EQUAL RIGHTS COMMITTEE TRAINING OF TRAINERS

(SPECIALISED TRAINING-HUMAN RIGHTS GROUP)

TRAINING REPORT
(13TH-17TH MAY 2013)
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### Abbreviations

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<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>ADR</td>
<td>Alternative Dispute Resolution</td>
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<td>CIC</td>
<td>Commission on the Implementation of the Constitution</td>
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<td>HAPCA</td>
<td>HIV and AIDS Prevention and Control Act 2006</td>
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<td>HIV</td>
<td>Human immuno-deficiency virus</td>
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<td>IDUs</td>
<td>Injecting Drug Users</td>
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<td>SOTENI</td>
<td>Sustainability Opportunity Training Epidemiology Networking Interdependence Kenya</td>
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<tr>
<td>OVCs</td>
<td>Orphans &amp; Vulnerable Children</td>
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<td>MTCT</td>
<td>Mother to Child Transmission</td>
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<tr>
<td>NEPHAK</td>
<td>The National Empowerment Network of PLHIV in Kenya</td>
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<td>PLHIV</td>
<td>Persons Living with HIV</td>
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<td>TB</td>
<td>Tuberculosis</td>
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<td>NACC</td>
<td>National AIDS Control Council</td>
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<td>NGO</td>
<td>Non Governmental Organization</td>
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<td>FGM</td>
<td>Female Genital Mutilation</td>
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1.0 BACKGROUND
The Kuria Women Empowerment Project (KWEP) is being implemented in Kuria constituency in Migori County. The Project is carried out by SOTENI Kenya and Forum for International Cooperation (FIC) in collaboration with KELIN.

KWEP aims at creating social and economic empowerment of women in Kuria East and West by training 50 women groups. Out of the 50 women groups, the project created a Central Equal Rights Committee (CERC) to advocate for women’s rights and to increase communities’ awareness on the social and physical effects of health issues (i.e. HIV and FGM) and human rights violations, including domestic abuse.

The Committee members were trained on human rights and on training methodologies to equip them with knowledge and skills in training members of the groups they represent. The Training of Trainers (ToT) was also aimed at enhancing the abilities of Committee members to carry out community awareness and advocacy activities.

The first training was conducted in February with the specific aim of giving the participants basic knowledge on equal rights according to the Constitution, HIV, FGM, domestic abuse, awareness raising, and advocacy, including methods to train the sub-committee.

The purpose of the second training was to equip the participants with special skills on training on equal rights according to the Constitution, HIV, FGM, domestic abuse and on awareness raising and advocacy. This module also introduced them to the training manual and the training of trainers manual which are the key tools to be used during the facilitation at the community level.

KELIN prepared both the Training manual and the Training of Trainers Manuals. Both manuals were distributed to the participants during the training.
2.0 EXECUTIVE SUMMARY

KELIN is a human rights NGO working to protect and promote HIV-related human rights in Kenya. We do this by: providing legal services and support, training professionals on human rights, engaging in advocacy campaigns that promote awareness of human rights issues, conducting research and influencing policy that promotes evidence-based change.

KELIN’s current programme areas are around: promoting justice for widows and orphans, campaigning for funding for health services, ensuring the government effectively supports the rights of TB patients and persuading people in Kenya to know and use their human rights.

SOTENI Kenya was founded in 2003 and operates in four rural districts in Kenya, called Tigania West (north of Nairobi) and Bungoma North, Ugenya and Kuria East & West (in western Kenya). In each area, SOTENI Kenya has established what is called a SOTENI Village of Hope (SVH), which functions as a CBO. The four SVHs are SVH-Mituntu (Tigania West), SVH-Mbakalo (Bungoma North), SVH-Ugenya and SVH Kuria.

SOTENI Kenya has gained expertise working on HIV, including prevention measures and breaking away from the stigmatization often experienced by the infected through training. SOTENI Kenya has partnered with Forum for International Cooperation (FIC) and KELIN to conduct the training sessions under the Kuria Women Empowerment Project. KELIN’S role is to advise and train on issues relating to women’s rights according to the Kenyan Constitution and on the Human rights issues relating to HIV.

2.1 Training objectives and participants expectations

The objectives of the training were to:

i. To give the participants a practical approach to training and training methodology in line with the developed training manuals;

ii. To enhance the participant’s understanding of gender, equality, and human rights by focusing on the rights of women spelt out by the Constitution of Kenya 2010;

iii. To enhance the participants understanding of the challenges that women encounter in their efforts to execute equality rights and how to overcome them;
iv. To give the participants an insight on how to address conflicting issues while conducting trainings on the link between human rights, HIV, and harmful cultural practices like Female Genital Mutilation; and

v. To share with the participants skills on how to undertake successful advocacy and lobbying on key issue-affecting women in Kuria East and West.

The participants were from Kuria East and West constituencies within Migori County. They were selected for the training after the successful completion of the first module and expression of interest to specialize on human rights training and thereafter engage in training other members of their groups.

The expectations of the participants were as follows:

i. To gain more knowledge and skills in conducting trainings on human rights.

ii. To learn more on the specific rights of women and how to champion for the rights of grassroots women.

iii. To learn how to handle the expected challenges when conducting trainings in various women groups.

iv. To acquire practical knowledge and skills on how to be a good facilitator.

v. To learn more on human rights so as to be able to monitor Human rights violations within the community.

2.2 Workshop Summary

The opening remarks were made by Ms. Mary Mwikabe, the Kuria Women Empowerment Project Coordinator. She welcomed the team from KELIN, which comprised of Ms. Melba Katindi, Ms. Leah Bugtay Mr. Edgar Makona and Mr. Francis Rakewa and Mr. Benson Oluoch the consultant working on the business component. Also present was the SOTENI
representative Daniel Otieno. Ms. Mwikabe noted that even though the participants reported late for the training they had to co-operate to enable the facilitators cover all the expected modules as planned. She led the introduction and climate setting.

Due to the delay by the participants in arriving for the training, the programme for day one had to be reworked in consultation with the participants to ensure all the planned sessions would be covered.

After the introductions, the participants were divided into two groups according to their area of interest. One group attended the Business and Entrepreneurship sessions while the other on Human Rights. The members of the groups agreed among them to ensure each group would have a member specializing in human rights and another in entrepreneurship.

This would avoid any one group being at a disadvantage. After successful consultations between the teams and the facilitators, it was agreed that the first session which was to begin after lunch be a combined one with the participants being taken through the introduction to the business module as we waited for the rest of the participants to arrive.

The first session of the business class covered group structure and roles of office bearers. The facilitators noted that this session was very essential in strengthening the already existing groups in terms of coming up with sound and democratic leadership and procedures. The facilitator took the groups through the process of preparing for a meeting, the significance of meetings and the proper way of convening a group meeting.

The second session was on developing a group Constitution. The aim of this session was to familiarize the participants with a group constitution and to explain in details its relevance to the group. The facilitator took the participant through the key Articles of a group Constitution.

However, the facilitator noted that the lessons would have been more practical if the facilitators had a chance of interrogating the existing group documents in advance thus making reference that would be specific to the real situation on the ground. Nevertheless, the key areas were covered and it is believed that participants will use their knowledge and skills
acquired during the training to review their Constitutions in line with the recommended standards.

The human rights training formally began on Day Two. Mr. Francis Rakewa started off the session with participants setting the norms for the training and thereafter the expectations were revisited and the participants were assured that during the training, specific emphasis should be laid on the already distributed training manuals and the training of trainers manuals which they would use during the training at the community level. The participants were urged to take time and read both manuals keenly in order to understand how to deliver the contents of both of them.

Ms. Katindi then took the participants through the Human Rights Module. She discussed the key points to emphasize on how to facilitate using the module. She highlighted the following key issues topics: definition of human rights, key players in human rights, characteristics of human rights, obligations of the government in enforcement of human rights and key Constitutional provisions on women’s rights. The participants were divided into groups to discuss the key players in human rights giving examples of specific rights and identifying the duty bearers and the right holders.

The second session was on the basics of HIV. The participants were taken through the key issues to consider when facilitating a session on HIV. These included the definition, the
difference between HIV and AIDS, the key issues involved in HIV care and management and how they can empower women living with HIV to claim her rights.

The third day Ms. Perez Odoyo from FIDA Kenya took the participants through the sexual and gender-based violence and FGM module. The participants were taken through the relevant legislations addressing Sexual and Gender-based Violence (SGBV) in Kenya. Key points of discussion were the major forms of gender-based violence within the Kuria community. It appears that one of the reasons for the increase of violence against women in Kuria was associated with the strong culture of the Kuria community, which is, like many other Kenyan communities, very patriarchal in nature.

The participants also discussed how to address gender-based violence within the various women groups that they represent. It was an exciting session where they shared experiences of how best to engage the cultural leaders to scale up the fight against gender based violence and FGM in the Kuria community. The afternoon session saw the participants in a group work exercise which involved identification of challenges faced in advocating for alternative rites of passage as opposed to FGM.

On the fourth day, Mr. Rakewa took the participants through the topic of stigma and discrimination. The participants gained practical knowledge and skills on how to train women of their various groups on stigma and discrimination within the context of HIV, FGM, and SGBV. It was emphasized that stigma and discrimination thrives best in an environment where the human rights of an individual are not promoted and respected. The session also involved group work exercises where the participants identified common forms of stigma and discrimination within their communities and how to deal with them from a human rights perspective.

It was noted that some school administrative staff still discriminate against girls who have not undergone FGM. This has a negative impact on the fight against FGM in the community.

The second session of the day involved a discussion on the legal and ethical issues in the context of HIV, gender-based violence and FGM. The participants were given case scenario and requested to identify the key legal and ethical issues and how to deal with them. It was an interesting session generating diverse ideas, which highlighted the causes of legal and
ethical issues. This was linked to the level of stigma and discrimination against People Living with HIV within the community.

On the final day, the participants were taken through the topics of advocacy and documentation, followed by resource mobilization, and monitoring and evaluation. Under advocacy and documentation, the participants were taken through the key steps of conducting a successful advocacy campaign. They were imparted with the necessary skills in conducting trainings on advocacy and how to give practical examples that bring out the strategies of coming up with a successful advocacy campaign.

The facilitator also covered documentation of human rights to acquaint the participants with the necessary steps to take to ensure that human rights violations against women and girls within the Kuria community are well documented.

Apart from the topics highlighted in the training manual, the participants were taken through the basics of resource mobilization as well as monitoring and evaluation. These were covered to introduce the participants to the skills of resource mobilization and equip them with the skills to identify possible sources of funds to help them in carrying out their activities within the community.

Monitoring and evaluation was relevant in ensuring that the participants continuously assess the progress of their activities within the community to gauge whether they are achieving the desired results, the challenges they meet and how best they can overcome them in championing for equality within the community. The participants were also introduced on the key skills of developing M&E tools and the relevance of M&E in human rights initiatives.

3.0 SUMMARY OF SESSIONS

DAY 1

Opening Remarks

Session Facilitator: MARY MWIKWABE

Ms. Mary Mwikwabe of the Kuria Women Empowerment Project officially welcomed the participants to the training. She noted that the main aim of this second module of the training was to equip the participants with knowledge and skills on how to conduct the trainings to the various women groups within Kuria East and West.
She noted that the training would encompass two different workshops: Business/Entrepreneurship and human rights. It was noted that since each division had two representatives, each participant from each division was to be represented in each group to enable them pair well and coordinate with each other during the trainings at the community level. The specialization criterion was based on the interest of each participant and the enthusiasm exhibited in the area of specialization during the first training. The participants agreed among themselves on this criterion.

She emphasized that at the end of the training, the participants should be able to start planning their activities towards the application of the knowledge and skills gained during the trainings in their groups and in their respective communities.

She thanked the participants who have been taking an active role within the community by giving information relating to human rights violations within the community and those who have been following up cases in courts. She encouraged the participants to continue championing for the rights of women in the community to ensure that they promote gender equality at all levels.

Ms. Mwikwabe also welcomed the facilitators from KELIN and thanked KELIN for partnering with SOTENI and KWEP. She finally called upon the participants to actively participate in the training and give their best to learn and acquire more knowledge and skills. She led the introduction and climate setting session.

The human rights session had nine participants, including a representative from the local management committee. It was later on agreed that since most of the participants in the human rights class had not reported, the first session, which began after lunch, was a combined one with both groups attending the introduction to the Business and entrepreneurship module.

3.1 Group structure and roles of office bearers
During this session the participants were introduced to the key components of group leadership and structure. Each participant was given an opportunity to share the key structures of leadership in their group. It was noted that most groups had weak leadership
structure marred with unclear procedures of elections and sharing of duties and responsibilities among the office bearers.

**Plenary**

During the plenary the facilitator emphasized the process of preparing for a group meeting and the significance of meetings.

The roles of the chair, secretary and treasurer in a group setting were made clear and the members of the group were enlightened on their role of checking any excesses of their leaders through structures and procedures.

The participants were urged to take keen interest in the group management to ensure that the group management activities are carried out democratically.

The facilitator emphasized the need to have proper minutes in-group meetings. He took the participants through the key aspects of writing minutes and the framing of resolutions.

### 3.2 Developing a Group Constitution

During this session the facilitator explored the importance of a Constitution to a group. The key elements of a group constitution were discussed. The participants were given an opportunity to share the key components of the constitutions of their various groups. It was noted that most of the participants were aware that their groups had constitutions but were not up to date with the key provisions of the constitutions. It was also noted that most of these Constitutions were drafted without due regard to the Constitution of Kenya 2010 which is the pillar of all laws.

**Plenary**

- The facilitator emphasized the need to have the group constitutions harmonized to be in line with the Constitution of Kenya 2010.
- The participants were encouraged to take active part in group processes to ensure there is accountability and proper management of funds and that every activity of the group is done in accordance with the constitution.
- The facilitator emphasized that the group Constitution is one of the key requirements for group registration hence it must reflect the groups major aims, obligations and values.
3.3 Video Session
On the evening of the first day’s training, there was a video screening on the various advocacy campaigns conducted by the Treatment Action Campaign in South Africa. The major aim of the video was to expose the participants to various ways in conducting advocacy campaigns. The video covered various advocacy issues from access to medicines, provision of free ARVS and the equal treatment to all without discrimination in the public and private sectors.

The participants were tasked to identify key human rights issues arising from the videos and the best lessons learnt from it.

The following were the key lessons learnt from the video:

- Advocacy campaign requires adequate preparations
- The right to access medical care cannot be waived by the State
- Advocacy campaigns require determination and passion
- Challenges in conducting advocacy campaigns
- A strategy must be in place to assure a successful advocacy campaign
- The various avenues in conducting advocacy campaigns including the use of courts
- The effectiveness of court judgments in public interest litigation.
DAY 2

3.4 Overview of the Constitution of Kenya 2010 and the relevant provisions on Women’s Rights
Session Facilitator: MELBA KATINDI

This session began with a recap of what the participants learnt on human Rights during the first training in February. The participants defined human rights, discussed where they come from, the key players in human rights and how they can hold the government accountable in enforcement of human rights. The facilitator emphasized on the key provisions of the Constitution touching on the rights of women and girls, these included, Article 26 which is on the right to life, Article 27 which promotes equality, Article 27(6) on the two third gender rule, Article 43 on social economic rights, Article 60 which provides for elimination of gender discrimination in law customs and practices related to land and property in land.

The facilitator emphasized the importance of understanding and internalizing the key provisions of the Constitution that promote women’s rights.

A recap of the key international instruments on women rights was done where it was emphasized that Article 2(6) of the Constitution provides that any treaty ratified by Kenya shall form part of the laws of Kenya; thus, those international instruments also form part of our laws. They are therefore relevant as key reference points in strengthening the quest for equality and empowerment for women in Kuria.
The presentation ended by the facilitator taking the participants through Equal Rights Committee Training of Trainers Manual on the key points during the facilitation of the human rights topic.

**Plenary:**

- It was noted that after the first training in February, two members of the group became part of the village elders in the community. This was due to their spirited efforts in championing for the rights of the women and girls within the community.
- The major issue that arose during the discussion was the challenges faced by the participants who have taken up cases of human rights violations. They noted that sometimes it is not easy to attend courts all the time to monitor the progress of the cases owing to financial constraints. However, they thanked KELIN for always being able to advice and give further directions on the follow-up of identified cases.
- Key issues arising from this presentation was the discrimination against women in Kuria community, particularly on the denial to inherit their father’s property upon death. They were advised that the Constitution under Article 27 provides for equality and non-discrimination and Article 60 provides that any person can own land and those cultural practices that discriminates against women rights to own land are unconstitutional in line with Article 2.

**4.0 BASICS OF HIV AND AIDS**

*Session Facilitator: MELBA KATINDI*

This session was conducted outside the normal conference room setting. The rationale for this was to give the participants a change of environment to encourage maximum participation from the participants. Being a knowledge sharing session, it was intended to give the participants a critical example of the environment where they will be conducting the trainings in the community noting that most community meetings take place outside the normal room setting, probably under a tree. It presented them with a practical experience of outdoor learning and how to make it as engaging as possible.

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1 Manual developed to be used by the equal rights committee members to give guidelines in training at the community level. It highlights the key areas of emphasis while conducting the training and the training methodology.
The participants were introduced to the epidemiological concepts of human immunodeficiency virus (HIV). She demonstrated to the participants how the virus replicates in a semblance of the deoxyribonucleic acid (DNA) strands and thus attacking the white blood cells causing them to burst.

The facilitator clarified to the participants how the antiretroviral therapy helps the body to suppress the manifestation of the HIV virus.

The general overview of HIV in Kenya was also discussed including the HIV prevalence in Kuria. It was noted that according to the latest survey, Kuria has an HIV prevalence of 26%. The participants discussed their thoughts on possible factors leading to the high prevalence rate. Some of the issues raised were poverty. This was a risk factor causing many women and girls to engage in activities like sex work that expose them to high risks of contracting HIV. Unsafe cultural practices like FGM where the tools/apparatus used in conducting the FGM are unsterilized and shared among the girls.

Other factors highlighted by the participants were the polygamous marriages in Kuria, cultural practices like woman to woman marriage commonly referred to as (nyumbamboke in Kuria), lack of knowledge on human rights; hence women and girls are not able to negotiate for safe sex.

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2 KAIS REPORT 2007
The participants were then given useful tips to consider when facilitating a session on the basics of HIV with reference to the Equal Rights Committee Training Manual and the Training of Trainers Manual. It was emphasized that they have to use a human rights based language that does not fuel stigma and discrimination.

**Plenary**

- Issues were raised as to the use of post exposure prophylaxis (PEP). It was emphasized that PEP was to be administered to persons who have been exposed to the risk of contracting the HIV virus. It should be administered as soon as possible after exposure, advisably within 36 hours.
- The participants raised concerns that elderly men living with HIV defile young girls on the belief that they shall get cured of HIV. It was emphasized that this constituted an offence of defilement contrary to the Sexual Offences Act and that such acts do not provide cure for HIV.
- The issue of whether discordant couples can have children without the risk of infecting the other partners was discussed. The participants were advised that this is possible through the constant monitoring of the CD4 cells count and the constant use of ARVs. They can have intercourse when the viral load is low and conceive. However this must be done with the doctor’s guidance.

**4.1 Group work**

The session ended with an assignment where the participants were tasked to come up with the key talking points they felt should be captured when facilitating the topic on human rights within their women groups. This would give them a practical experience of how to prepare for a sensitization session, identifying key messages and managing time.

**DAY 3**

**4.2 Recap of Day 2**

The participants presented the assignment. The key points raised during the presentations were:

i. The order of conducting the meeting—by starting with a word of prayer, followed by the introductions, setting of norms and responsibilities, sharing of expectations from the participants, then a walk through the programme;
ii. Sitting arrangement considering that most of the trainings will be conducted informally within the community;

iii. Identifying key points that address the interest of the target group;

iv. Good mastery of the Constitution and the relevant laws;

v. Attentiveness to question and critical issues raised by the participants and how to handle questions when one does not have clear responses to; and

vi. Maintaining eye contact, proper body language and being audible during presentations.

Participants holding group discussions during the training

The key talking points identified as important when discussing the human rights module were:

i. Simple definition of human rights;

ii. Explanations on the key players in human rights (this seems to be hanging);

iii. Elaborating on the roles of the government in enforcing human rights;

iv. The relevant Constitutional provisions on the rights of women and girls; and

v. Enforcement mechanisms in the case of human rights violations.

5.0 GENDER-BASED VIOLENCE

Session facilitator- Ms. PEREZ ODOYO

Ms. Perez introduced the topic and asked the participants to define what they understood by gender-based violence. The participants noted that gender-based violence included the violence against a particular person based on his gender. They gave examples of the common forms of sexual and gender based violence within the Kuria community. These included wife battery, female genital mutilation (FGM), defilement, rape and incest.
It was noted that the common victims of sexual and gender based violence within the community were widows, orphans, persons with mental and physical disability, and young boys.

The participants were encouraged to apply utmost diplomacy while tackling this topic within the community in order to help in reducing the high rate of incidences of gender-based violence. They were also taught the various channels to follow when reporting gender-based violence cases.

The participants were taken through the key provisions of the legislations that criminalize sexual and gender based violence. These were:

i. The Constitution of Kenya 2010
ii. HIV and AIDS Prevention and Control Act, 2006
iii. Sexual Offences Act 2006
iv. Penal Code cap 63 Laws of Kenya
v. The Prohibition of FGM Act
In discussing the above legislations, the participants noted that some of the challenges they face while dealing with the sexual and gender based violence are the reluctance by parents or guardians to take active part in the court process; hence hampering the judicial process.

It was emphasized to the participants that courts convict based on the evidence produced in court. It is therefore very essential to ensure that they preserve all the evidence and work hand in hand with the witnesses to attend court and give their testimonies. A discussion of women’s rights with emphasis on the rights to equality and non-discrimination, right to own and inherit property, and right to life ensued thereafter.

The common health complications resulting from FGM were discussed. It was noted that some of these complications have been reported in Kuria, especially Keloids development around the vulva. The major challenge arising was that most of the women with these complications do not seek medical attention as they shy away from disclosing the same. This has led to deaths during childbirth and broken marriages due to non-consummation of the marriage. The facilitator emphasized that the anti-FGM campaign should also be targeted at the young boys who are always advised by the community not to marry uncircumcised girls.

In conducting training on this module, the participants were cautioned of the critical nature of this topic in relevance to the cultural practices of the Kuria community. They were advised to ensure that the session is as participatory as possible by leading the group members into discussions that would bring out the key reasons why FGM is not a good cultural practice. They were then asked to advise them on to identify a way forward which promotes and respects the rights of the girls and women in general.

**Plenary**

- The participants shared some of the challenges they face while dealing with sexual and gender based violence. These include threats from the clan elders who question their interests in the case. They were advised that in sexual and gender based violence cases, especially those involving children, anybody can be a complainant on behalf of the child. Threats of physical attack or assault should be reported to the police and as this is a criminal offence.

Stigma and discrimination associated with FGM are some of the key factors that were raised. A situation where mothers abused and intimidated the uncircumcised girls was
noted to be one of the contributory factors to the increase of FGM in Kuria. The participants were advised that this is an offence under Section 25 of the Prohibition of FGM Act termed “Use of derogatory or abusive language” and attracts a fine of Ksh.50,000 or to imprisonment of not less than six months or to both upon conviction.

- Stigmatization in schools by teachers and support staff, where girls who are not circumcised are not allowed sharing the same bathrooms with the circumcised girls. This was noted to be the practice in Nyaroha Girls’ School in Kuria. The participants were advised that this was a violation of the rights of the girls contrary to Article 27(4), which provides for equality and freedom from discrimination.

- Participants raised concern at the lack of knowledge, and the awareness of the existence of the Prohibition of FGM Act and its provisions.

- The participants shared an experience of a student in Terenganya Girls who was circumcised after the father sedated her and called the “circumciser”. They were advised that this was a violation of the girl’s right to privacy as enshrined under Article 31 and the right to protection from harmful cultural practices as provided for under Article 53 of the Constitution of Kenya 2010. It was also noted that this constitutes an offence of performing an FGM contrary to Section 19, and aiding/abetting an FGM contrary to section 20 of the Prohibition of FGM Act.

- The participants noted that sometimes the parents and/or guardians do not spend enough time with their children thus failing to realize at the earliest opportunity that they have been defiled. There is a need to emphasize the role of the parents in caring and protecting their children.

- Children not willing to give evidence in court in defilement cases because they are told courts are only for adults. The facilitator emphasized that children are protected by the law under the Children’s’ Act which provides for how the children are handled in courts in a more friendly manner to enable them give evidence. They were also referred to the evidence Act that accords special protection to child witnesses.

- The participants were advised that the children need to be taught human rights so as to be able to know when their rights are violated.

- Incidences of child pornography was also noted to be common in the area. This was noted to be an offence under the Children’s Act.
6.0 WALK THROUGH THE MANUAL, SGBV AND FGM
Session facilitator-MELBA KATINDI
During the afternoon session, the participants were taken through the Training Manual. Each participant was given an opportunity to read the manual on SGBV and FGM. They were then advised on the key areas to put emphasis on during the facilitation at the community level. They were advised that they have to ensure that the before they tackle any topic/module on the training manual, they must prepare adequately in order to be ready to tackle any emerging issues during the training/presentation.

6.1 Group assignment
The participants were divided into two groups and given a case as a take home assignment

**Group A**
You have been invited to attend a local chief’s baraza in your village and address them on FGM. Prepare a ten minute presentation on the same noting the key areas of emphasis.

**Group B**
You have been invited to a chief’s barazas in your local area to present on the topic of defilement being a crime on the rise in the area. Prepare a ten-minute presentation on the same.

**DAY 4**
*Recap of day 3*
The representatives from each group presented their assignments.

**Group A**
The presentation of group A was well done with the presenter Mrs.Priscah Mwita elaborating the key points of consideration when discussing FGM. The other members of the team from KELIN and the participants took role as the community members and the chief by asking question, which ordinarily would be asked in such forum. The key issues discussed were:

- The law on FGM
- Why FGM is a harmful cultural practice
- Complications associated with FGM
- How to handle cases of FGM
- Stigma and discrimination associated with FGM
Equal rights committee training of trainers –module two report

Group B
Presentation was done by Mrs. Florence Robi
She started by thanking the chief for the invitation and introducing herself and her role in the community as an Equal Rights Committee member giving a background of the training she received. She then went on to discuss the topic of defilement.

The key areas covered were:
- Definition;
- Relevant legislation;
- The punishment as prescribed under the Sexual Offences Act;
- Process of reporting and documenting defilement cases; and
- Key steps to be taken to reduce defilement cases within the community.

7.0 INTRODUCTION TO THE EQUAL RIGHTS COMMITTEE T.O.T MANUAL
Session Facilitator - MELBA KATINDI
The participants were introduced to the Equal Rights Committee Training of Trainers (TOT) Manual. The TOT Manual is intended to give the trainers a step-by-step guidance for ease in conducting an effective training on the contents of the manual.

The Manual provides useful tips on how to facilitate on each module and builds the trainers capacity on handling key issues that are likely to arise when conducting training sessions. It is tailored to give the trainers an overview of how to engage the participants during training in order to achieve the desired objectives.

The TOT Manual provides an outline of how the contents of the training manual can be broken down into manageable bits to be delivered in piecemeal by the trainers. It is a comprehensive guide that covers the key activities for every step made by the trainer in conducting training on a particular module. It also provides relevant examples and exercises to be given to the participants to ensure that they understand the particular topic of discussion. It also gives sessions and examples of energizers tailor made for every topic to help the participants internalize the key lessons learnt in each session.

It was emphasized that before conducting any training, the facilitator must read through the manual to understand what is required of her/him before conducting the training. The
participants were taken through the key components of the Manual with special emphasis on the signs and symbols used to describe various activities in the manual.

7.1 Stigma and Discrimination

Session facilitator- Francis Rakewa

The participants were reminded of the case of *Midwa vs. Midwa*, which is a decided case in Kenya. The facts of the case were presented to the participants and they were asked to share their opinions on the ruling. The participants recalled the case and how it raised serious issues during the first training in February. The facilitator emphasized that when facilitating on this topic, it is important to give the facts of the case and let the participants raise issues before having a discussion of the issues backing them with the relevant legislative authorities. The participants whose key area of specialization was HIV were asked to lead a discussion on the effects of stigma and discrimination on HIV prevention, testing and treatment.

It was noted that stigma and discrimination affect treatment by keeping people away from learning their HIV status through testing and discourage them from disclosing their status to their partners. As a result, they infect their partners with the virus. It was also noted that stigma keeps away people from seeking treatment and counseling services which are easily available thus enhancing the spread of the virus.

The facilitator then led a discussion on stigma and discrimination related to FGM and how it affects the fight against FGM in the Kuria community. It was noted that stigma and discrimination against girls who are not circumcised is the major contributory factor to the increase of the practice. The participants were then engaged in a discussion on how to deal with FGM related stigma and discrimination. Some of the proposals included engaging all the key and influential leaders of the community in a dialogue to let them understand the risks and effects of FGM.

The participants whose area of specialization was Gender Based Violence also discussed the stigma and discrimination related to GBV. It was noted that women whose rights have been violated through GBV are more stigmatized in the society, as they tend to keep away from the eyes of the general public. Discrimination is also rife when they are looked down upon as objects of ridicule within the society.
The session ended with a discussion on how to handle stigma and discrimination within the three contexts. It was emphasized that the major strategy is to engage the victims in an open discussion and assure them that despite their predicaments they are as equal as other members of the society.

**Plenary**

- It was proposed that there is need to have more rescue centers within Kuria to take in girls who have declined to undergo FGM and are facing ostracism from family and community members;
- The survivors of GBV and FGM to be given psychosocial support;
- The clarification to the participants that discrimination was a violation of human rights contrary to Article 27(4) of the Constitution of Kenya which provides for equality and freedom from discrimination; and
- A big concern among the participants was the effects of stigma and discrimination on treatment; especially in some hospitals where the results are disclosed without consent of the patients.

### 8.0 LEGAL AND ETHICAL ISSUES IN THE CONTEXT OF HIV

**Session Facilitator: FRANCIS RAKEWA**

*KELIN’s Mr. Francis Rakewa facilitating on legal and ethical issues in HIV*
During this session, the participants were first given the opportunity to explain what they understood by the term legal and ethical issues. They gave a clear distinction between the two terms law and ethics with relevant examples of each. They were taken through the major reasons why legal and ethical issues arise in the context of HIV. Special emphasis was put on how to give practical examples within the community to enhance the understanding of the community members of the importance legal and ethical issues while dealing with HIV.

The participants were taken through the key legal and ethical issues i.e. consent, testing and confidentiality through use of practical examples and scenarios to enable them to identify and come up with the practical solutions. It was emphasized that some of the key issues arise as a result of the level of stigma associated with being infected with HIV. The participants were advised to take the lead in ensuring that the rights of PLHIV are upheld at all times. It was noted that as a result of these legal and ethical issues women living with HIV feel underprivileged in the society hence the need to champion for gender equality within the community.

The next topic to be discussed was the legislative framework on HIV in Kenya. The participants were urged to ensure that they are up-to-date with the relevant legislations especially the Constitutional provisions. The other laws referred to during the discussion were the HIV Prevention and Control Act 2006 Children’s Act, Employment Act, Sexual Offences Act, and the Industrial Property Act.

Relevant sections were explained by giving real examples of how the legal and ethical issues arise from them. Emphasis was laid on how to facilitate this topic by ensuring that the reference to the various legislations does not make the participants at the community level feel scared of the topic.

Key areas to emphasize during the training were noted. The participants were urged to ensure that human rights of the PLHIV are promoted at all times.

Plenary:

- It was noted that schools still conduct compulsory testing where the attendance list signed by parents during the parents’ day was presumed as consent by the parents for HIV testing of the children in school. It was emphasized that this was a contravention
of the HAPCA. The school needs to have a separate consent form clearly indicating that the parents are giving consent for HIV testing to be done on the children.

- The question of compulsory testing of expectant mothers was a contentious issue that was debated upon. The balance between the autonomy of the mother versus the rights of the unborn child who also has a right to be born healthy and free from infection was interrogated.
- The other mechanisms of compulsory testing were also discussed. Among these was the provider initiated testing which was observed to have been misused by doctors to conduct compulsory testing on patients who are terminally ill. It was noted that this was against the law on voluntary testing.
- Participants raised concern on the pre and post testing, where it was reported that some health facilities just do testing without conducting pre and post testing counseling. The participants were advised that the HAPCA stipulates that pre and post testing counseling is mandatory.
- On the issue of confidentiality, it was emphasized that the practice of health care workers disclosing HIV test results to the other members of the community was in violation of the HAPCA.
- The participants were informed that the HIV Tribunal has new members and it is still operational. However, it was noted that most PLHIV within the region were not aware of its existence.

8.1 Group work

The participants were given a role-play touching on the key areas discussed since the beginning of the workshop.

DAY 5

Recap

During this session, the participants went through the key legislations learnt during the entire period from the first day. The participants were encouraged to ensure that they read and understand the manual noting the key areas / points of discussion before taking on the presentation. This was done in preparation for the next topic of advocacy and lobbying which require a critical understanding of all the relevant legislations learnt during the previous sessions.
9.0 ADVOCACY AND LOBBYING
Session Facilitator: MELBA KATINDI

During this session, reference was made to the video screening on advocacy documentaries of the Treatment Action Campaign. Each participant was given an opportunity to share key lesson learnt from the video and how such lesson shall be beneficial in conducting advocacy activities within the Kuria community. Some of the key points raised were:

a) Proper planning is necessary for a successful advocacy campaigns
b) Networking is essential in advocacy, so as to speak with one voice
c) Drafting of key advocacy messages
d) Role of the media in advocacy
e) The risks and challenges involved in advocacy.
f) Various avenues of conducting advocacy.

The difference between advocacy and lobbying was discussed. The participants were urged to use feminist advocacy to campaign against policies that promote gender inequality within the community.

The key component and steps of conducting advocacy were discussed. The participants shared experiences on how previous attempts to conduct advocacy within the community level have been unsuccessful. It was noted that in subsequent attempts, they need to put into consideration the acquired knowledge and skills in order to achieve the desired results. The facilitator explained the various advocacy strategies that could be helpful to the participants in conducting the advocacy campaigns on specific issues like FGM.

The final part of the presentation covered documentation of human rights violations. The facilitator took the participants through the relevant steps to take in case of human rights violations and the available remedies. It was noted that the Constitution provides for clear easy way to approach courts in case of human rights violation. The participants were then tasked to give examples of human rights and how they are commonly abused.

The role of the Equal Rights Committee in addressing human rights violations was discussed. The participants pledged to take the lead role in championing for human rights of
women and girls within the community. This was to be done through actively taking part in community activities and giving speeches and talks on human rights of women and girls. The facilitator then took the participants through the training manual giving useful tips on how to facilitate on the topic of advocacy and lobbying. It was noted that the key element in advocacy is proper identification of the advocacy issue and setting proper strategies to conduct advocacy campaigns.

10 RESOURCE MOBILISATION
Session Facilitator-LEAH BUGTAY
This session was incorporated to respond to the concerns of the participants over resource constraints to conduct sensitization and advocacy activities and follow up on cases of human rights violations. The organizers felt that skill building in various components and strategies for resource mobilization was important for sustainability of activities.

The participants were taken through key concepts of resource mobilization with the aim to introduce the participants to the aspect of raising funds for their respective activities within the community. A scenario was presented with the participants asked to identify the resources available at their disposal.

The participants were then taken through the strategies for resource mobilization and the avenues they can use to raise resources for their various organizations and women groups. These included engaging in small scale business, writing proposals for grants, partnering with the devolved government to access funds set aside for women empowerment and development within the counties.

It was underscored that having funds is important to achieve the goals of organizations. The facilitator finally took the participants through the key avenues for raising funds for the communities. The group was reminded that the government has various microfinance agencies and small grants to assist women and women groups to empower them in conducting their activities that could be tapped.

Though this unit was not included in the training programme, the participants thanked KELIN for incorporating the session as the discussion was useful in their efforts to
strengthening their financial capacity. These ideas could be used in collaboration with the entrepreneurship skills to sustain their group activities.

11. MONITORING AND EVALUATION
Session Facilitator-EDGAR MAKONA
This session introduced the participants to the basics of Monitoring and Evaluation (M&E), Planning, Purpose of M&E, Basic terminologies, concepts and practical approaches for performance M&E, Basic tools in M&E and how they can use the tools to successfully monitor the impact of the trainings they will be conducting on the community. This session was included to expose the participants to the need to continuously monitor and evaluate the progress of the activities that they shall be carrying within the community and to equip them with the basic knowledge and skills to be able to conduct their own planning, and to set up a simple M&E structure to guide their project. The facilitator gave a clear distinction between the terms ‘monitoring’ and ‘evaluation’. Relevant examples were given on how best to monitor the trainings that the participants would be conducting in the community. It was noted that the tools could also be used to track the progress of the advocacy campaigns on various policies and the quest for gender equality.

Then the Participants were taken through strategies to deliver project outcomes that are efficient and effective, and to be able to measure and evaluate these outcomes. The session,
though short, brought out the relevance of M&E in training and advocacy by setting the direction of whether the project is a success or needs improvement in terms of achieving desired results. The participants requested KELIN to develop some tools to be included in the TOT Manual.

12. WORKSHOP METHODOLOGY

The participants received maximum opportunity for learning through a participatory approach process, including well-structured presentations, case studies, and group work. The presentations were done through PowerPoint, practical exercises, (group work, and individual assignments. The participants were given resource materials, which included the Equal Rights Committee Training Manual, the Training of Trainers Manual and the relevant Acts of Parliament that would be useful for reference during the trainings in the community. Copies of some of the statutes given were The Prohibition of FGM Act, and The HIV and AIDS Prevention and Control Act 2006.

The sessions also included a movies session on key issues of advocacy and debates which helped to enhance the participants understanding of areas of conflict between harmful cultural practices and human rights.

The learning set up was both indoors learning and outdoor to ensure maximum concentration and participation from both the participants. The participants were also given ample time to consult the facilitators individually on diverse areas of law and to interact with them freely after the training sessions.

13. CHALLENGES MET DURING THE TRAINING:

   1. In response to participant’s recommendations after the training in February, there was improved planning and logistical arrangements during this session. However, there was a delay in printing the manuals, which were to be compiled and distributed to participants before the start of the session.

   2. Delay in arrival by the participants interfered with the Human Rights Training programme, necessitating extended hours to make up for lost time.

14. WAY FORWARD

At the end of the training the following issues were agreed upon as the way forward:
Business group

- Train the rest of the community on human rights;
- Encourage women to register their businesses; and
- Record keeping in respect group.

Human rights

- Write a mini-proposal for community activities by groups and plan an advocacy agenda that the groups intend to address through the various activities;
- Plan of activities would focus around major international days such as International Widows Day, World AIDS Day, World Human Rights Day;
- Document cases of human rights violations;
- Reach out to stakeholders including the Government on advocacy activities and resource mobilizations; and
- Work with influential community leaders to address FGM in the community.

15. RECOMMENDATIONS

1. Planning for arrival of participants in good time prior to the workshop will ensure they are well settled to enable smooth running of the workshop as planned.
2. Issuing formal invitation letters and logistical notes to the participants early enough to enable the participants prepare effectively for the workshop.

16. ANNEXTURE 1: Workshop Program

PROGRAMME FOR THE EQUAL RIGHTS COMMITTEE TRAINING OF TRAINERS.
Group 1; (Module II)

13th to 17th MAY 2013

Objectives

- To give the participants a practical approach to training and training methodology in line with the developed training manuals
- To enhance the participant’s understanding of gender, equality, and Human rights by focusing on the rights of women spelt out by the Constitution of Kenya 2010
- To enhance the participants understanding of the challenges that women encounter in their efforts to execute equality rights and how to overcome them.
- To give the participants an insight on how to address conflicting issues while conducting trainings on the link between Human rights, H.I.V, and harmful cultural practices like Female Genital Mutilation.
- To share with the participants skills on how to undertake successful advocacy and lobbying on key issue affecting women in Kuria East and West.

**WORKSHOP Day 1 Monday, 13th May 2013**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>PROPOSED FACILITATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 – 9.00 AM</td>
<td>Preliminaries</td>
<td>Francis Rakewa – KELIN</td>
</tr>
<tr>
<td></td>
<td>Pre-evaluations, expectations and climate setting</td>
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<td></td>
<td>Opening Remarks:</td>
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<tr>
<td></td>
<td>KWEP Project Coordinator</td>
<td>Mary Mwikwabe - KWEP</td>
</tr>
<tr>
<td>9.00 – 11.00 AM</td>
<td>Overview of the Constitution of Kenya and the relevant provisions of the Constitution in relation to Women’s Rights</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>11.00 – 11.30 AM</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td>11.30 – 12.30 PM</td>
<td>Group work (Case study)</td>
<td>Melba Katindi - KELIN</td>
</tr>
<tr>
<td>12.30 – 1.00 PM</td>
<td>Group presentation</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>1.00 – 2.00 PM</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.00 PM</td>
<td>Screening of Videos</td>
<td>Melba Katindi-KELIN</td>
</tr>
<tr>
<td>3.00 – 4.00 PM</td>
<td>A summary of the session with reference to the training manual and training tips for the module</td>
<td>Melba Katindi-KELIN</td>
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<tr>
<td>4.00 – 4.30 PM</td>
<td>Tea &amp; Departure</td>
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**WORKSHOP Day 2 Tuesday, 14th May 2013**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>PROPOSED FACILITATOR</th>
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</thead>
<tbody>
<tr>
<td>8.30 – 8.45 AM</td>
<td>Recap</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>8.45 – 10.30 AM</td>
<td>Basics on H.I.V</td>
<td>Melba Katindi-KELIN</td>
</tr>
<tr>
<td>10.30 – 11.00 AM</td>
<td>Tea Break</td>
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<tr>
<td>11.00 – 12.00 PM</td>
<td>Group work (Role play)</td>
<td>Melba Katindi-KELIN</td>
</tr>
<tr>
<td>12.00 – 1.00 PM</td>
<td>Stigma and Discrimination in the Context of HIV</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>1.00 – 2.00 PM</td>
<td>Lunch Break</td>
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</tr>
<tr>
<td>2.00 – 3.00 PM</td>
<td>Legal and Ethical Issues on H.I.V</td>
<td>Melba Katindi- KELIN</td>
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<tr>
<td></td>
<td>➢ Causes of the legal and ethical issues</td>
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</tbody>
</table>
### Equal rights committee training of trainers – module two report

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00-4.00PM</td>
<td>A summary of the HIV and Stigma session with reference to the training manual and training tips for the module</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>4.00 – 4.30 PM</td>
<td>Tea &amp; Departure</td>
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**WORKSHOP Day 3 Wednesday, 15th May 2013**

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>8.30 – 8.45 AM</td>
<td>Recap</td>
<td>Francis Rakewa- KELIN</td>
</tr>
<tr>
<td>8.45 – 9.45AM</td>
<td>Legal and Ethical Issues in relation to HIV</td>
<td>Melba Katindi – KELIN</td>
</tr>
<tr>
<td>9.45-10.30</td>
<td>Legal and Ethical issues in relation to HIV</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td></td>
<td>- Confidentiality</td>
<td></td>
</tr>
<tr>
<td>10.30 -11.00AM</td>
<td>Tea Break</td>
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</tr>
<tr>
<td>11.00 – 12;30</td>
<td>Group work (Questions for Discussion)</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>12.30-1.00PM</td>
<td>Group presentation.</td>
<td>Melba Katindi– KELIN</td>
</tr>
<tr>
<td>1.00 – 2.00 PM</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.00 PM</td>
<td>Legal and Ethical Issues in relation to H.I.V</td>
<td>Melba Katindi– KELIN</td>
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<td></td>
<td>- Privacy versus disclosure</td>
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<tr>
<td>3.00-4.00PM</td>
<td>A summary of the sessions with reference to the training manual and training tips for the module</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>4.00 – 4.30 PM</td>
<td>Tea &amp; Departure</td>
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**WORKSHOP Day 4 Thursday, 16th May 2013**

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>8.30 – 8.45 AM</td>
<td>Recap</td>
<td>Francis Rakewa- KELIN</td>
</tr>
<tr>
<td>8.45 –10.30 AM</td>
<td>Sexual and Gender Based Violence</td>
<td>Perez Odoyo- Legal Counsel FIDA</td>
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<tr>
<td></td>
<td>- Introduction</td>
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<td></td>
<td>- Legislative framework</td>
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<tr>
<td>10.30–11.00AM</td>
<td>Tea Break</td>
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</tr>
<tr>
<td>11.00 –12.30PM</td>
<td>Sexual and Gender based violence</td>
<td>Perez Odoyo- Legal Counsel FIDA</td>
</tr>
<tr>
<td></td>
<td>- Focus on FGM</td>
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</tr>
<tr>
<td>12.30-1.00PM</td>
<td>Role play(court session based on a case scenario)</td>
<td>Francis Rakewa-KELIN</td>
</tr>
<tr>
<td>1.00 – 2.00 PM</td>
<td>Lunch Break</td>
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</tr>
<tr>
<td>2.00-3.00 PM</td>
<td>Sexual and gender based violence</td>
<td>Francis Rakewa-KELIN</td>
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<td></td>
<td>- Role of the Equal rights committee in fighting FGM in Kuria East and West</td>
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</tr>
<tr>
<td>3.00-4.00PM</td>
<td>A summary of the sessions with reference to the training manual and training tips for the module</td>
<td>Melba Katindi-KELIN</td>
</tr>
<tr>
<td>4.00-4.30PM</td>
<td>TEA &amp; DEPARTURE</td>
<td></td>
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</table>

**WORKSHOP DAY 5; FRIDAY 17TH MAY 2013.**
8.30 – 8.45 AM  Recap  Francis Rakewa-KELIN
8.45 – 9.45 AM  Advocacy and Lobbying  Melba Katindi-KELIN
  Types of advocacy
9.45-10.30 AM  Advocacy and Lobbying  Melba Katindi-KELIN
  Key advocacy strategies
10.30 – 11.00AM  Tea Break
11.30 – 12.30 PM  Video screening  Francis Rakewa-KELIN
12.30-1.00PM  Discussion of issues arising from the videos  Melba Katindi-KELIN
1.00-2.00PM  LUNCH BREAK
2.00-3.00PM  Walk through the entire Training Manual noting key areas of emphasis.  Melba Katindi-KELIN
3.00- 4.00PM  Way forward and evaluation.  Francis Rakewa-KELIN
4.00-4.30 PM  TEA & DEPARTURE

LIST OF PARTICIPANTS

EVENT: EQUAL RIGHTS COMMITTEE TRAINING OF TRAINERS
SOTENI/KWEP

Start time: 8;00AM  End Time 5: 30PM  Date: 13TH TO 17TH MAY 2013

Place/Venue: ISEBANIA, KENYA.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
<th>Organization</th>
<th>Physical Address/ Constituency</th>
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<tbody>
<tr>
<td>1.</td>
<td>JENNIFER GATI</td>
<td>F</td>
<td>T.O.T</td>
<td>EDUCATION CARE &amp; SUPPORT FOR CHILDREN</td>
</tr>
</tbody>
</table>
## ANNEXURE 3: Post training analysis

**KELIN – SOTENI, Equal Rights Committee Training of Trainers - Feedback Evaluation**

### Section I: Workshop Evaluation

*(Scale of 1-4 where 1 is *strongly disagree* and 4 is *strongly agree)*

1. The workshop **venue** was:  
2. The workshop **content** was:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Gender</th>
<th>T.O.T</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>SAMSON</td>
<td>M</td>
<td>T.O.T</td>
<td>SOTENI</td>
</tr>
<tr>
<td>3.</td>
<td>SARAH KIANGWI</td>
<td>F</td>
<td>T.O.T</td>
<td>KOMESANGORA</td>
</tr>
<tr>
<td>4.</td>
<td>FLORENCE ROBI</td>
<td>F</td>
<td>T.O.T</td>
<td>SOTENI</td>
</tr>
<tr>
<td>5.</td>
<td>PAULINE WEGESA</td>
<td>F</td>
<td>T.O.T</td>
<td>ZEREPHATAN WIDOW &amp; OPHANS</td>
</tr>
<tr>
<td>6.</td>
<td>PRISCA MWITA</td>
<td>F</td>
<td>T.O.T</td>
<td>ZINDUKA</td>
</tr>
<tr>
<td>7.</td>
<td>ROSE MANGERA</td>
<td>F</td>
<td>LMC REPRESENTATIVE</td>
<td></td>
</tr>
</tbody>
</table>
3 Workshop handouts:

5 The Practical sessions and activities were useful learning experiences

6 The Facilitators were:

7. What did you like best about this workshop?
   - ‘At last I have known more articles in the Constitution that I hadn’t known’.
   - ‘How facilitators used to work hard to see that we have understood’.
   - ‘Home work/ Case studies’
   - ‘Sharing of experiences by both participants and facilitators’
   - ‘Human Rights Issues’
   - ‘The facilitators were audible and well behaved, smart and caring’.
   - ‘I liked all the lessons and the way, they were teaching’
   - ‘Enough Knowledge’
8. What did you **like least** about this workshop?

- ‘The limited time’
- ‘The Cups used for tea, and room was never changed till the last day’
- ‘The Case studies were never collected’.
- ‘The rooms’.

9. How could this workshop be **improved** (use this space if you did not provide comments above)?

<table>
<thead>
<tr>
<th>Content:</th>
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<tbody>
<tr>
<td>• It was excellent!!</td>
</tr>
<tr>
<td>• It was wonderful.</td>
</tr>
<tr>
<td>• Could the manuals be translated into Swahili language?</td>
</tr>
<tr>
<td>• Through Regular Communication and Follow ups</td>
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<tr>
<td>• Organise workshops more often to enable interactions</td>
</tr>
<tr>
<td>• Continuous training and Follow ups.</td>
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<tr>
<td>• ‘We should be given notes immediately’</td>
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<table>
<thead>
<tr>
<th>Hand-outs:</th>
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</thead>
<tbody>
<tr>
<td>• Well prepared</td>
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<tr>
<td>• Well established.</td>
</tr>
<tr>
<td>• ‘We dint get all handouts, can they be given to us later?’</td>
</tr>
<tr>
<td>• Very useful and well simplified</td>
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<table>
<thead>
<tr>
<th>Practical sessions and Activities:</th>
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<tbody>
<tr>
<td>• Well done</td>
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<tr>
<td>• Have more case studies</td>
</tr>
<tr>
<td>• A tour or two to visit 'legally challenged' persons could help.</td>
</tr>
<tr>
<td>• Emphasize more activities because practices are more teachable</td>
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<thead>
<tr>
<th>Facilitators:</th>
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<tbody>
<tr>
<td>• Very audible, excellent people.</td>
</tr>
<tr>
<td>• Excellent</td>
</tr>
<tr>
<td>• Well prepared</td>
</tr>
<tr>
<td>• Continue improving their Kiswahili language.</td>
</tr>
<tr>
<td>• Very humble and friendly</td>
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<tr>
<th>Other:</th>
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<tbody>
<tr>
<td>• Participants sacrificed 10 and 4 O’clock tea in order to remain with some cash.</td>
</tr>
<tr>
<td>• ‘Let them come back again, you are most welcomed’.</td>
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<tr>
<td>• More time to sensitive issues.</td>
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</tbody>
</table>

**Section II: Outcome Evaluation** (rating Participants knowledge, skills and confidence before and after the workshop)
10. Knowledge of the relevant constitutional provisions in relation to Women’s rights:

11. Understanding of the Basics on HIV and AIDS:

12. Knowledge and skills of dealing with Stigma and Discrimination in the context of HIV:

13. Knowledge of Legal and Ethical issues on HIV:
14. Knowledge and Skills in handling Sexual and Gender Based Violence:

15. Knowledge and Confidence of conducting Advocacy and Lobbying:

16. Appreciation of your role as a TOT in promoting Gender Equality and the fight against harmful cultural practices like FGM:

18. Your Skills in Conducting trainings and advocacy: