



Ministry of Health



**TRAINING OF
TRAINERS MANUAL**



GUIDANCE FOR TRAININGS ON KEY POPULATIONS'

HUMAN RIGHTS IN THE CONTEXT OF HIV AND AIDS

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National AIDS Control Council

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FOREWORD

The National AIDS Control Council in the Kenya AIDS Strategic Framework (KASF) 2014/15–2018/19 takes cognizance of structural factors that impede marginalized groups' access to justice and that increase their risk of HIV infection. The KASF specifically recognizes that violence and discrimination against people from key populations worsen their risk of HIV infection.

To address these problems, the Kenya AIDS Strategic Framework 2014/15–2018/19 recommends interventions that foster the use of a human rights-based approach to facilitate access to services, particularly for vulnerable and key populations. The strategy proposed by the KASF thus entails initiatives to remove barriers to information and services in public and private entities.

To realize such aspirations, it is imperative that efforts and resources be directed towards enhancing the capacity of key and affected populations to claim their rights.

This manual is therefore a very critical resource in the implementation of the KASF, as it will enhance the capacity of key populations on matters of legal and human rights. It is envisaged that proper application of this manual will go a long way in supporting the empowerment of key populations to actively claim their rights and address the current barriers to HIV services.

If properly utilized, this manual will contribute immensely to creating an enabling environment for HIV interventions targeting key populations, and, hopefully, will contribute to our national vision of getting to zero HIV infections and zero HIV- and AIDS-related stigma by 2030.

Dr. Nduku Kilonzo

Director, National AIDS Control Council
Ministry of Health

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We also take this opportunity to thank the team in the NASCOP learning site hosted by ICRH-K Mombasa for their support in pretesting the manual. The feedback they provided served to enhance the quality of the manual.

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Dr. Emmy Chesire
Deputy Director,
Coordination and Support,
National AIDS Control Council

INTRODUCTION

The success of HIV prevention efforts is dependent on protecting and promoting the rights of those who are socially excluded, silenced, and vulnerable. The *Kenya AIDS Strategic Framework: 2014/15–2018/19* therefore emphasizes the importance of addressing structural drivers of HIV transmission, such as violence, poverty, and stigma and discrimination, through interventions that promote awareness and action around human rights. To facilitate a human rights-based approach to HIV prevention, the framework calls for legal literacy programmes to educate people living with and affected by HIV/AIDS about human rights and the laws that define and protect human rights. Such training will enable groups that are disproportionately vulnerable to HIV infection, such as sex workers, men who have sex with men, and people who inject drugs (hereafter referred to as key populations), to recognize rights violations and to assert and defend their rights through individual and collective action.

This manual provides guidance to trainers for educating NGO staff, key-population peer supervisors, and key-population leaders about human rights, and for training them to use the *Key Populations, Human Rights, Law & Justice* legal literacy handbook and other resources to train key populations to recognize and claim their rights as a critical enabler for effective HIV interventions for the Key Populations.

Objective of This Manual

This manual aims to guide trainers to lead workshops that enable people who serve key populations to give key populations information and skills to defend and assert their rights. This manual is to be used in workshops that train participants to teach key populations

- Understand human rights and how promotion of the same can leverage HIV prevention for Key Populations.
- To recognize the rights violation of KPs and how these could be exacerbating the risks of HIV amongst KPs.
- Claim their rights to Health.

Training through Learning Activities ²

The workshop adopts an experiential and learn-by-doing approach to convey the concepts and principles of human rights and advocacy. Participants reflect on their experiences to understand how social, legal, and political factors affect their access to basic human rights, including their right to health.

While training, it is important to use activities that educate participants by involving them in

¹ *Kenya AIDS Strategic Framework: 2014/15–2018/19*. National AIDS Control Council. Nairobi. http://www.nacc.or.ke/images/KASF_F_web.compressed.pdf

² Material in this section is adapted from *Visualisation in Participatory Programmes: A Manual for Facilitators and Trainers Involved in Participatory Group Events*. UNICEF, Bangladesh, 1993. http://www.unssc.org/home/sites/unssc.org/files/publications/vipp_-_visualisation_in_participatory_programmes.pdf

generating lessons. All learning activities should stimulate and facilitate participants' learning, and the trainer's input should be as limited as possible.

Although some activities are listed below, trainers may also use others, and are encouraged to design new ones. Activities to consider include the following:

Dialogue or in-depth discussion

This usually begins with the trainer introducing an issue for discussion. The trainer then facilitates a discussion on the issue, and encourages all participants to participate. The aim of the discussion is to clarify perspectives on the issue by giving each participant an equal opportunity to voice their opinion on the issue. Any dissenting views should be noted and captured as part of the learning.



Brainstorms

A typical brainstorm involves the trainer asking the participants to come up with ideas or opinions in small groups within the plenary session. The trainer then lists these issues and facilitates further discussion on them by the whole group. Brainstorms are ideal for getting a group to quickly generate a variety of ideas around a common theme.

Working in plenary sessions or small groups

Some of this workshop occurs in plenary sessions, meaning sessions in which everyone is gathered together, and some of the workshop occurs in smaller groups.

A crucial question concerning group work (e.g., brainstorming, buzz groups) is how to form groups: the facilitator has to decide whether groups should be formed randomly, by design, or by choice.

Random selection: If built randomly, the group may be more heterogeneous, which is desirable for an exchange of problems and experiences and, at the beginning, to form a collective spirit and to get to know each other in different situations. One way of forming a group randomly is to divide the groups by giving all participants numbers (e.g., 1, 2, 3, 4) or with different cards and symbols for each group, to be drawn from a hat or box. For example, groups could be randomly formed by writing names of animals on slips of papers and having participants form one group per animal. Depending on the number of people you intend to have in each group, create the corresponding number of slips of paper that have the same animal's name (e.g., to create 3-member groups, write each animal's name on only three slips of paper). Choose animals according to the number of groups you wish to have (e.g., to create four groups, use lions, elephants, dolphins, and snakes). Put the small pieces of paper in a bag or a hat and ask each participant to take one slip of paper. Ask them to behave as the assigned animal (without uttering the name) as they look for others with similar behaviors. They should be able to identify the fellow animal who then shall be members of the group.

Formation by design: This involves dividing the group through previous knowledge of professions, institutional backgrounds, personality, etc.

Formation by choice: This means that everyone is allowed to choose the group they wish to join. Usually the participants are asked to write their names on small cards and pin them adjacent to the issue of their choice. If this process leaves groups which are too large or too small, the facilitator may split the group into subgroups or ask some members if they want to change groups.



Buzz groups

Buzz groups are also formed around an issue assigned by the facilitator. Without breaking the plenary gathering, small groups of two or three participants are asked to discuss the issue briefly and come up with views or positions. The trainer then asks for one member of each buzz group to give focused feedback to the larger group until all the buzz groups' ideas are recorded. The trainer then facilitates discussion on the views or ideas expressed by the buzz groups. This technique is used to quickly get selected reactions from all; for example, to formulate questions on a topic, to draw conclusions on a discussion point, or to receive quick feedback from participants.



Debates

A debate normally revolves around an issue that is described to participants in opposing arguments. The participants then give points to justify or explain their positions, with the trainer facilitating. Care should be taken to avoid the participants becoming too emotional and focussing on non-issues as a result. The trainer has a responsibility to steer debate and creatively reframe issues if it seems that things are about to get out of hand. Avoid arguments in attempts to justify and defend answers. The facilitator should moderate and help participants reach a middle ground.



Experience sharing

Trainers can increase the relevance of discussion on an issue by inviting participants to share their experiences with rights violation (e.g., a healthcare worker's refusal to provide a health service). Participants' stories can then be used to frame and ground discussion about an issue by the entire group.



Case studies

A case study examines a particular event or situation to derive instructive insights. It can be used to work out, in detail, a problem definition and analysis, solutions, proposals, and actions, from which general conclusions can be drawn. Case studies are usually carried out in groups in which participants work on various aspects of the case, such as defining the problem, analysing main actors and causes, considering the impact of development actions, and proposing solutions. Case studies require careful composition of working groups, as team spirit and productivity are essential.



Focus-group discussions

A focus-group discussion is normally based on an issue or a set of issues. Participants are divided into small groups of four to six participants. Each group then has an in-depth discussion about their issue or issues and reports their conclusions to the larger group. The trainer should note the common points and the unique issues from the deliberations. He/she should summarize the emerging issues at the end of the plenary taking note of the recurring points and seek views on the unique ones for a plenary opinion. In case of lack of consensus, he/she can offer expert opinion. Alternatively, the issue can be put to vote.



Use of audiovisual media

Audiovisual media can aid learning. Flip charts and overhead or LCD projectors

(for PowerPoint presentations) should be used if they are available, convenient, and appropriate for the group's technological sophistication. Media from NACC, NASCOP, and partners, such as videos, audio tapes, posters, cartoon strips, pamphlets, and fliers, can also be used. Groups can then be formed to discuss the issues and to generate consensus on key issues.

Facilitator's Input

Even in participatory training events, there will be occasions when the trainer is required to provide specific information to the participants. Information can be given by answering questions, reacting to particular views, making a presentation, or delivering a lecture. Whenever this is necessary, the following conditions apply:

- The trainer should use simple, common language.
- The trainer should speak loudly, slowly, and clearly enough to be heard and understood.
- The trainer should use practical examples to illustrate the points made.
- The trainer should be interactive by asking questions mid-stream and by keeping a conversation flowing with the group.
- Audiovisual media can be used to reinforce the input.
- The trainer should provide time for questions and discussion on what has been presented.

You, as the trainer, are expected to be highly sensitive to the group's concerns and use language and vocabulary that the participants are comfortable with.

Coach the participants, while observing and adhering to the principles of the workshop:

- Encourage clear communication.
- Maintain an environment that is conducive to learning.
- Present the objectives clearly.
- Encourage reflection on personal experience.
- Initiate discussions on the lessons.
- Apply the lessons to real-life situations.

The nature of the training is such that the participants may refer to hypothetical situations. Should this happen, use creative questions to help them relate realistically to the issue(s) at hand. Avoid giving answers; instead, urge them to come up with answers themselves.

NOTES FOR FACILITATORS

Facilitators should

- a. Outline and explain the planning and preparation that the participants should do before participants deliver a training module.
- b. Outline some of the challenges of training.
- c. Offer ideas and tools that participants can use to create an environment in which trainees learn based on principles of adult learning.
- d. Identify appropriate handouts and reading material for distribution to trainees for better understanding of module content.
- e. Formulate tailored questions to enhance learning.
- f. Administer the pre- and post-workshop questionnaire to evaluate the learning of participants by comparing their knowledge before and after the training workshop.

Materials for Participants

Participants should read and use the *Key Populations, Human Rights, Law & Justice* legal literacy handbook and other resource materials that are given for the workshop. Participants should read all of the assigned literature before attending the workshop.

Training Module Layout

Each module description begins with the module's purpose and objectives, followed by the learning outcomes, the activities, and the time needed for module. Time allocated for the modules is estimated and can be adjusted.

Each module builds on the previous module, so presentation of the modules should follow the sequence found in this manual. At the end of each module, wrap-up questions should be administered to promote and maximize the learning.

How to Maximize the Effectiveness of This Workshop

This workshop becomes more fulfilling if all participants contribute. Throughout the workshop, the facilitator can enhance the relevance of lessons by encouraging participants to share and analyse their experiences and knowledge pertaining to rights and advocacy.

The manual is not rigid: users should adapt the activities contained herein to suit different participants, purposes, and settings. Although its contents are structured, the manual is intended to be only a guide, and should be seen and used as such.

In order to train the participants how to train well, a learning-by-doing approach is best and is recommended wherever possible.

Evaluation

Participants should complete the pre- and post-workshop knowledge questionnaire (found in annex 2 of this manual) so that their learning can be assessed. At the end of every module, invite participants to give oral evaluations. Take note of participants' suggestions. At the end of the workshop participants will use the evaluation questionnaire in annex 3 to assess the entire workshop.

OBJECTIVES OF THE TRAINING OF TRAINERS WORKSHOP

This workshop's ultimate objective is to prepare participants to educate others about the human rights of key populations in Kenya, laws that affect human rights, and the actions that key populations can take to claim their rights.

The specific objectives are

- to enhance participants' knowledge on the rights of key populations and the legal framework in Kenya for protecting such rights, and
- to train participants to educate others about the human rights of key populations, the protections that KPs are entitled to, and the actions that KPs can take to claim their rights.

The expected outcome of the workshop is confident and competent trainers who can design and facilitate trainings that empower key populations to claim their rights.

MODULE 01

WARMING UP



Purpose

In this module, the facilitator and participants become acquainted, examine participants' expectations, establish a common understanding about the workshop's scope and aims, and assess participants' knowledge about human rights, human rights violations, and human rights law.



Objectives

-
- To get to know each other.
 - To become familiar with the workshop's objectives.
 - To share expectations.
 - To set rules for the workshop.
 - To capture a baseline assessment of participants' knowledge about human rights.



Outcomes

-
- At the end of this module the participants will
- be acquainted with the other participants and begin to learn as a team,
 - understand the objectives of the workshop, and
 - know the workshop's rules.



Materials

-
- Index cards
 - Pre-workshop knowledge questionnaire



GETTING TO KNOW ONE ANOTHER



Duration
20 minutes

You can choose any activity that makes the introductions fun. The aim is to introduce yourself and then get the participants' names and where they work. Some suggested activities include the following:

Activity 1

In pairs, participants introduce themselves to their partner and tell one personal thing that nobody knows. Each participant then introduces their partner.

Activity 2

Ask the participants to go around the room and look for three people who wear size-six shoes, wear watches, are second born, etc. While so doing, they should get to know the name of the person they have talked to and where they work. After the allocated time is up, ask the participants to introduce one person they talked to and share one thing they learned about them.



PARTICIPANTS' EXPECTATIONS AND WORKSHOP OBJECTIVES



Duration
25 minutes

Hand out index cards and ask the participants to write their expectations for this workshop on the cards. Collect the cards and discuss the participants' expectations in light of the workshop's objectives.



HOUSEKEEPING

The participants should collectively establish the rules.



Duration
15 minutes

Ask one participant to lead the exercise. Instruct her/him to solicit ground rules for the workshop that are acceptable to the whole group and write them on the flip chart.

Get some of the participants to participate in the management of the workshop. This includes getting a time keeper, evaluation team, welfare team, and any other team suggested by the participants.



PRE-WORKSHOP KNOWLEDGE TEST



Duration
30 minutes

Hand out and ask participants to complete the pre-workshop knowledge assessment questionnaire, found in annex 2 of this manual.

After collecting the completed questionnaires, read them to identify gaps in participants' knowledge about human rights, and adjust the lessons of this workshop to address the participants' needs.



MODULE 02

HUMAN RIGHTS, KEY POPULATIONS AND HIV



Purpose

To expand and strengthen participants' knowledge on human rights and the obligation of states to uphold human rights.



Objectives

- To familiarize participants with human rights principles and characteristics.
- To introduce them to the actors in human rights.
- To help them understand the obligations of government.
- To familiarize them with international treaties and agreements on human rights.



Outcomes

After this module, participants will be able to identify and tell others about

- the legal provisions pertaining to human rights in international instruments and
- the various obligations and responsibilities of authorities and service providers, with regard to human rights.



Duration

One hour



Materials

- Matrix of the provisions of human rights treaties affecting key populations, found in table 4 of the handbook
- Bill of Rights (Selected articles

of the Constitution and Bill of Rights are found in table 3 of the handbook).

- Computer/laptop and projector
- Flip chart
- Markers



Notes for Facilitators

The facilitator should be well acquainted with the human rights treaties and conventions that Kenya has signed. Such familiarity will enable facilitators to explain the links between international human rights agreements, Kenyan law, and the protection of key populations' rights.

The facilitator should explain the key principles of human rights (i.e., universality, indivisibility, inalienability—found in section 1.2 of the handbook). In particular, the facilitator should describe the civil, political, economic, and social rights that especially concern key populations.

In realizing and protecting human rights, there are two players involved in bringing a human rights claim (see section 1.4 of the handbook): the claim-holder and the duty-bearer. The facilitator should emphasize the players' specific roles and the need to hold the duty-bearer accountable.



ACTIVITIES

In buzz groups, the participants discuss the following with examples:

- What are human rights?
- What are the types of human rights?

Participants state their understanding of the human rights principles.

Discuss the answers given by the participants and present the key principles of human rights, which are found in section 1.2 of the handbook.

Discuss the characteristics of human rights (found in table 1 of the handbook).

Explain the types of actors in human rights (found in section 1.4 of the handbook).
Display the *How to Bring a Human Rights Claim* slide.

In groups the participants complete the activity on claim-holders (found in table 2 in the handbook).

The facilitator should explain the various obligations of government in ensuring that human rights are protected (found in section 1.5 of the handbook).

Participants are asked to identify some of the conventions Kenya has signed and what they protect (found in section 2.4 of the handbook).

Group work: Ask participants to refer to handbook table 4 on treaties and to discuss their provisions. Refer participants to the Constitution's Bill of Rights (selected articles of the Bill of Rights are found in table 3 of the handbook). The participants are to use the matrices on international conventions and the Bill of Rights to determine the various violations.

Ask the participants to explain their understanding of each treaty and Constitution article as it relates to key populations.

How to bring a human rights claim

You need to identify all of the following before you can bring a human rights claim:

Right- or claim-holder: The person who enjoys the human right and can claim it.

Valid claim: The human right to be enjoyed.

Duty-bearer: The person responsible to ensure that you get your right. In most cases the government is the ultimate duty-bearer. But there may be many more duty-bearers, such as primary duty-bearer (i.e., the state) and secondary duty-bearer (e.g., an individual in a position of responsibility).

Correlative duty: The things that the duty-bearer must do in order to ensure that you get your right.



MODULE 03

HUMAN RIGHTS IN THE KENYAN CONSTITUTION IN RELATION TO KEY POPULATIONS AND HIV



Purpose

To familiarize participants with the Bill of Rights in the Constitution of Kenya.



Objectives

- To familiarize participants with the rights contained in the Bill of Rights.
- To help participants understand how these rights protect key populations.



Outcomes

At the end of the session the participants will be able to educate others about the Bill of Rights and how these rights apply to key populations.



Duration

One hour



Materials

- Flip chart
- Markers



Key Points

The Constitution of Kenya 2010 contains an advanced Bill of Rights, which has justiciable civil, political, and socio-economic rights, meaning that these rights are recognized by the nation's courts.

The protections given to the citizens are drawn from conventions and treaties that Kenya has signed, which mandate the state to protect such rights.



ACTIVITIES

Ask the participants to name the human rights found in the Constitution. Write their answers on the flip chart and discuss the answers given.

Of the rights listed on the flip chart, ask and assist the participants to identify the critical human rights for key populations.

Form the participants into groups.

Ask the groups to discuss the articles of Kenya's Constitution and Bill of Rights that are relevant for key populations (table 3 in the handbook).



MODULE 04

VIOLENCE



Purpose

To prepare participants to teach others to recognize violence and to understand how violence increases key populations' vulnerability to HIV infection.



Objectives

- To strengthen participants' recognition of violence.
- To enable participants to identify and understand the various forms of violence.
- To develop participants' basic understanding about the reasons for and root causes of violence.



Outcomes

At the end of the module the participants will be able to teach others

- to recognize violence and
- to understand how violence heightens HIV vulnerability.



Duration

One hour



Materials

- Flip chart
- Markers
- Computer with projector
- PowerPoint presentation



Methods

- Brainstorming
- Plenary and group discussions
- Presentations



Notes for Facilitators

Begin by informing the participants that this session is designed to deepen their understanding about the various forms of violence so that they can teach others to recognize violence.

Gender-based violence (GBV) means violence committed against a person because of his/her sex/gender identity. However, since most victims of GBV are female, most people understand gender based violence only as violence against women. The facilitator should bear this in mind and explain that men and women can be victims of GBV.



ACTIVITIES

Ask the participants the following questions:

Who among the participants has been violated or assaulted or knows someone who has been violated or assaulted?

What was the nature of violation?

Who has experienced abuse

- by police?
- by family?
- by clients?
- by sexual partners?
- by healthcare professionals/workers?
- by intimate partners?
- by community members?
- in restaurants?
- on the streets?

Who has been arrested or witnessed someone arrested? Why did the arrest happen?

Who has reported abuse by the police, client, or family to the police?

Who has been denied treatment at a health institution?

Ask the participants to form small groups, and ask each group to define the following terms:

- Violence
- Domestic violence
- Gender-based violence
- Sexual violence

Ask the participants to give examples of each type of violence.

Note their examples on the flip chart and paste these sheets on the wall.

Ask the groups to share their definitions and examples and discuss these.

The participants should be divided into groups and each group should be asked to define one of the following forms of violence:

- Physical violence
- Harmful traditional practices
- Socio-economic violence
- Emotional violence

Ask the participants to give examples of each type of violence.

Note their examples on the flip chart and paste these on the wall.

Ask the groups to share their definitions and examples and discuss these.



MODULE 05

LAW AND THE RIGHTS OF SEX WORKERS IN THE CONTEXT OF HIV AND AIDS



Purpose

To orient participants on laws pertaining to sex work in Kenya.



Objectives

This module aims to familiarize participants with Kenyan laws that affect sex workers.



Outcomes

After this module, participants will be able

- to identify and educate others about laws that relate to sex work and their impact on HIV response;
- to explain the legal and ethical issues of having laws that discourage sex work; and
- to describe how sex workers can respond to laws against sex work.



Duration

One hour



Materials

- Simplified version of the rights in the Constitution of Kenya affecting key populations
- Simplified version of Kenya's Penal Code and the Sexual Offences Act provisions affecting key populations
- Municipal by-laws in Kenya
- Flip chart
- Markers



Notes for Facilitators

The facilitator should acquaint her/himself with the current legislation on sex work and the laws that affect sex workers. The facilitator should be aware of the rights violations that sex workers routinely experience because of the misuse of laws (described in section 3.7 of the handbook).

Focus this module on the points that sex workers have human rights and that they should be able to defend and enjoy such rights just as any other population.



Key Points

Participants should clearly understand that

- It is illegal to live wholly or in part on the earnings of prostitution and to aid, abet, compel, or incite prostitution. (sections 153 and 154 of the penal code)
- Women who sell sex can be arrested by both secular and religious police for breaches of various municipal by-laws against 'loitering for the purpose of prostitution,' 'importuning,' and 'indecent exposure.'³

The lack of protection and lack of adequate legal recourse for sex workers raise a number of legal and ethical issues. One such issue is how to provide medical care and health information to sex workers and their clients while the law

³ Institute of Development Studies. Sexuality, Poverty and Law Programme. <http://spl.ids.ac.uk/sexworklaw>

perceives them as criminals. By increasing sex workers' vulnerability to violence and discouraging them from seeking medical attention, the criminalization of sex work increases their vulnerability to HIV and STI infection.

Other issues arise when police use the criminalization of sex work as an opportunity to abuse their authority. Criminalization compels sex workers to bribe police on a weekly basis. Police rape and sexually assault sex workers in their custody. They also extort sex from women with the promise that they will be released from custody.

These activities are considered torture and arbitrary detention under both international law and the Kenyan Constitution. Section 24 of the Sexual Offences Act of 2006 prohibits sexual contact between police officers and those in their custody.

Sex workers are denied a sense of belonging when their communities ostracize them. They are judged on their occupation and dehumanized. Persons who live on the earnings of prostitution, or compel others to engage in prostitution, or encourage children to participate in prostitution commit an offence.



ACTIVITIES

In plenary session, the participants should discuss some of the violations they have experienced as sex workers and enter these in the following table:

Violation	Perpetrator(s)	Action taken after the violation	If no action taken, why not	Outcome of action taken

The facilitator should discuss the laws that touch on the rights of sex workers and the laws that protect the rights of sex workers in accordance with the Bill of Rights and other laws, including the following:

- The Constitution of Kenya
- Kenya's Penal Code
- The Sexual Offences Act
- The Counter-Trafficking in Persons Act
- The Victim Protection Act



MODULE 06

LAW AND THE RIGHTS OF MEN WHO HAVE SEX WITH MEN IN RELATION TO HIV



Purpose

To orient participants on laws in Kenya pertaining to sexual relations between men.



Objectives

This module aims to familiarize participants with the national legal provisions that criminalize sex between men and the effects of these laws.



Outcomes

After this module, participants will be able

- to identify and educate others about the laws prohibiting sex between men;
- to explain the legal and ethical issues of having laws prohibiting sex between men, and the effects that result from these laws; and
- to name and explain the national and international laws, and describe how MSM can respond to laws against sex between men.



Duration

One hour



Materials

- Simplified version of the Constitution of Kenya
- Simplified version of the penal code and the Sexual Offences Act
- Flip chart
- Markers



Notes for Facilitators

Explain to the participants that due to the high level of stigma associated with homosexual practices, many MSM live in hiding and conceal their sexual orientation to avoid discrimination.

The penal code criminalizes homosexual sex.



ACTIVITIES

In plenary session, the participants should discuss some of the violations they have experienced as sex workers and enter these in the following table:

Violation	Perpetrator(s)	Action taken after the violation	If no action taken, why not	Outcome of action taken

The facilitator should discuss the laws that affect the rights of MSM, including the following laws:

- The Constitution
- The penal code
- The Sexual Offences Act
- The Counter-Trafficking in Persons Act
- The Victim Protection Act



MODULE 07

LAW AND THE RIGHTS OF PEOPLE WHO INJECT DRUGS IN RELATION TO HIV AND AIDS



Purpose

To orient participants on laws in Kenya pertaining to people who inject drugs.



Objectives

This module aims to inform participants about

- the prevailing legal framework on drug use in Kenya,
- the legal and ethical issues that arise from the criminalization of recreational drug use,
- the challenges that PWID in Kenya face due to the criminalization of recreational drug use, and
- the laws and international instruments that protect the rights of PWID.



Outcomes

Participants will be able to educate others about

- the laws and regulations that prohibit drug use as well as the international guidelines that respond to the issues that PWID face in HIV and AIDS context,
- the legal and ethical issues that PWID face as a result of laws prohibiting drug abuse, and
- the challenges that PWID face, including discrimination and stigma.



Duration

One hour



Materials

-
- Simplified version of the Constitution of Kenya
 - Simplified version of the Narcotic Drugs and Psychotropic Substances (Control) Act
 - Flip chart
 - Markers



ACTIVITY

The participants should discuss some of the violations they have experienced as injecting drug users and enter these in the following table:

Violation	Perpetrator(s)	Action taken after the violation	If no action taken, why not	Outcome of action taken

The facilitator should discuss the various laws that grant or affect the rights of PWID, including the following laws:

- The Constitution
- The Sexual Offences Act
- The Narcotic Drugs and Psychotropic Substance (Control) Act
- The Victim Protection Act



MODULE 08

ACCESSING JUSTICE AND PROTECTING THE RIGHTS OF KEY POPULATIONS TO REDUCE HIV RISKS



Purpose

To inform participants about the mechanisms and avenues by which key populations can defend their human rights and pursue justice.



Objectives

This module aims

- to familiarise the participants with the right of key populations to defend their rights, and
- to help participants understand the various institutions and avenues for accessing justice.



Outcomes

At the end of the session the participants will

- be acquainted with bodies and agencies that are responsible for enforcing human rights laws;
- understand how key populations can claim their rights; and
- be able to share this information with key populations.



Duration

90 minutes



Materials

- Flip chart
- Markers



ACTIVITY

Participants should discuss the barriers to seeking justice for rights violations.

The facilitator should ask participants, “What institutions can one go to for justice and for what violations?” (Institutions are listed in chapter 7 of the handbook.) For each institution, facilitate a plenary discussion on what would hinder one from accessing justice. Ask participants to identify what cases one would take to each institution.



MODULE 09

USING HUMAN RIGHTS-BASED APPROACHES TO ADDRESS BARRIERS TO HIV SERVICES ACCESS FOR THE KEY POPULATIONS



Purpose

This module prepares participants to use a human rights-based approach for addressing structural threats to human rights, such as violence and discrimination.



Objectives

This module aims

- to familiarize participants with human rights based approach as means of leveraging HIV response.
- to enhance participants knowledge on how to apply the human rights based approach in KP programmes.



Outcomes

After this module, participants will

- understand the value of using this approach,
- understand how to use this approach, and
- be able to tell others how to use this approach.



Duration

Two hours



Materials

- Flip chart
- Markers



Notes for Facilitators

The facilitator should be well acquainted with the human rights-based approach and make practical links between this approach and using it to uphold human rights. The facilitator should take the participants through the various attributes of a human rights approach.



ACTIVITIES

In groups, ask the participants to refer to table 6 in chapter 8 of the handbook. Ask the participants to identify what each right means and when each right can be relevant.

Ask the participants to review the FAIR process for putting the human rights-based approach into practice (found in section 8.2 of the handbook) and to explain how they can use the FAIR process in their work.



MODULE 10

ACTION PLANNING



Purpose

It is important that the participants are able to develop an action plan that applies what they have learned in this workshop. The facilitator should take them through an action planning process that enables them to bring the change they seek through training.

In this module participants plan activities through which they use the skills and share the knowledge that they gained in this workshop.



Objectives

This module aims

- to enable the participants to set general and specific objectives, and
- to prepare the participants to implement and evaluate the success of planned follow-up activities.



Outcomes

At the end of this module the participants will have developed an action plan that specifies

- general and precise objectives for their interventions and training;
- activities, dates, and persons responsible for their planned actions;
- follow-up activities and an evaluation mechanism; and
- the fellow participants they will contact in the near future to discuss how the implementation is going.



Materials

-
- Flip chart
 - Markers



ACTIVITY 1: REFLECTION



Duration
15 minutes

Instructions:

1. Ask the participants to reflect silently on the following:
 - a. Lessons from the training, and
 - b. What they propose to do with the knowledge and skills acquired from the training.
2. Ask the participants to share their thoughts.



ACTIVITY 2: ACTION PLANNING



Duration
One hour

Instructions:

1. Ask the participants to work in groups to prepare action plans using what they have learnt, based on what they proposed in activity 1.
2. Ask each group to prioritize what they would like to do.
3. Ask each group to create a blank table on a flip chart for their proposed action (see sample table below). The table should have columns that say **WHEN, WHAT, WHO IS RESPONSIBLE, WITH WHOM, FOR WHOM, WHERE, AND HOW**. These relate to
 - a. What will be done
 - b. When it will be done
 - c. Who is responsible
 - d. With whom (partners)
 - e. For whom (target group)
 - f. Where it will happen
 - g. How it will be done
4. The participants can formulate objectives for each item they work on, as well as related activities.
5. The plans will be presented to the entire group for discussion. The facilitator will give input during discussions.
6. The participants thereafter refine the plans according to feedback given during the discussions.



Notes for Facilitators

Let the interest of the group determine what types of plans are developed. It is important for participants to prioritize their concerns in an objective way. When it comes to the planning, participants should commit to implementing their plans, and they should be realistic, not developed just to conclude the workshop.

Sample Matrix

When	What (activity)	For whom (target group)	Where	How	Who is responsible	Whom I will work with (collaborators)
	(e.g., training on human rights of KPs)	(e.g., police cadets)	(e.g., police academy, Mombasa)	(e.g., training)	(e.g., trainer's name)	(e.g., other trainers/organisation)



MODULE 11

EVALUATION



Purpose

In this evaluation participants will

- review the expectations they had at the beginning of the workshop and assess the extent to which their expectations have been met;
- reflect on the workshop's objectives and assess the extent to which the objectives were achieved;
- fully evaluate the course's content, presentation, and process in terms of positives and drawbacks; and
- complete the post-workshop knowledge questionnaire, found in annex 2.



REVISITING PARTICIPANTS' EXPECTATIONS AND WORKSHOP OBJECTIVES



Duration
30 minutes



Materials

- Projector
- Laptop

Method

Step 1:
Using the index cards on which participants wrote their expectations at the beginning of the workshop, read the content of each card aloud and ask participants whether the workshop fulfilled their expectations.

Step 2:
Present the workshop objectives (project the objectives with an LCD projector, if available), and ask the participants whether the workshop has achieved its objectives. Engage in discussions if necessary to clarify concerns.



WORKSHOP EVALUATION



Duration
20 minutes



Materials
Training Workshop Evaluation Questionnaire (Annex 3)

Method

Step 1:
Distribute copies of the evaluation questionnaire and invite participants to complete it. You may need to translate the questionnaire.

Step 2:
Collect the completed questionnaires and thank the participants.



POST-WORKSHOP KNOWLEDGE TEST



Duration
30 minutes



Materials
Post-workshop knowledge
questionnaire (Annex 2)

Method

Step 1:
Hand out and ask participants to complete
the post-workshop knowledge questionnaire.

Step 2:
Collect the completed questionnaires and
thank the participants.



WORKSHOP CLOSING



Duration
15 minutes

Method

Step 1:
Thank the participants for their active
participation and contributions and request
them to use the knowledge and skills
acquired to advance the human rights of key
populations in Kenya.

Step 2:
Invite a local official or a representative of the
training organization to officially close the
workshop.



ANNEX 01



WORKSHOP SCHEDULE

DAY 1	
Time	Topic
8:30 – 9:00 am	Opening
9:00 – 10:00 am	Module 1: Warming Up
10:00 – 10:30 am	Pre-Workshop Knowledge Test
10:30 – 11:00 am	Tea/Coffee Break
11:00 – 12:00 pm	Module 2: Human rights
12:00 – 1:00 pm	Module 3: Human Rights in the Kenyan Constitution
1:00 – 2:00 pm	Lunch Break
2:00 – 3:00 pm	Module 4: Violence
3:00 – 4:00 pm	Module 5: Law and the Rights of Sex Workers
4:00 – 5:00 pm	Module 6: Law and the Rights of MSM
5:00 – 5:30 pm	Evaluation/Wrap-up Day 1

DAY 2	
Time	Topic
8:30 – 9:00 am	Reflections on Day 1. Day 2 Agenda
9:00 – 10:00 am	Module 7: Law and the Rights of PWID
10:00 – 10:30 am	Tea/Coffee Break
11:00 am – 12:30	Module 8: Accessing Justice and Protecting the Rights of Key Populations
12:30 – 1:30 pm	Lunch Break
1:30 – 3:30 pm	Module 9: Human Rights-Based Approach
3:30 – 4:45 pm	Module 10: Action Planning
4:45 – 6:15 pm	Module 11: Evaluation
6:15 – 6:30 pm	Workshop Closing

ANNEX 02



PRE-/ POST-WORKSHOP KNOWLEDGE TEST



Duration
30 minutes

Name of the Participant:

1. Have you ever heard the term Sexual and Gender-Based Violence (SGBV)?
 Yes No If Yes, please define what it means.

2. List forms of sexual and gender-based violence.

3. What do you understand by human rights?

4. Do you believe you have human rights? Why or why not?

If Yes, list four rights you think you have.

8. Please answer Yes or No to the following set of questions

	YES	NO
8.1 Do you know about the Kenyan Penal Code?		
8.2 Do you know about the Constitution of Kenya 2010 that contains an advanced Bill of Rights?		
8.3 Are you aware that the protections given to the citizens are drawn from conventions and treaties Kenya has signed and which mandate the state to ensure they protect such rights?		
8.4 Do you know about the breach of right to privacy?		
8.5 Have you heard about the HIV & AIDS Prevention and Control Act 2006?		
8.6 Have you heard of the HIV Tribunal?		

9. List examples of rights violations against sex workers, MSM, and people who inject drugs.

10. List at least three laws and policies that protect the rights of sex workers, PWID, and MSM.

	Laws/ Policies
Sex Workers	
MSM	
People Who Inject Drugs	

11. What are some of the key human rights of sex workers, people who inject drugs, and men who have sex with men?

12. Who is a rights-holder?

Who is a claim-holder?

13. Where should cases of human rights abuses be reported?

Thank you for answering the questions. Please hand the form to the trainer.

ANNEX 03



EVALUATION QUESTIONNAIRE

Note to Participant:

Your opinion of this training will be very useful for planning future workshops. Please complete it.

1. The training objectives were clearly outlined.

Poor [] Average [] Good [] Very Good []

2. Materials and resources were presented in a logical and relevant sequence.

Poor [] Average [] Good [] Very Good []

3. Training materials adequately covered subject matter

Poor [] Average [] Good [] Very Good []

4. Was there an adequate balance between presentation, group work, and discussions?

Poor [] Average [] Good [] Very Good []

5. Quality of training and overall effectiveness

Poor [] Average [] Good [] Very Good []

6. Quality of handouts/printed materials

Poor [] Average [] Good [] Very Good []

7. Trainer(s) knowledge, experience, and skills

Poor [] Average [] Good [] Very Good []

8. What have been the most beneficial aspects of this training workshop? List up to three things you found positive and useful in this course.

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9. What has been the least useful aspect of this training workshop? List up to three things you found difficult or unclear.

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10. What is the most important skill and/or knowledge you gained from the training?

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11. Are you confident that you will be able to apply the knowledge and skills acquired to train others working with key populations on the protection of their rights?

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12. If yes, please give details. If no please explain the challenges or constraints?

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13. Did you find the workshop: Too long []; the right length []; too short []?

14. Did you find the exercises (group work, case studies, tasks, etc.) useful? Yes []

15. No [] Please explain

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THANK YOU FOR SHARING YOUR VIEWS





NATIONAL AIDS CONTROL COUNCIL

Landmark Plaza, 9th Floor, Argwings Kodhek Road | P.O. Box 61307 - 00200 Nairobi, Kenya

Tel: 254 (020) 2896000, 2711261 Fax: 254 (020) 2711231, 2711072

E-mail: communication@nacc.or.ke



UNIVERSITY
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