

BREAKING THE SILENCE TEACHERS FACILITATION REPORT JUNE 2021

FACILITATORS TRAINING AT SCHOOLS AND VOCATIONAL TRAINING CENTRES.

SRHR training for the teachers was conducted in seventeen learning institutions in the rural areas of Baringo County of Kenya in the months of May and June 2021. The objective of the training was teachers to have a more comprehensive tool kit on how to engage the youth and promote critical thinking. This comprehensive tool kit was to be achieved by incorporating the teaching methodologies namely:

- i. The hot Chair
- ii. Anonymous Mail box
- iii. Unfinished sentences
- iv. Line Exercise
- v. Yes/no Questions
- vi. Four corners
- vii. Role-play
- viii. Blackboard Exercise

We managed to reach seventeen learning institutions including twelve primary, three secondary schools and two vocational training centers (polytechnics). Two teachers from each institution were selected and trained and in some schools head teachers also participated in the training.

The table below shows participated schools and its participants.

NO	NAME OF SCHOOL	NAME OF THE TEACHER	GENDER
1.	Sosion primary school	Susan Kemei	Female
		Wilson B. Tomno	Male
		Dickson K. Changwony	Male
2.	Kimose primary school	Prisca Kangoswo	Female
		Prisca Jeptekeny Kipsegerwo	Female
		Cosmas Chemjor	Male
3.	Kipchobet primary school	Toroitich Mercy	Female
		David K Salbei	Male
		Elijah Kosgei	Male
4.	Embogong primary school	Regina Chebon	Female
		R Musa K. Ayabei	Male
		Jacob Morogo	Male
5.	Kababesi primary school	Isaack K Kosgei	Male
		Millecent Salbei	Female
		Robert Mwangi	Male
6.	Borokwo primary school	William K Koech	Male
		Flora J. Koima	Female
		Jacob Bosmet K	Male
7.	Chemoinoi primary school	Grace J. Chepng'eno	Female
		Jeptanui Chirchir	Female
8.	Nato primary school	Violet Kigen	Female

9.	Oterit primary school	Linah J. Kibet	Female
		Benjamin K. Suge	Male
		Gilbert K.Ccheruiyot	male
10.	Molosirwe primary school	Julius Kipchumba Cheruiyot	Male
		Stella Kigen	Female
11.	Kapchelukuny primary school	Michael K. Kulei	Male
		Eunice Kipngetich	Female
12.	Kures primary school	Dorothy Jepkosgei Ndoigo	Female
		Jane J. Kipkorir	Female

SECONDARY & VOCATIONAL SCHOOLS

No.	School	Names	Designation	GENDER
1.	Oterit	Kipkorir Richard	Teacher	Male
		Rotich Jepkemoi	Teacher	Male
2.	Kimose	Ezekiel Mengich	Teacher	Male
		Nelly Kaptum	teacher	Female
3.	Mogotio township	Samuel Kibiwott	Teacher	Male
		Fancy Chebet	Teacher	Female
4.	Mogotio VTC	Sarah Chebet	Instructor	Female
		David K. Sang	Principal	Male
		Bethwel K. Kibet	Instructor	Male
5.	Kabimoi VTC	Micah Chelimo	Instructor	Male
		Lillian Njeri	Principal	Female
6	Kabimoi day Secondary	Samuel	Teacher	Male
		Kibiwott		Female
		Fancy Chebet	teacher	

The training equipped the teachers with new educational methodologies mentioned above. By capacity-building of teachers around participatory teaching methods through the use of Active Assessment, it is believed that students will continue to

increase both their critical thinking capacity and their knowledge of- and familiarity with important life skills.

At the end of the training, teachers' most interesting methodology was mail box to all the schools since the teachers found it's the best way to collect information, views, and queries from the students as according to their culture it can be difficult to discuss opening some subject.

Below are some of the questions/ concerns/ and comments by teachers using this methodology. All these questions were answered attended to.

Mail box methodology- TEACHERS TRAINING QUESTIONS AND COMMENTS - JUNE

- 1) *The issue of rape cases, there is strong need to develop confidence to the person you are telling (reporting such messages so as to avoid sell out in the public side).*
- 2) *We need similar facilitation each term to equip teachers with guiding and counseling knowledge.*
- 3) *We need to separate classes for boys and girls.*
- 4) *Government to regulate the media uses/ or to minimize exposure i.e. phone, laptops and TV show to the young ones.*
- 5) *How can we get rid of traditional and cultures in sex education?*
- 6) *Can one get positive influence from media? How do we talk to this children and the parents seems to allow the m to this young men due to something for something especially drunkard parents*
- 7) *How can a youth avoid peer pressure in sexuality?*
- 8) *How can I handle a child who is talking positively about a problem when I am with her but when she leaves school she does the opposite of what you had told her?*
- 9) *What are the ways of preventing pregnancy?*
- 10) *How can we make our young boys and girls behave responsibly?*
- 11) *My parents are too harsh on my freedom of association, please guide me on how-to relate with them amicably?*
- 12) *When a girl gets pregnant with a relative and she fears to expose what shall she do?*
- 13) *What happens if a school girl is impregnated by a community elder and the parents want to negotiate way out to avoid the arm of law?*

- 14) *Is it important to teach learners on the issue of condoms for prevention of pregnancy at teen age?*
- 15) *What will happen if the government will introduce the teaching of early pregnancy in schools as a subject?*
- 16) *Why are we asking for condoms while we say time is not yet? We are confusing.*
- 17) *Which contraceptive method for pregnancy prevention is the best?*
- 18) *My opinion FGM may reduce early pregnancies*
- 19) *The children/ youth should be taught more about contraceptives rather than abortion.*
- 20) *How can we administer the rights of a child to curb/reduce pregnancy?*
- 21) *How can we postpone sexual relationship among the learners for future?*
- 22) *How to we reduce pregnancy in mixed schools?*
- 23) *How can you advice a student who has done abortion?*
- 24) *How can a teenage handle sexual desire especially during the early stages of life and in the institution of learning?*
- 25) *Is it good to be inviting anybody to come and talk to the learners on issues of drugs and contraceptives who are not professionals?*
- 26) *How do you advice someone who has been abusing drugs and sex to her is inevitable?*
- 27) *What if a lady of my same age approaches me and tells me the advantages of having sex with her and one of it be that I won't get pregnant. What can I do?*
- 28) *How do prevent early pregnancy?*
- 29) *The best way to avoid sex at early age to avoid pregnancy?*
- 30) *Can the young people under 18 years be allowed to use contraceptives?*
- 31) *If I have a strong sexual urge and yet in school. What should I do?*
- 32) *How can one earn the trust of a child so as to be open up while teaching sex education to him/her?*
- 33) *Thanks for your education, I have really caught something or learned something today. I should not fear talking to the young people about sex.*

We conducted baseline survey from the teachers and below are teacher's responses given basing on gender.

Baseline Survey for the teachers

Topic 1: Goals and dreams

1) Which methods do you use to extract the talents of the students?

Female teachers response

- a) We let them select to do what they are interested in doing.
- b) Motivating them when they show certain interest and doing it better
- c) By participatory approach in activities
- d) Exposing them to different activities so that you can see the talents of each child.
- e) Asking the learners what they would like to do and encourage them
- f) Drawing, modelling, role play and story telling
- g) Encouraging learners to have practical activities
- h) Giving them some activities to do like playing
- i) Motivating and maturing
- j) Doping practical's as the teachers observes
- k) By use of games
- l) By talking to them and telling them the good side of the talents
- m) Participation
- n) Engaging them with tasks
- o) Providing them with a chance to participated in activities like sports
- p) Assessing them through questions both orally and written questions from different areas.
- q) Participating in different field such as music, running, cooking, and other practical lessons.
- r) Giving them tasks to do and assess them as they work individually and in groups

Male teachers

- a) By giving them freedom of doing what they like doing better
- b) By observing what they like most and working together with them in their area of interest.
- c) Giving them tests in different activities
- d) Involving them in performing tasks
- e) During music and drama festivals/ competitions among schools
- f) Testing their IQ- MEMORIES
- g) Assessing their work- practical
- h) Use of question and answers
- i) Role plays
- j) Open learning discussions and by observing them doing
- k) Field Activities
- l) Practical observations and assessments to determine learner's abilities.

2) How do you support the children to achieve their dreams and goals? - Give at least 2 examples

Female teachers response

- a) By being role model and being positive on their goals and reams
- b) Mentoring them
- c) Guiding them towards the goals targets they have set
- d) Empowering them with knowledge and skills development
- e) Giving them enough materials needed and encouraging them not to give up

- f) Motivating them and encouraging them to soldier on and not to give up.
- g) By guiding them and advising them to be assertive and be focused on their goals and dreams.
- h) Guiding and advising them on the importance of being focused to the set goals.
- i) By checking their progress to ensure they are on the right track.
- j) By providing the needed items/materials to accomplish their dreams
- k) By motivating them
- l) Teaching them on how to overcome challenges that they may face
- m) For them to be successful
- n) Giving them the information necessary to the activity
- o) Teach them on how they may achieve their goals
- p) Give example on people in the same field who are successful

Male teachers

- a) By having them touring places to see how role models is doing it.
- b) Citing examples of achievers countrywide and world wide
- c) Encourage them to work hard to achieve their dreams
- d) Provide support materials in learning and role models
- e) Notify children their area of talents and encourage them to work hard towards achieving.
- f) Give moral support
- g) Encourage them in competitions and active participations so as to exchange ideas.
- h) Use of role model in the society in their areas of talents
- i) Assisting them financially
- j) By creating good environment for them to performing activities and exploit fully.
- k) Giving the practical platform to showcase their areas of talent.

Topic 2: Puberty and body changes

- 1) *Do you feel you have sufficient materials to do a proper teaching in puberty?*
 - a) *If no, what do you need?*

Female teachers response

Male teachers

- a. Yes. I have
- b. All others teachers had no answer with below comments.
- c. More teaching aids such as charts, posters, books that teaches more about puberty, magazines, Videos clips and other visual materials could be of help. Sanitary pads will also be important to girls.

- 2) *Should it be the teachers, parents or health workers who should teach the youth in this topic?*

a) Which of them and why?

Male teachers

- i. Teachers because they have a variety of additional resources and are neutral and thus be more open to learners and also they have more time with them.

- ii. Health workers because this topic touches on both internal and external human structures 3/13
- iii. All above because each one has a role to play. When in school teachers should, when in hospital health workers and when at home parents and in church leaders.4/13
- iv. Teachers and parents only because they interact with them most of the time. 2/13

Topic 3: Relationships and friendship

- 1) Which methods do you use to get the students to express their own opinion (even if it is an opinion you disagree with)?

Answers (**Female teachers response**)

- a. By giving him/her free environment to speak out the inner of self.
- b. Give a related story.
- c. Anonymous
- d. The anonymous way or method
- e. Group work/discussion
- f. Question and answer
- g. Outdoor activities like modelling or art and craft.
- h. Bring yourself to their level and share their feelings and use polite language. Don't discourage them.
- i. Debate - involve them in a debate so that they can air their opinions.
- j. Allow freedom of expression, then guide where I disagree with.
- k. A friend or close person like a parent.
- l. Through discussion method and grouping them
- m. Divide and rule this means that I will separate the two sex boys and girls.
- n. Through writing small notes

Male teachers

- i. By telling them to write down on a piece of paper and be not victimizing them.
- ii. Questions and answers methods
- iii. Meeting and discussing during guiding and counselling
- iv. Use of suggestion box

- 2) What do you do when you are aware of a student who has a something-for-something relationship (e.g., having sex with someone for petty cash, food or clothes)?

Female teachers response

- a. Call and guide and counsel on the effects of such relationship to her life. Look for means of supporting on the needs she wants.
- b. Guide the learners to know how to respect their bodies. Inform them on the negative side of using their bodies on such habits.
- c. Make an effort to talking to the learners, know the problems he or she is encountering, encourage and tell her that it is the wrong way and finally try to sponsor the learner you yourself or through well wishers.

- d. *Discuss about the issue during group discussion then allow them to give their opinions or questions using the suggestion box in the schools.*
- e. *Make good relationship and try to make the students disclose her/his privacy to me then help where possible*
- f. *Come down and share the situation with her/him. Talk with the students and explain about the outcome of such things and repel from doing it to be safe, live long and achieve their goals.*
- g. *Approach the students and tell her/him that it is not good to do that.*
- h. *Involve the parents in solving it to identify the cause suggest to then income generating ideas the parents can manage to do. Give support where possible.*
- i. *Give advice and teach by counselling on the dangers of such relationship.*
- j. *Bring the student close to you and win her trust along the way you teach by giving examples of how others have done what she has done and how later they were treated badly and see the reaction , then you may or not tell her directly.*
- k. *I will call her , interview her and if surely she has a need I will help her where necessary if there is no need may eating e.g. mandazis or luxury things I will advice her or counsel her.*
- l. *I will talk to him/her and advice her/him to stop the relationship*
- m. *I will explain to him/her the consequences of such illicit relationship*
- n. *Guide and counsel on the consequences and find a way of assisting her for her upkeep i.e. contact to well wishers sponsors and churches*
- o. *Summon the students assess the reason behind this relationship then if possible discourage the relationship by helping the students where possible*
- p. *Involve parents to provide the child with basic needs*
- q. *I call the student and ask him or her some questions e.g. about home, family's economic status. I have to tell her the consequences of a bad relationship*
- r. *I will take time to teach and guide and counsel the students about the negative impact of having sex for relationship e.g. HIV/Aids and other sex dangerous diseases and early pregnancy*
- s. *I will call the student, discuss the problem she is facing till she engages on such practices and if possible I will counsel the parents. If they are there and see how best we can assist he child with what she needs.*

Male teachers

- i. *By counselling and giving information on bad side effects of such relationship.*
- ii. *Punish her*
- iii. *Guiding and counselling*
- iv. *Find out the reason and encourage parents to be providing for their children*
- v. *Reach out to the parents*
- vi. *Call her privately and have one on one discussion on the same.*
- vii. *Look for ways on how the student can get assistance to meet her needs.*
- viii. *Involve parents and NGOs to provide basic requirements*
- ix. *Discourage them from such relationship*
- x. *Summon learners to talk to them privately*
- xi. *Involve parents*

Topic 4: Right and responsibilities

1) How do you make sure girls and boys (men and women) are treated equally?

Female teachers' response

- a. *By giving equal responsibilities and ensure there is no biasness*
- b. *Give equal treatment or opportunities in terms of education, sharing of resources, medication and even job opportunities.*
- c. *Discourage mistreatment of gender by teaching them importance of gender inequality*
- d. *Share things and activities equally if possible and help them know their individual rights.*
- e. *In case of responsibilities there should be gender balance*
- f. *Allow them to express their opinion equally and distributing any resource given equally.*
- g. *By engaging them in daily activities regardless of their sexes*
- h. *Educate them to know their rights*
- i. *They should be given equal opportunities*
- j. *Empower them with knowledge on their rights*

Male teachers

- a) Not allowing any single gender to lead everything and not favouring any gender in a talk that makes them look inferior
- b) Administering fair justices to all equally
- c) Giving equal opportunity to all and that the right of everyone is observed
- d) Giving them same tasks/duties
- e) Creating awareness of their rights
- f) Giving equal participation in class
- g) Listen to their demands
- h) Sharing materials equally
- i) Sharing roles without biased
- j) Open discussions

2) Do you think young people have a right to make their own decision regarding partners and marriage, contraception, and abortions?

Female teachers' response

- a) If yes, why? Yes -
Because this is a matter of your life and if somebody decides for you it may become a problem in future.
Because they are also entitled to rights as human beings, they are entitled to some amount of freedom of choices

Male teachers

- a) Yes because he/she is the one going to be responsible
- b) No. wise decisions are achieved through thorough consultation from mentors, role models and professionals
- c) No. They need to consult the adults(parents , relatives, health workers, church) who can give them enlightened direction on such matters since the young people may make rash decisions
- d) No. this should be collective responsibilities
- e) No. they need assistance from all stakeholders. They are unable to make rightful and meaning decisions.

- f) No because young people don't have enough knowledge and experience on contraceptives and abortion and they do not know the consequences.
 - g) No. parents should guide them.
 - h) No. they don't have fully knowledge and consequences
 - i) Yes. But subject to guidance from parents
 - j) No. they should be guided to make informed decisions.
 - k) No because they are still young
 - l) Yes because they have a right especially if they are above 18 years old.
 - m) No. because they don't have information on every decision about this
- b) If no, why not? *No*
- *when one grows there are people who live with them hence they will guide them on right and wrong ways and may assist or mistreat*
 - They are still young and cannot make their own decision. They need parents, friends and also members of the society before making their own decisions.
 - Young people most of the time make wrong decision so it's better for them to consult the old people on their decisions.
 - They are still young to make decision hence their decisions might lead to failure in life
 - They are supposed to respect their parents
 - This unless a doctors consent is justified to do abortion. Note they make their own decision regarding partners , marriage and contraception
 - If under 18 years let them be guided on the right way to follow until maturity, where they will be able to know good and bad.
 - It's always good to tell the negative side of those pills and let them decide for themselves after acquiring the knowledge about the above.
 - Young people are not mature enough and they are prone to make wrong decisions because young people may not have enough knowledge on the topics.
 - The young people do not know much on culture, therefore cannot be left alone to make decision, they depend in elders since they may end up making wrong decisions.
 - Because their minds are still low to think and solve a problem. The youth and the parents should talk and agree on one thing e.g. abortion. If the girl don't feel comfortable or raped by a person not known by her she can give birth and give out the baby to a barren woman
 - Because it is illegal also they can marry relatives, if they don't inform the parents
 - Because they will be making their own choices and decision for their own good and their future life when given such opportunities they will not blame anyone if things go wrong later. They have a right to deal with their own future life.

Male teachers

- a) Not allowing any single gender to lead everything and not favouring any gender in a talk that makes them look inferior
- b) Administering fair justices to all equally
- c) Giving equal opportunity to all and that the right of everyone is observed
- d) Giving them same tasks/duties
- e) Creating awareness of their rights
- f) Giving equal participation in class
- g) Listen to their demands
- h) Sharing materials equally
- i) Sharing roles without biased

- j) Open discussions

Topic 5: Prevention of pregnancy

- 1) Which cultural traditions can you use to avoid unwanted pregnancies?

Female teachers' response

- a. Discuss with them the effects of unwanted pregnancy
- b. Setting some rules and regulations
- c. Guiding and counselling them using grandmothers and mothers
- d. Parents talk to the teens by involving cultural speakers
- e. The use of indigenous herbs which are boiled and taken as a drink
- f. Guide on what the culture requires of them
- g. In African traditional societies, there are some herbs from trees which are boiled to make tea and drink
- h. Abstaining because they will be free from diseases and pregnancies
- i. Some role plays and songs
- j. Giving birth at early ages may result to death of both the mother and baby
- k. Counting safe days for a woman
- l. By telling them that it's a taboo
- m. Abstaining, educating the youth on good morals

Male teachers

- a. By use of natural herbs
- b. By setting norms
- c. By ceremonies, norms, rituals, use of songs etc
- d. By teachings of boys and girls by their grandparents.
- e. By informing them that it's a taboo to have sex before marriage.
- f. Girls to be given advice by elder women and boys by elder men
- g. Abstinence

- 2) Do you feel you are able to teach the students in the use of contraceptives?

Female teachers' response

- a. I will let them know about it but explain the effects of using it as students that till marriage would be applicable
- b. If they are taught they might be tempted to try
- c. No - the health workers are the ones to teach them for I am a teacher not a nurse or a doctor
- d. No as they are not allowed to engage in sexual activities while in school
- e. Yes though students should be discouraged from using contraceptives
- f. No because students especially at lower level may end up practising and putting into practice these methods but for upper levels it's ok.
- g. Yes and if they are above 18 years

Male teachers

- a. Yes if teaching materials are available 10/13
- b. No. experts can do it 1/13
- c. Not at now need more empowerments 2/13

Topic 6: Gender and gender roles

1) What is a gender role for you? - Give at least 3 examples

Female teachers' response

- a) Duties carried out by different groups of individuals male and female e.g. feeding a baby and looking after livestock
- b) Ability to do all sort of job regardless of the sex/gender
- c) Gender role is about responsibilities given to our children e.g. fetching water, looking after the young ones and cooking
- d) Taking care of my children
- e) Taking care of my husband as a wife
- f) Both girls and boys are treated equally and both can do house chores
- g) Both can attend training colleges i.e. mechanics
- h) Being a mother, facilitator, and mentor
- i) Women to bear children and up bring them
- j) Men to take the responsibility of taking care of the family needs

Male teachers

- a) It is what the gender is expected of like men to provide for the family, women to take care of home and children, girls to clean at home and boys to look after cattle.
- b) Principal of duties. Provide security, food etc
- c) Its responsibilities on individual, teach boys and men their responsibly, women does cleaning, having children and men protect them
- d) Men have final decisions; provide security and head of the family.
- e) What one feels comfortable to do?
- f) House cleaning for girls, cooking for girls and herding for boys
- g) Its parts taken by boys and that taken by girls like cooking for girls and looking after cows for boys.
- h) Where boys does their tasks and girls does their tasks like construction for boys and cooking for girls
- i) Individual tasks like girls housekeeping and boys others

2.) Are there any traditional gender roles which can't be change?

a) If no, why? No

Answers (Female teachers response)

- a. Girls and boys can do the same job e.g. cooking
- b. Every role can be changed because both men and women can do the same thing e.g. cooking, washing, digging and building

Male teachers

No. because we have money to do work

- I. No. because world is dynamic and flexibilities should be embraced for survival.
- II. No. money has changed the roles

b) If yes, how? Yes

- a. Men circumcising boys and women being mid wives or acting as midwives*
- b. Being a mother will always remain a mother and a father will remain a father.*
- c. It depends on different communities*
- d. Upbringing of children and cooking are for women*
- e. Paying dowry*
- f. They are held with a high regards by the society*
- g. Both boys and girls have a right for education*
- h. This is because it's influenced by culture e.g. the role of caring for young ones (babies) is for women*
- i. Taking care and providing for the family needs is a male role as it is in the bible*

- I. Yes. Because we have homestead defence where traditional weapons such as poisonous arrows should only be handled by men.
- II. Yes. Because boys can now cook in case girls are not there food should be eaten so boy can also cook
- III. Yes. Respect those who are older than you and their advice

Topic 7: Sexuality

1) Which cultural traditions/practices do you use when you are teaching this subject?
Female teachers' response

- a. Norms of the society*
- b. Body changes*
- c. Involve a resource person e.g. an elder woman or man*
- d. FGM and early marriages*
- e. Early marriages/circumcision*
- f. Storytelling, riddles, and singing*
- g. Use grandfathers and grand mothers*
- h. Use of myth and story telling*
- i. Long time ago sex was only allowed to grown up and those who are ready for marriage*
- j. Talk to the student trying to let the child open up his heart later talk to the student to get psychological healing give support where necessary if possible report the case to authorities*

Male teachers

- a) Festivals such as initiation ceremonies*
- b) Story telling*
- c) Use of life examples*
- d) Use of resource person such as grandmothers/father*
- e) Use of tale stories to pass the message that sex is for adults only*
- f) Abstinence*
- g) Myths and stories*

2) What do you do as a teacher when you aware of your students have been raped?
Female teachers' response

- a. Take her to the nearest health centre and report the matter to the police
- b. Call her privately and inquire from her and make everything confidential take to hospital to confirm and talk to the parent and report to police
- c. Take necessary steps e.g. taking her to hospital, guide and counsel and report to authorities like chief, and police
- d. Inform the head teacher, administration and the parents
- e. Have the student counselled to save her from trauma, have her treated and back to school
- f. Try to find out where and when it happened, console a health worker to assist and later counsel the affected child who might have been traumatised

Male teachers

- a) Do inquiries to ascertain the truth
- b) Talk to girl to express herself and then report to authorities
- c) Take her to hospital for check-up and report to police
- d) Advise the girl to go to nearby health facilities then police station
- e) Provide guiding and counselling and report to police
- f) Report to class teacher, head teacher and the head teacher to report to authorities.
- g) Report matter to the parents, take child to hospital and provide counselling

Topic 8: HIV / AIDS and sexual transmitted infections

- 1) Which methods do you teach the students for them to avoid being infected by STI's?
Answers (**Female teachers response**)

- a. Use of condoms and abstaining until marriage
- b. Explain how STIs are contracted;
- c. use resource persons who are infected willingly
- d. abstaining and use of plays
- e. use of contraceptives
- f. protect themselves when they indulge in sexual activities
- g. discuss about the effects and ways of transmission

Male teachers

- I. Invite health work to handle the issue 1/13
- II. Abstinence and safe sex like use of condom 10/13
- III. Having resource person to handle it 1/13
- IV. Avoid sex at earlier age 2/13
- V. Have one partner 1/13

- 2) How do you guide and counsel students who are infected by HIV or STI's?
Answers (**Female teachers response**)

- a. To accept the reality
- b. To seek medication
- c. To avoid re-infection
- d. Being close to them, making sure they get counselled by a health worker and get medication and assist them on living a positive life

- e. *First show love to them and give hope to them that they will be well*
- f. *Encourage them that it is not the end of them, take the concerned student should go to health centre*
- g. *Accept themselves and the situation and follow doctor's advice*
- h. *To manage their condition by seeking medication STIs encourage them to know that they still have a life to live , so they should accept to live with the condition positively- not to revenge by spreading more*

Male teachers

- I. Invite health work to handle the issue or use of social workers 4/13
- II. Talking to them and encouraging them that they are not alone and that they should visit health facilities for guidance. 5/13
- III. Eat balance diet and avoid stress 2/13
- IV. They should accept and go and visit health facilities.
- V. Handing over to expert 1/13

Topic 9: Harmful practices and abuses

1) Which cultural traditions can you use to avoid sexual abuses and harmful practices?

Female teachers response

- a. Sensitize the community on the effects of sexual abuse and harmful practices and give the examples
- b. Teaching on norms set by the society and the should not break them
- c. Setting serious rules like being eliminated from the community or punished
- d. Use of herbs and tell them it is a taboo to have sex before marriage
- e. Have the boys taught during the initiation time in order for them to respect the girls
- f. Have rules followed within the community and use chiefs and village elders to advice people
- g. Encourage our children to dress properly especially girls
- h. A shaming him/her bringing before everyone to see and be mocked
- i. FGM
- j. Baraza's/ mentorship programmes and awareness

Male teachers

- I. Discussing with your partner and agree instate of use of force
- II. Use of community meeting to sensitize the parents and community
- III. Following traditional norms 'kikirei'
- IV. Use of rope around your waists to show not ready for sex until when you will be ready and remove it.
- V. Taboo and norms
- VI. Punishment
- VII. Story telling on the topic of sexual abuse

2) What do you do when you aware of one of your students have been abused?

Female teachers' response

- a. Encourage her so that she may not lose hope
- b. Talk to him/her on the issue and assist where necessary to solve the problem
- c. Seek medication and report to the authorities
- d. Help to guide and counsel and make the student accept himself/herself

- e. Advice to visit hospital for check-ups and also engage parents for assistance
- f. Bring the student close to you, let him/her feel free to talk to you which will help you know how it happened and who did it, then take measures, report to authorities and take the student to a counsellor
- g. Report to the chief or education officer, human rights or women feeder association
- h. First will make sure the other students do not neglect her/him

Male teachers

- I. Conduct parents and inform them before taking the child to health facility
- II. Guiding and counselling to the child
- III. Engage parents and local authorities
- IV. Discuss with the student about the abuse and then take action
- V. Refer to health facilities
- VI. Attend to the issue with confidentiality

LESSONS LEARNT

- 1) People are so much affected and value a lot their cultural believes.
- 2) We learnt FGM is practiced not only to young girls but also to married women with conditions from husband's family especially during baby delivery
- 3) Early and forced marriages still happening silently
- 4) Wife beating is termed as a way of disciplining/correcting her not gender violence.
- 5) Fathers are not allowed to be seen carrying their own babies, it's a taboo.
- 6) Women carry a lot of responsibilities as men walk around freely.
- 7) We learned that handling some topics will be hard for the teachers since it is against their taboos and if possible not that so deep.

CONCLUSION

This project will be of importance especially to the youth in the area by getting empowered them on their rights and the two trained teachers will be the ones training the students in their respective schools as we the facilitators monitor and give hand where necessary. We agreed with the teachers that all the methodologies learned will be used in engaging the students actively hence expanding their thinking capacity. The teachers who came for the two day training will help by training other teachers in their various schools and communities.