first session with them, tell them your name, organization that you serve or occupation, and your role. Ask them to do an ice breaker and then they introduce themselves.

2.2.Pacesetting

Inform the purpose of the session, the topic and the sub-topic. Briefly emphasize on the importance of the areas of learning to be covered for effective and efficient services as a Human Rights Monitor.

2.3. Pre-Session Evaluation

To assess the level of their familiarity with the topic and sub-topic at hand, conduct Pre-Evaluation Test. Issue them with the sheets with the questions and to write their expectations. Go through the answers as fast as possible as you read the expectations to them. Seek their consensus on agreeing with the expectations which are relevant and disagreeing with those that irrelevant.

2.4. Joint trainer-trainee evaluation analysis

This is done mostly in assessing group work and observation of presentations and role plays. Ask the trainees to give their assessments and analyses first, after which you give your final assessments and analyses pointing out the gaps they may have not mentioned.

2.5. Introducing the topic and respective sub-topics

State the topic and its respective sub-topics, simplifying as much as possible if necessary.
Use both Kiswahili and English language interchangeably.

Identify the gaps, and explain the contents of the sub-topics, giving familiar examples.

2.6. Questions and Answers on levels of prior understanding of the topic

Depending on the level of the understanding of your trainees, ask them again what they
understand on the topic and its sub-topic, and also about some of the sub-topic's contents. They may base their answers on their experiences, witnessing, past trainings, reading publications. Write the answers on the flip-chart or board or on your notebook if none of those is available.

2.7. Explanations to trainees on new areas in

the topic and sub-topics that they are not familiar

Having written the answers, identify gaps and use your contents to explain the trainee the areas that are not familiar in the sub-topic's contents.

2.8. Application of items learnt through e.g. demonstrations of role play, group work, scenario creation and narration

Direct the trainees to demonstrate the extent of their comprehension of the contents they have learnt by as appropriately as possible doing role play, group work, scenario creation, narration of the knowledge and skills they have learnt. As explained in 2.4. Do joint analyses and then give your final analyses and guidance on enhancing the practices of the skills learnt during their services as Human Rights Monitors

2.9. Evaluation through questions and answers and filling Post-Session Evaluation Test sheets

Finally ask the trainees questions verbally and in filling Post-Session Evaluation Test sheets to assess their level of understanding, measure the effectiveness of your training delivery, and enhance your subsequent trainings.

CHAPTER THREE
POST – SESSION

The progress of each session should be assessed continuously based on feedback from the learners/ participants. At the end of each day a formal evaluation should be carried out to determine the extent to which objectives have been met. The evaluation should touch on matters ranging from content, evaluation, and material to housekeeping issues. An overall training evaluation should be carried out by the trainer so as to draw lessons that should be incorporated into future trainings. Depending on institutions from which the participants come, certification could mark the formal ending of the course. Where theyare issued, certificates should be tailored to the motivational needs of both the parent organizations and the participants.

3.1.   Analyzing the Session participation and responsiveness to presentation by trainees

To be continuously effective in your training delivery, be assessing and analyzing yourself and the trainees.

- Ask yourself if you delivered your topic and sub-topic?
- Was I too simple or too complex?
- Closely examine how the trainees were responsive to your presentation and conduct of all stages of the session.
- Were they enthusiastic and lively?
- Were they overwhelmed by the contents and practicalities of the session?

3.2.   Analyzing Post Session Evaluation

Go through the answers of the trainees. Identify the numbers of trainees that answered questions correctly and wrongly. This will help you to re-organize your session plan for the next trainings.

3.3.   Identify weaknesses for enhancing training delivery and best practices to build on

For effectiveness in subsequent trainings identify and work on your weaknesses as a trainer.
Identify best practices on the stages of the training session, and innovate measures for building on for advancing enhancement

3.4.   Write a comprehensive report on the training session

Give detailed report on activities in each stage of the session on the extent of performance in your roles as a trainer and roles of trainees. Evaluate your utilization of the respective duration of time you allocated to each stage. Examine if you used too much time to a stage of the session at the expense of the other stages in the same session.

3.5.   Give views on organization and contextual environment of the training, capacity of the trainees

For effective organizations of future trainings, give your views on contextual environment Interact with the trainees about the state of environment in the area in terms of politics, security, peace, food security, social and economic situations.

Some of the developing trends in these situations may affect the trainees directly or indirectly thus having some positive or negative bearings on training deliveries and absorption by trainees. Observe the venue, adequacy of facilities, diet, access by differently enabled trainees, sign language facilitation and other aspects that may affect the training.

Based on the performance of the trainees, assess and analyze if they were the right caliber of trainees enlisted to undergo the training. Reflect and record your experiences with them basing on if they were but not limited to being over active, inactive, being already fully familiar with the topics and sub-topics at hand, or conversely taking too long to comprehend concepts, contents and applications of the training delivery. In terms of numbers were they too many or too few?

Document your views, assessments and analyses

3.6.   Give recommendations

Having done and documented your views, assessments analyses, write comprehensive recommendations to your organization so as to take appropriate actions in re-organizing future trainings.

CHAPTER FOUR {ACTIVITIES DURING THE SESSION}

Training human rights monitors involves a range of activities aimed at equipping individuals with the necessary knowledge, skills, and attitudes to effectively monitor and protect human rights. Some common activities conducted during such training: Lectures and Presentations; Case Studies and Analysis; Role-playing and Simulations; Field Visits; Legal Training; Safety and Security Training; Documentation and Reporting; Ethical Considerations; Advocacy and Networking; and Self-care and Support. By engaging in these activities, human rights monitors can develop the knowledge, skills, and resilience needed to effectively promote and protect human rights in their communities and beyond.

4.1. Introductions

As explained before, introduce yourself by telling them your name, organization that you serve, your role in the session Depending on the length of the session and number of the trainees, determine if they can introduce themselves one by one, giving their names and their other details as appropriately as possible. At most introductions should take 20 minutes Any number of trainees may be overwhelming with regard to the length of the session. If it's a session of 15 minutes with five participants, topic at hand might be covered fully.

4.2. Pace Setting

Inform the trainees about the topic and sub-topics. Briefly explain the meaning and purpose of training this topic.

4.3. Pre-Session

This is the stage of determining the trainee's extent of understanding of the topic and its sub-topics. Ask the trainees to fill answers to some questions in the evaluation sheet. Alternatively, you can ask them verbally.
Ask them their expectations.

4.4. Energizer

In between the stages of the session conduct practical energizers, fun activities, to break monotony, boredom, fatigue and move to the next point or the next sub-topic or next activity. Your or your trainees may suggest and conduct energizers.

4.5. Evaluation

Continuously assess yourself and your trainees as you conduct the session. In case you find trainees are not understanding a point, rephrase it by simplifying it. Guide the trainees in assessing one another during presentations of reports, findings, role plays, project by themselves as individuals and/or groups

4.6. Ice Breakers

Ice breakers are also fun activities conducted at the beginning of the session. Your or your trainees may suggest and lead the rest of you in conducting and enjoying ice breakers

4.7. Joint Evaluation Analyses

These analyses are done by both the trainer and the trainees. The latter do first and the former do last. Analyses are done by examining components of reports, projects, giving reasons, justifications, characteristics, gaps, strengths, and conclusions

4.8. Explanation

Upon determining the level of your trainees during pre-session evaluation and expressing their expectations, you will be able to give explanations at their level of understanding and their language proficiency.
Use illustrations, familiar situational contexts and examples. Be short and precise.
Present in an interesting manner to sustain their attention to you so as to absorb as much knowledge and skills as possible.

4.9. Group Work and Reporting

Groups of trainees can work on the same task or different tasks. Give them adequate to do their assigned task. Have appropriate number of trainees so as to enable or members in the group to participate. They chose chairpersons and secretaries. Mostly it's the latter who write and present the reports to the plenary.

4.10. Role Plays

This is an activity whereby roles of actual actors are played. Give a task to a trainee or group of trainees to prepare and stage the play before the rest of the trainees and you during the plenary. Guide the trainees in assessing the plays and identifying lessons learnt

4.11. Post Session Evaluation

This is process of determining the trainee's extent of understanding of the topic and its sub-topics. Use the Post Session Evaluation Sheets or ask them verbally if their expectations have been met

4.12. Conclusion and Closure
Thank the trainees for their participation, pray together and close the session.

CHAPTER FIVE
TIME MANAGEMENT

Time management is crucial in training human rights monitors to ensure that participants receive comprehensive instruction while making efficient use of available resources. Here are some strategies for effective time management in such training programs: Prioritize Learning Objectives; Develop a Detailed Schedule; Break Down Complex Topics; Allocate Time Appropriately; Utilize Interactive Methods; Manage Transitions; Monitor Progress; Flexibility and Adaptability; and Evaluate and Reflect. By implementing these time management strategies, training programs can optimize the use of resources and maximize the impact of human rights monitor training, ultimately empowering participants to advocate for and protect human rights effectively.

Balancing contents of the topic and activities with the time prescribed for the Session:

5.1. Spend adequate time in planning your training session within the time allocated
5.2. Determine the extent of contents to be covered and activities, especially the practical to be done during the allocated duration of time for the session.
5.3. Allocate duration of time for each activity
5.4. During the Session keep on referring to your session plan and watching the clock as you train your trainees during each activity. This will help you in avoiding using too lengthy excessive time in one activity at the expense of the other activities.
5.5. Out of Session Time Management. Arrive at the training venue an hour early before the start of your session to relax, explore the environment, reexamine your Session Plan, training contents, setting up your equipment, briefly being in the training room as your fellow trainer is conducting own session. This is important especially where you will conduct a topic that is in the same area, and sequentially follows the topic being handled by your fellow trainer. Attending the session will be a strategy in pre-assessing the level of the trainees you are about to train.

CHAPTER SIX
HANDLING TRAINEES

Handling trainees in training human rights monitors requires a delicate balance of support, guidance, and empowerment. By effectively managing trainees in training human rights monitors, you can create a supportive and empowering learning environment that equips participants with the knowledge, skills, and confidence to promote and protect human rights effectively in their communities and beyond.

6.1. Dominating Participants

In the course of conducting your session, you may have one or several dominating participants who may have served as Human Rights Monitors.
Some of the way they dominate are:

• Answering questions ahead of others
• Asking too many questions
• Interjecting to give comments you are explaining, and you had not authorized him/her to talk
• Dominating during group work
• Talk to him politely so as to give others a chance.

6.2. Inactive Participants

In the same group there would be inactive trainees who are silent but not listening. Ask him or her questions. If unable to answer, give him/her ask another participant to help him with the answer. Assign the participant to give a short talk on some aspect of the topic.
If majority are not participating, give them one, two or three questions, and ask each of them to read their respective answers.
Though it is always democratic for trainees to choose their group leaders (chairpersons and secretaries), assign each group leaders from among the most you deem inactive participants.

6.3. Too Many Trainees

In training venue with too many trainees, e.g. 80, 100, just introduce yourself to save time, no matter how session is long.

Such number of trainees introduce themselves during the first session of launching the training.

There are situations that the trainees are divided into tens, 20s and assigned rooms. In such situations allow introductions in the room you are allocated to train.

During delivery of your lessons, try your best to make the session interactive by asking questions, giving time to ask, organizing group work.

6.4. Too Few Trainees

There are times, trainees are late and only one trainee or two or four have turned up. You have waited for half the time, but the rest have not turned up.

Seek the authority of your team leaders of the training organization on whether to continue or have the session deferred to some other time during the day, or another day.

However, if you are instructed to train the few trainees who have turned up, do it at once.

This has been done, especially where trainees have paid for the training.

6.5. Trainees Already Familiar with the Topic and its Respective Sub-Topics

It is very necessary, to gauge the level of comprehension of the trainees in the topic and sub topics you are to deliver. Majority of them in your class may be long time experienced professional Human Rights Monitors.

Make your training as interesting as possible to sustain their attention span and participation. Give latest updates of researches, events, scenario in the subject you are training. Ask cross sections of participants to share their experiences, successes, best practices, challenges, necessary constitutional, legal, policy, and administrative reforms that they would like. In case they are too many, assign them group work.

6.6. Trainees Taking Too Long to Understand Contents and their Applications

Conversely, you may have trainees who are taking too long to understand principles and practices of Human Rights Monitoring and Reporting.

Jointly with them explore what are the causes. Don't be shy to ask them if your methodologies of training are too complex for them. Encourage them to ask. Request them which parts of the training contents they have understood to some extent, and those they have not understood at all. Seek more time from you team leaders to re organize yourself for retraining them. Don't be shy in having a co-trainer in the session who is competent is some of the contents you were unable to deliver effectively.

CHAPTER SEVEN
STRESS MANAGEMENT

Training human rights monitors can be emotionally demanding and mentally taxing for trainers, given the sensitive nature of the subject matter and the potential exposure to trauma. Here are some stress management strategies for trainers of human rights monitors:

1. Self-Care Practices: Prioritize self-care by engaging in activities that promote physical, mental, and emotional well-being.
2. Set Boundaries: Establish clear boundaries between work and personal life to prevent burnout and maintain balance.
3. Seek Support: Build a support network of colleagues, mentors, friends, and family members who can provide emotional support, understanding, and encouragement during challenging times.
4. Practice Mindfulness: Incorporate mindfulness techniques into your daily routine to stay grounded and present in the moment.
5. Take Breaks: Allow yourself regular breaks throughout the training process to rest, recharge, and decompress.
6. Manage Expectations: Be realistic about what you can reasonably accomplish as a trainer and avoid putting undue pressure on yourself to meet unrealistic expectations.
7. Practice Stress Reduction Techniques: Learn and utilize stress reduction techniques, such as progressive muscle relaxation, visualization, or aromatherapy, to help alleviate tension and promote relaxation during stressful periods.
8. Engage in Reflective Practice: Take time to reflect on your experiences as a trainer, including the challenges, successes, and lessons learned.
9. Seek Professional Help if Needed: If you find yourself struggling to cope with stress or experiencing symptoms of burnout, don't hesitate to seek support from a mental health professional or counselor. Talking to a trained therapist can provide valuable guidance and support in managing stress and building resilience.
10. Practice Gratitude: Cultivate a sense of gratitude by focusing on the positive aspects of your work as a trainer and expressing appreciation for the opportunities to make a difference in the lives of others through human rights education and advocacy.

By implementing these stress management strategies, trainers of human rights monitors can effectively manage the demands of their role while maintaining their well-being and resilience in the face of challenging circumstances.

7.1. Journey/Jet Lag

It is very necessary to arrive to the training venue you are assigned as early as possible. If the venue is within commutable distance from your residence, be there at least two hours early. If it requires you to travel for half or full day, arrive a day earlier, spend the night there and train the following day.
Benefits of arriving early is you will have adequate rest and regenerate energy and improve mental stability after the journey or flight.
You will have ample time to go over your session plan, and training contents, do more research and reorganize your training delivery
If the training has been going on, you will interact with team leaders for updates, information about the trainees, assigned training room and even attend some of the training sessions being handled by your co-trainers.

7.2. Conditioning Oneself in New Environments

Arriving early in your training venue will enable you adjust physically and psychologically in the environment of the area, especially if you are to train for several days.
Walk about the training venue facilities, then outside locality, interact with local people and view the area, health services, commercial activities, amenities, transport infrastructure, worship facilities, and leisure joints.
This will be a strategy against stresses that you may have had before arriving in your assigned training area.
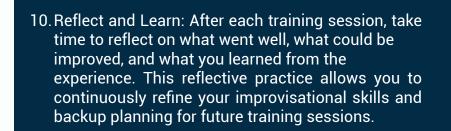Consequently, you will be able to regenerate physical and mental energies for focusing in preparing and delivering your trainings effectively to the satisfaction of the trainees and your training coordinators.

CHAPTER EIGHT {IMPROVISATION AND BACK UPS}

Improvisation and having backup plans are essential skills for trainers of human rights monitors, especially in dynamic and unpredictable training environments.

1. Know Your Material: Have a thorough understanding of the training content and objectives. This will enable you to adapt and improvise, when necessary, without losing focus on the training goals.
2. Flexibility in Delivery: Be prepared to adapt your training methods and delivery style based on the needs and preferences of the participants. Flexibility allows you to adjust on the fly to ensure engagement and effectiveness.
3. Anticipate Challenges: Identify potential challenges or obstacles that may arise during the training, such as technical issues, time constraints, or participant disengagement. Anticipating these challenges allows you to develop backup plans in advance.
4. Prepare Backup Materials: Always have backup materials readily available in case of unexpected disruptions or technical failures. This may include printed handouts, alternative presentation formats, or supplemental resources that can be accessed offline.
5. Utilize Interactive Activities: Incorporate interactive activities, group discussions, and hands-on exercises into your training sessions. These activities not only enhance engagement but also provide opportunities for improvisation and adaptation based on participant feedback and reactions.
6. Encourage Participation: Encourage active participation from participants to create a collaborative learning environment where ideas can be shared and explored together. Participant involvement can help generate new insights and perspectives, fostering improvisation and creativity in the training process.
7. Be Resourceful: Make use of available resources and expertise to address unexpected challenges or gaps in the training. This may involve tapping into the knowledge and experiences of participants, seeking assistance from fellow trainers or facilitators, or utilizing online tools and resources.
8. Stay Calm and Confident: Maintain a calm and confident demeanor, even in the face of unexpected setbacks or challenges. Your attitude and demeanor set the tone for the training environment and can help reassure participants and maintain their confidence in your ability to lead the training effectively.
9. Encourage Feedback: Actively seek feedback from participants throughout the training to gauge their understanding, engagement, and satisfaction. Use this feedback to make real-time adjustments and improvements to the training delivery as needed.

10. Reflect and Learn: After each training session, take time to reflect on what went well, what could be improved, and what you learned from the experience. This reflective practice allows you to continuously refine your improvisational skills and backup planning for future training sessions.

By incorporating improvisation and backup planning into your training approach, you can effectively navigate unexpected challenges and ensure the success of your human rights monitor training programs.

PART II
CHAPTER IV HUMAN RIGHTS TRAINING CURRICULUM

Background;

At the core of governance is respect for human rights. The community leaders and monitors can play a key role in reporting human rights issues, and, in particular, promoting their protection and flagging their violation. By raising awareness on human rights issues, the community leaders and monitors will stimulate actions to ensure that rights are guaranteed and secured. Monitoring and reporting of human rights violations is part of accountability and stimulates actions for the enforcement of rights. However, human rights reporting is a specialized field that requires expert training. Yet few institutions offer a dedicated course in this area. This is the reason Chapter IV is developing a specialized curriculum for training community leaders and monitors on human rights monitoring and reporting. It primarily targets local community leaders and community monitors working at the local level, an integral component of outreach at the local level, but it can also be useful to all leaders and human rights monitors across the various levels.

Course Target and Aims;

The training aims to equip local leaders and human rights monitors in Kenya with the necessary knowledge and skills to effectively monitor and promote human rights at the grassroots level. Participants will learn about international human rights standards, monitoring methodologies, documentation techniques, and advocacy strategies. The training will empower participants to identify, report, and address human rights violations in their communities, ultimately contributing to the protection and promotion of human rights in Kenya.

The overall objective of the Manual;

Is to improve the efficiency, professionalism and impact of community leaders and human rights defenders in implementing their monitoring mandates. The specific objectives of the Manual are:
a. to provide information on international human standards relevant to the monitors' operations;
b. to provide information on techniques for human rights monitoring and encourage the development of the relevant skills by human rights prfessionals and community leaders.

The Manual is principally;

Intended for training of community monitors and leaders to perform primarily a monitoring function. Manual users should keep in mind that the Manual is not specific to any one field operation or single region. Every field operation will be different from its predecessors, because mandates are different, and so are the human rights problems and circumstances of each region. Also, the Manual focuses on one possible function engagement only, i.e. monitoring of human rights violations.

Finally;

The Manual does not provide a panacea for violations or conflict. Community monitors should remember that they often cannot change events, and should not feel responsible for things they cannot change. The actions of monitors are also limited by the international human rights norms they are seeking to implement and by basic principles of monitoring (do no harm, respect the mandate, exercise good judgement, etc.)

TOPIC	SUB-TOPIC	OBJECTIVES: At the end of the session, the trainers should be able to…	MODE OF DELIVERY	INSTRUCTIONAL MATERIALS & EQUIPMENT
1.Introduction to Human Rights	1.1.Definition of Human Rights	Define Human Rights.	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts
	1.2. Human Rights and Responsibilities	State distinction between Human Rights and Responsibilities, and give practical examples.		
2.History of Human Rights	2.1. Overview of Evolution of Human Rights in the World	Explain overview of evolution of Human Rights in the World.	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	2.2. Overview of Evolution of Human Rights in Kenya	Explain overview of evolution of Human Rights in Kenya		
3. Bill of Rights of Kenya	3.1. Bill of Rights in Kenya as per Chapter Four of the Constitution of Kenya, 2010 and some of the respective corresponding violations	Explain applications of Bill of Rights in Kenya as per her current Constitution.	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	3.2. Other Provisions in the Constitution that provide for Human Rights	Explain applications of other provisions in the Constitution that provide for Human Rights		
4. International Bill of Rights	4.1. Universal Declaration of Human Rights 1948	Give examples of provisions of the Declaration	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	4.2. International Covenant on Civil and Political Rights, 1966	Give examples of provisions of the Covenant on Civil and Political Rights.		

	4.3. International Covenant on Economic, Social and Cultural Rights, 1966	Give examples of provisions of the Covenant on Economic, Social and Cultural Rights.		
	4.4. Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), 1979	State examples of the provisions of the CEDAW.		
	4.5. Convention on the Rights of the Child, 1990	State examples of the provisions of the Convention on the Rights of the Child.		
5. Continental Bill of Rights	5.1. African Charter on Human and Peoples' Rights, 1981.	Give examples of the provisions of the African Charter on Human and Peoples' Rights.	State examples of provision of the East African Human and Peoples' Rights Bill.	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	5.2. African Charter on the Rights and Welfare of the Child, 1990	Give examples of the provisions of the African Charter on the Rights and Welfare of the Child.		
	5.3. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, 2003	Give examples of the provisions of the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa.	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
6. Regional Bill of Rights	6.1. East African Human and Peoples' Rights Bill, 2011	State examples of provision of the East African Human and Peoples' Rights Bill.		
7. Human Rights Education	7.1. Development of Human Rights Education	Explain the development of the Human Rights Education.		
	7.2 Role as a Citizen in Human Rights Education	State the role of citizens in Human Rights Education.		

8. Human Rights Institutions	8.1. State Actors: - Kenya National Commission on Human Rights (KNCHR), Commission on Human Administrative Justice (Ombudsman), Independent Police Oversight - IPOA	Explain the role of the state actors in Human Rights.	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks
	8.2. Non-State Actors: Kenya Human Rights Commission – KHRC, Amnesty International, Human Rights Watch, Trade Unions for Workers Rights Musicians and composer association etc	Explain the role of the state actors in Human Rights.		
9. Human Rights and the Sustainable Development Goals (SDGs)	9.1 Overview of the Sustainable Development Goals	Explain the overview of SDGs and Human Rights dimension in each of 17 Goals	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	9.2. Correlation of Human Rights and SDGs	State own contribution in achievements of Human Rights in the SDGs.		
10. Human Rights Based Approach in Day-to-Day Public and Private Lives	10.1. Definition of Human Rights Based Approach	Explain the overview of SDGs and Human Rights dimension in each of 17 Goals	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	10.2. Ensuring Human Rights Based Approach Inclusion and Sensitivity in Public and Private Lives	Define Human Rights Advocacy.		
11. Human Rights Advocacy	11.1. Definition of Human Rights Advocacy	State practicalities of Evidence Sensitivity in Human Rights Advocacy.	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	11.2. Evidence Sensitivity in Human Rights Advocacy	State own contribution in achievements of Human Rights in the SDGs.		

12. Human Rights Monitoring and Reporting	12.1. Identifying Violations and collecting Evidence	Demonstrate skills in identifying violations and collecting evidence.	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	12.2. Reporting and Follow Ups to ensure justice	Demonstrate procedures of reporting and making follow ups till conclusion of achieving redress over the respective violation.		

CORE READING TEXTS/ MATERIALS

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Comparing and Contrasting the Bill of Rights in Chapters 5 and 4 in the Constitutions of Kenya of 1963 and 2010
https://digitalcommons.csbsju.edu/cgi/viewcontent.cgi?article=1000&context=p

3.The Constitution of Kenya 2010

4.https://www.un.org/en/global-issues/human-rights
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(Upon opening the link, please, Click EN to read the English Language Version)

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ADVOCACY: HUMAN RIGHTS MONITORING, IVESTIGATING AND REPORTING

PART ONE: MONITORING HUMAN RIGHTS VIOLATIONS

1.Definitions of Human Rights Monitoring and terms used	1.1. Basic definition of Monitoring and practical examples in day to day lives	Define Monitoring basically, and give practical examples	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	1.2 Definition of Human Rights Monitoring and terms used	Define Human Rights Monitoring and related terms used		
2.Community Based Human Rights Monitor	1.2 Definition of Human Rights Monitoring and terms used	Explain responsibilities of the Community Based Human Rights Monitor	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	2.2. Identifying and working with human right stakeholders	List stakeholders in human rights		
	2.3. Self-Protection and Defense	State how to protect and defend oneself		
	2.4. Stress Managemente	Narrate how to manage stress		
3. Human Rights Violations monitored and investigated	2.1. Human Rights Violations definition	Define Human Rights Violations	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	Violations investigated against corresponding rights, freedoms, protection and laws	Give examples of violations being investigated against corresponding rights, freedoms, protection and laws		

PART TWO: INVESTIGATING HUMAN RIGHTS VIOLATIONS

4. Steps in Investigating Human Rights Violations – Part One	4.1. Planning and preparing to investigate	Explain how to plan and prepare investigations	Case studies, case teaching, group discussions presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	4.2. Determining and Collecting Documentary and Physical Evidence	State how to determine and collect documentary and physical evidence		

5. Steps in Investigating Human Rights Violations – Part Two	5.1. Preparing interviewing victims, survivors and if possible, the perpetrator.	Explain measures in interview preparation	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	12.2. Reporting and Follow Ups to ensure justice	Demonstrate procedures of reporting and making follow ups till conclusion of achieving redress over the respective violation.		
	5.2. Beginning the Interview Session	Demonstrate practically the beginning the interview		
	5.3. Interviewing on the Process	Demonstrate practically using process technique		
	5.4. Interviewing on the Content	Demonstrate practically using content technique		
	5.5. Ending the Interview	Demonstrate practically the beginning the interview		
6. Steps in Investigating Human Rights Violations – Part Three	6.1. Verifying, Compiling and Packaging the Information	Explain steps in verifying, compiling and packaging the information collected	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	6.2. Findings Analyses	Demonstrate practically analyses of the findings		
	6.3. Determining Patterns in Human Rights Violations	Demonstrate patterns practically in human rights violations in preliminary investigative report		
7. Report Writing	7.1. Types of Reports	List and define types of reports	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	7.2. Principles and format of Report Writing	Demonstrate practically principles and format of report writing		
	7.3. Production of a Report	Demonstrate patterns practically in human rights violations in preliminary investigative report		
8.Use of Report	8.1. Internal use of the Report	List and define types of reports	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	8.2. External use of the Report	Explain internal use of the report		
	7.3. Production of a Report	Explain external use of the report		

5. Steps in Investigating Human Rights Violations – Part Two	5.1. Preparing interviewing victims, survivors and if possible, the perpetrator.	Explain measures in interview preparation	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	12.2. Reporting and Follow Ups to ensure justice	Demonstrate procedures of reporting and making follow ups till conclusion of achieving redress over the respective violation.		
	5.2. Beginning the Interview Session	Demonstrate practically the beginning the interview		
	5.3. Interviewing on the Process	Demonstrate practically using process technique		
	5.4. Interviewing on the Content	Demonstrate practically using content technique		
	5.5. Ending the Interview	Demonstrate practically the beginning the interview		
6. Steps in Investigating Human Rights Violations – Part Three	6.1. Verifying, Compiling and Packaging the Information	Explain steps in verifying, compiling and packaging the information collected	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	6.2. Findings Analyses	Demonstrate practically analyses of the findings		
	6.3. Determining Patterns in Human Rights Violations	Demonstrate patterns practically in human rights violations in preliminary investigative report		
7. Report Writing	7.1. Types of Reports	List and define types of reports	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	7.2. Principles and format of Report Writing	Demonstrate practically principles and format of report writing		
	7.3. Production of a Report	Demonstrate patterns practically in human rights violations in preliminary investigative report		
8.Use of Report	8.1. Internal use of the Report	List and define types of reports	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts.	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	8.2. External use of the Report	Explain internal use of the report		
	7.3. Production of a Report	Explain external use of the report		

Human Rights Monitoring Reports and Human Rights Advocacy	9.1. Basic definition of Advocacy and other related terms, inter alia, petition, lobbying	Define Advocacy and related terms	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks.
	9.2. Definition of Human Rights Advocacy	Define Human Rights Advocacy		
	9.3. Strategic uses of Human Rights Monitoring Reports as evidence based too for Human Rights Advocacy, Annual Report, Strategic Planning of the and sharing with State and Non-State Actors nationally, regionally and globally	State the strategic uses of the report		
	9.4. Planning, executing and reporting Human Rights Advocacy	Give steps in planning, executing and reporting on Human Rights Advocacy		
	9.5. Resource mobilization	Give tips on how to access resources and support for human rights initiatives, including fundraising and networking with other organizations.		

PART FIVE: PERSONAL SECURITY

10. The Personal Security of the Human Rights Monitors	10.1. Personal Security during Human Rights Violations Operations	Explain and demonstrate how to manage own personal security during Human Rights Violations Operations	Case studies, case teaching, group discussions, presentations and guest speakers, podcasts	Radio recorders, smartboard, videos, case studies, computers and hard disks
	10.2. Personal Security at Your Residence When not on Duty	Explain and demonstrate how to manage personal security at own residence when not on duty		
	10.3. Digital security for Human Rights Monitors	Enhance the digital security awareness and practices to protect sensitive information and ensure safe communication channels in their work.		
	10.4. Evidence security for Human Rights Monitors	Strengthen the capacity of human rights monitors to securely collect, store, and manage evidence of human rights violations, ensuring the integrity and confidentiality of sensitive information.		

PART SIX: SELF/FINANCIAL SUSTAINABILITY OF A HUMAN RIGHTS DEFENDER

PART ONE: MONITORING HUMAN RIGHTS VIOLATIONS

11. Sustaining One self and Dependents While Serving and During Retirement	11.1. Financial Management, Needs vs Wants	Describe how to strategize and plan financial security during retirement life	presentations and guest speakers, podcasts	
	11.2. Strategizing and Planning Financial Security during your Retirement Life	Describe how to strategize and plan financial security during retirement life		
	11.3. Savings and Investments for Personal Pension during Retirement	State how to save and invest for personal pension during retirement		
	11.4. Security and Safety during Retirement inside and out of Residence	Explain and demonstrate how to manage own security and safety during retirement inside and outside residence		
	11.5. Psycho-Social Adjustment to Retirement	Narrate how to manage own psycho-social adjustment to retirement		
	11.6. Related Voluntary Occupations While in Retirement	Describe related voluntary occupations while on retirement.		

PART SEVEN: HUMAN RIGHTS INSTITUTIONS FOR REFERRAL

| 12 . Human Rights Institutions and Referral of Cases | 11.1. Financial Management, Needs vs Wants | Identify Human Rights Institutions serving human rights monitors | Case studies, case teaching, group discussions, presentations and guest speakers, podcasts | Radio recorders, smartboard, videos, case studies, computers and hard disks. |
| | 11.2. Strategizing and Planning Financial Security during your Retirement Life | Identify Human Rights Institutions for case referrals | | |

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3.Handbook: https://www.ohchr.org/sites/default/files/Documents/Publications/Chapter13-MHRM.pdf https://www.hrw.org/about/about-us/about-our-research
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6.

7.   Handbook: https://www.apt.ch/sites/default/files/publications/investigators-hand-book-2014-final_illustrated_0.pdf
https://www.civicus.org/documents/toolkits/Human%20Rights%20reporting%20guide%20%20en.pdf
(Applies to Chapters 8 and 9)

8.
9.

10.Handbook: https://freedomlab.io/human-rights-safety-security/
(for whole chapter)
https://www.ca.go.ke/
Data Protection Act of 2019
Computer Misuse and Cyber Crimes Act of 2018

11.   Handbook: https://www.oecd.org/finance/private-pensions/39197801.pdf (Apply to 11.2 and 11.3)
Handbook: https://freedomlab.io/human-rights-safety-security/
Handbook: https://www.helpguide.org/articles/aging-issues/adjusting-to-retirement.html
Handbook: https://novoresume.com/career-blog/jobs-for-seniors

12. Handbook
www.khrc.or.ke
www.amnesty.org/en
www.knchr.org

CHAPTER IV
INSTITUTE