

BREAKING THE SILENCE
ACTIVITY REPORT
PARTNERS WORKSHOP HELD AT HOTEL 67
October 5th - October 9th, 2020



1. Executive Summary

The Main objective of this training was to equip the participants with the Participatory teaching methodologies, with Active Assessment as the foundation, as introduced at the Schools in Mlolongo and Baringo from the pilot.

This project activity was a change in implementation strategy, mitigation aspect due to Covid-19 pandemic. The pandemic hit Kenya in the Month of March 2020, due to lock down and restrictions, activities were suspended.

Having this training was Kenya to enable the partners have the necessary set of Skills to Work on the training materials and do preparations for the consecutive project activities planned for 2021

This report documents the proceedings that took place over the course of a five-day workshop from October 5th -9th of 2020 at Hotel 67 in Machakos county- Kenya. Major outcome/result of the workshop was to get the participants acquainted with teaching/training methodologies to be used during implementation of the project at schools and polytechnics. It highlighted the best practices and workable for successful project implementation and the promotion of their sexual and reproductive health rights in Kenya.

2. Participation/ Facilitation/workshop delivery

Periamma 1 participant, Help Mission Development Services (HMDS) 2 participants and Positive Life Kenya (PLK) 5 participants . The training was facilitated by Kenyan expert, Albert Obbuyi from Centre for the Study of Adolescence (CSA).

Danish volunteer expert Marie Bang and 100% team based in Denmark offered technical support, demonstration and strengthened the Participatory assessment training through video links/zoom meetings.

3. Venue /program/training materials

Venue was booked at Hotel 67 from 4th to 9th October 2020. 100% for the children, CSA and Marie Bang had worked on all the training materials, teaching aids/ tools. This had been shared in advance for the participants to get engaged , consume and interact with the information prior to the training.

Methodologies used during training; the participants were introduced to different facilitation methodologies i.e. in Days 1-3 the topics that were exhaustively covered were -

1. Active assessment
2. Frontal methods
3. The line method

4. Four corners method
5. Roleplay
6. The hot chair
7. Anonymous mailbox

All the above methodologies are important during facilitation and one can use two or three methodologies at once instead of one depending on the topic and the students' age/grade.

Together, the two implementing partners of this project "*Breaking the Silence*" came up with nine topics that fit the school and polytechnic going children/youth. The included the following:

1. Goals and dreams
2. Puberty and body changes
3. Relationships and friendship
4. Rights and responsibilities
5. Prevention of pregnancy
6. Gender and gender roles
7. Sexuality
8. HIV/AIDS/ STI's
9. Harmful practices and abuse

Day three and four, were practical days as the participants engaged so much in exercises and group discussions using the different methodologies learned in the first and second days. The workshop ended the fifth day with an evaluation of the week and feedback. The most important bit is the work frame which both the partners in both Baringo and Mlolongo should develop. In general, it was an interactive week and experience sharing.

The participants had a feeling that for this project to be successful, there are areas that need improvement all round, i.e. communication, understanding the goal for the project, inclusiveness of all partners, standard of the project (budget and accounting) and understanding the engagement.

Some reflections of the workshop were content of the project and activities, planning framework, implementation framework, monitoring and evaluation of the project.

4. Outcomes/ Action Plans of training

Proposed criteria for selection of the schools that participate in addition to those that were in pilot activities

1. Schools that are within the contextualized geographical areas as in the CISU application
2. Evidence based data on low transition schools with specific issues e.g. high rates early marriages, FGM, teenage pregnancies, drugs and substance use, teenage prostitution, reproductive health gaps etc.
3. Work with the Ministry of Education Officers for Letters of Endorsement
4. Schools proposed and endorsed by stakeholders e.g. the Ministries of Education/health, community opinion leaders and other partners who clearly understand the reproductive health rights gaps in specific schools. This will strengthen community involvement/ ownership
5. Education standards fairly low- schools with more vulnerable children e.g. in slums
6. School with low capacity for teachers to implement life skills, sexual reproductive health, advocacy skills and youth involvement rights

Criteria to select teachers in schools

1. Map up the Schools and include them in our data bases with data on Number of children (Boy/Girls) number of teachers(male/female), composition, names and contacts of School steering committee members, Composition of Parent teachers association members
2. We involve the head teacher or the school committee- Sensitize the head teachers before
3. Involve both specific Male and female teachers for the breaking the barriers project
4. Teachers who are capable of implementing “breaking the silence project” for 2 years and beyond this is for knowledge retention and project sustainability
5. Teachers with passion for children and the youth e.g. guidance and counselling teachers

Criteria for selecting the reproductive health rights essential services-Hospitals/Clinics etc

1. Work closely with the already existing health facilities that participated in the pilot phase
2. Hospitals/health facilities within the geographical regions e.g. near schools and village
3. Work closely with Ministry of Health Officials to get involvement in “breaking the silence project” and issue letters of endorsement
4. Support the health facilities to create youth friendly spaces where the youth can access contraceptives, health rights information and counselling
5. Propose the youth to be helped on their reproductive health issues by younger doctors who understand the issues of youth, adolescents, and exercise confidentiality
6. Clinics/ health facilities to document, share and improve on their data collation for the reproductive health services uptake

Proposed criteria for community dialogues, essay presentations by the youth at the community level

1. Engage village elders, opinion leaders, traditional leaders and local administrators who are openminded leaders with passion for the youth-change ideas
2. Engage leaders who can lobby for the youth rights and can communicate effectively about the breaking the silence youth project.

Strategy

1. School learning sessions - 2 sessions in a week to cover 10 topics in 3 months topics to cover 45 minutes.
2. School clubs/ digital ambassadors 1 day per week
3. Children to visit the health facility for health services.
4. Success criteria- Albert measurable outputs.

Action Plan

	Activity	Time Frame	Responsible	Supported By
1	Cascade/ sensitize the training to other staff <ul style="list-style-type: none"> • Share videos • Training Materials 	Week after the workshop	Trained project staff	
1	Internal housekeeping, policies - procedures, accounts, budgets	November/ December	Paid project accountants	Mary, Josephine, David & Carsten
2	School Criteria/ Firm up School list	December- January 2020	Trained project staff	
3	Strengthen stake holder's involvement <ul style="list-style-type: none"> • Elaborate to Denmark of Stakeholders 	January- April 2021	Mary, Carsten/ Josephine	
4	Secure Letters for implementation	January-March 2021	Mary/ Josephine	
5	Training Materials production	November- December 2020	Mary, Carsten/ Josephine	
5	Meeting head teachers/ School committees/ Teacher selection criteria	January- March 2021	Trained project staff	
6	Teachers training	January-March 2021	Trained project staff	
7	School Activities	To be informed by Ministry		
8	Lifeskills for the youth during school closure- Talk to youth during our normal activities in the villages	Continuous	Trained project staff	

Note

These are just proposals to be firmed up, as we implement the project. During implementation we will pick up emerging issues, best practices and use that to strengthen the activities in the implementation regions.



Hot chair method practice



During a presentation of the group work



Group Photo