COMMUNITY ORGANIZING AND CAPACITY-BUILDING

Realizing the Rights for the Hosts and Refugees Communities

INTERNATIONAL RESCUE COMMITTEE

REBUILD
Boosting Livelihoods

Pamoja Trust
Creating Voice and Space with the Urban Poor

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1.0 ABOUT PAMOJA TRUST

Pamoja Trust is a Kenyan organization that has been working for nearly 20 years with the urban poor to create the space and amplify their voice to ensure effective urban citizenship and dignity. The Trust facilitates and advocates for processes and approaches aimed at strengthening people's formations to ensure human dignity for the urban poor. The Trust has been part of the national progressive civil society and people's movement that have helped to expose government abuses secure a moratorium against evictions, strengthen civil liberties, and mobilize and animate the urban poor to strengthen their quest to secure and safeguard their dignity

Vision: An equitable and democratic society where urban citizens have adequate space

Mission: Pamoja trust exists to facilitate and advocate for processes and approaches aimed at strengthening people's organization formations to ensure better livelihoods for the urban poor.

1.1 Pamoja Trust Strategic Focus Ranges From:

1. Developing and nurturing community groups, social movements and federations for active and positive civic engagement in influencing social justice.

2. Main-streaming action research and advocacy functions in all PT programs for evidence-based interventions and responses.

3. Promoting and optimizing networking and collaboration with relevant strategic partners at various levels to ensure complementary and holistic response.

4. Promoting initiatives for mobilization of savings for improving access to land, adequate housing and other basic social amenities for the vulnerable

5. Strengthening Organizations operational capacity to, efficiently, effectively and innovatively deliver PT's mission.

Together with Muungano Wa Wanavijiji, Community social movements, Refugee Led Organizations, refugee networks and other like – minded civil society organizations, the trust seeks to influence the development and implementation of national policies by creating replicable, models and advocating for the Inclusion of the marginalized groups. The trust seeks to strengthen hosts and refugees' communities' capacity to participate in decision making processes in order to realize a more equitable urban society.

1.2 Acknowledgments

The process of developing and making use of this draft manual has been guided by the Staff Members of Pamoja Trust while borrowing from past documentations developed within the organization.

As this has been a collaborative venture, the manual is also a product of input and guidance from partners from the International Rescue Committee.

1.3 Foreword

As part of the leading actors in the urban sector in Kenya on matters refugee rights, Pamoja Trust and the International Rescue Committee share a commitment to promoting equitable and dignified life for all urban residents (host and refugee communities). For Pamoja Trust, this grand outlook is captured in our vision "Creating voice and space for the vulnerable groups". This objective is formulated to realize integrated human development which looks at urban poverty not just as lack of monetary income but rather as a complicated phenomenon which has bearing on how the urban residents enjoy their citizenship. This is a compelling undertaking noting that our rate of urbanization is at a world high rate of 4% per annum with increasing number of refugees moving to these urban areas.

In our dialogues and interventions, we at Pamoja Trust have formulated the interventions to respond to the fore mentioned situation and a vision of human development to be that which responds to both the position and condition of the urban residents as a way of according them the right to dignified living.

This training manual is an effort to take up the challenge of achieving this vision. It is a tool to assist community groups, activists and trainers to engage in formulating their vision for change and with policies and programmes of the Ministry of Lands, Housing and Urban Development and economics and planning. It is organized in a sequential (but not necessarily Linear logic) of Know, Organize and Claim. In this logic, the guide begins by introducing development- goals and objectives i.e. in the case of slum upgrading projects, components and institutional arrangement and their formulation, composition and role of the leadership committees (this includes refugee leaders) and also structure such as SEC. It then seeks to organize the community structures for effective participation in the development initiatives by addressing modules on effective community participation, issues identification, prioritization, project management, conflict management and consensus building.

The final idea in the manual is to Claim. Claiming is a common language within the rights based approach to development. In our context however, we are calling for claiming not as unidirectional tool or process between the so called "Rights Holder" vs. "Duty Bearer". Rather, by claiming, we are interested in creating relationships and space for deliberative dialogue between the right holders and duty bearers and other competent authorities. By emphasizing on dialogue, negotiations and building relationships, this component of the manual addresses issues on public participation, advocacy strategies, environmental safeguards and monitoring and evaluation of informal settlements and neighborhoods upgrading initiatives.

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2.0 Community Organizing Education Workshop for Refugees and Host Community Structures

Background

Urban areas in Kenya have been formed from a history that reflects both progress as well as exclusionary nature of our society. In its everyday practice, urban areas have positioned themselves as the location of progress where the young and old people aspire to improve their earning or enjoy the results of national progress. But due to the colonial history our urban areas are also centers of inequality. From Nairobi to Garissa, Mombasa to Kisumu, the urban areas in Kenya are often home of a few rich and wealthy and a toiling place for the majority poor. This reflects in lack of access to services as well as mechanism for public accountability.

Urban Refugees

As of 30th November 2021, the number of registered refugees and asylum seekers in Kenya stood at 540,433 (UNHCR-Kenya, 2021). Most of these refugees live in two big camps – Dadaab, which borders Somalia, and Kakuma, which borders South Sudan. On average, 16% of the total registered refugees and asylum seekers in Kenya, which translates to 86,519 reside in urban areas, mainly in Nairobi and other urban locations including Mombasa, Nakuru, Eldoret, Kitale, Meru-Maua, Isiolo and Bungoma this is as recorded under the Urban Refugee Program (URP).

Billions of people including refugees are excluded from full participation in the governance, economic, and cultural systems that shape their lives. Refugees in Kenya continue to face many obstacles to inclusion, particularly in the social-economic and governance spaces (Graham and Sarah, 2021). These include policy barriers, which limit their right to work, move freely, and access to financial services; political barriers, such as negative perceptions of refugees that limit the political will for change; and economic barriers, such as limited job opportunities.

When they lack access to engage with the government and influence the decisions that affect their lives and the policies fail to address their needs, the already vulnerable (refugees and host alike) are pushed to deepened vulnerability and as a result there is increased inequality. Notable however, the migrants bring potential skills, knowledge, innovation and networks to their host communities, which is a core driver of economic growth.

The Need for Community Organizing

It is these asymmetries that makes community organizing more so for those in the lower rungs or urban citizenship and the most vulnerable i.e. refugees necessary. In this organizing, the central aim is to emphasize the role of the public in determining their own destiny. The empowering of Kenyan citizens and refugees through the Constitution and the Refugee Act has inspired the drafting of this manual. In particular, Article 1 of the Constitution that vests sovereign power in the people of Kenya.

Objective of the Manual

This document is designed for the host and refugees' leaders in community and Community Organizers working with the non–governmental organizations (NGOs), Government or social formations working in similar fields.

This booklet includes detailed instructions on how to organize and run a series of workshops for staff and volunteers interested in animation of social formations that can reverse the asymmetries that are much common attributes of our times in society.

The material encourages participants to:

1. Think about causes and consequences of asymmetries in urban social, economic, political and physical environment.
2. Understand that refugees' rights are human rights
3. Understand legal mechanisms and tools available for reversing urban social, political and physical asymmetries for both refugees and host communities.
4. Identify ways to integrate informal settlements and refugee neighborhoods into equitable urban areas by influencing the current project interventions and policy of National and County Governments in Kenya

All the materials used in this session are learner focused and a range of participatory education techniques are used including: group work, drama, role plays, case studies, brainstorms, discussions and art work. With tips from facilitators and ideas for extra group activities, this pack contains most of what you need to organize sessions on community organizing.

2.1 Introduction to community organizing

Introduction to Community Organizing

Objectives: At the end of this session, the trainees will be able to:

- Explain the meaning of Community Organizing
- Clarify the purpose of Community Organizing

Duration: 2 hours

Introduction

As mentioned in the background, Vulnerable People are experiencing numerous threats to their livelihood. In addition, they are also unaware of their rights and have no knowledge of how to deal with their situation. Therefore, Community Organizing is crucial to the vulnerable groups and communities.

The following are activities and inputs for this topic:

1. **Activity 1:**

Read the Eagle story [15 minutes]

2. **Activity 2:**

Discussion [25 minutes] Relate the Eagle story to the process of community organizing

3. **Activity 3:**

Feedback [15 minutes]

a) What do you understand about Community Organizing?

b) Why do we need Community Organizing?

4. **Activity 4:**

Read notes on 'Purpose of Community Organizing' [15 minutes]

=NOTE TO THE TRAINER

To elaborate to the trainees, the purpose of Community Organizing.

The Eagle Story.

One day while walking in the forest, a farmer saw a baby eagle. He brought it home and reared it in the chicken coop. The eagle grew and learnt the ways of a chicken. One fine day, a nature lover saw the eagle and asked the farmer why the eagle was not flying. The farmer told him that the eagle never learned to fly.

The eagle was acting like other chickens. The nature lover said that the eagle could fly if it was given the opportunity and training. Being aware of the eagle's ability, both the farmer and the nature lover taught the eagle to fly. The eagle refused to fly on the first day. It was afraid and confused. It preferred to stay with the chickens.

On the second day, they brought the eagle to the roof top and released it. Once again, the eagle refused to fly. When it saw the chickens on the ground, it jumped down and joined them. Not giving-up, they brought the eagle to the top of the hill on the third day. There, after it was released, the eagle gathered courage, spread its wings and flew away. The eagle did not live like a chicken from that day onwards

The Purpose of Community Organizing.

The main purpose of Community Organizing is to build awareness among the people who are oppressed and to create new structures based on people (People's Organization).

Bringing Out New Awareness.

The oppressed people are humble in their way of thinking. This attitude comes from their experiences where their rights are not respected and their voices are not being heard. Most people have difficulty believing that they have the strength to demand their rights and free themselves from oppression. Oppressed people usually seek power from outside to save them. They cannot see that the power lies within them.

Most of them have passive attitudes and wait to be liberated by their savior. They also have indifferent mentality, never question and depend on 'luck'. This attitude arises as self-defense from the reality of hardships, facing difficulties and the feeling of helplessness and inability to change things.

Weaknesses of the Oppressed people to be addressed:

At community level, some villagers have an individualistic attitude and are unwilling to share

power. This is also present in communities that practice a traditional way of life

- Prefer to avoid work that needs discipline. They may show interest and willingness to take action but they give up easily when facing obstacles
- Can be easily distracted by small matters and like to put emphasis on personal matters, they cannot understand how to analyses a situation and what more to look for beyond that.
- Have fear that causes them not to move
- The elite group or the authority develops a culture of influencing people's minds daily so that these people do not realize the real situation.

Their minds are affected by the mass media such as newspapers, television and through formal education Challenging action needs to be conducted to improve the above situation.

Awareness must be raised in each person and group through activities such as protesting, questioning and positive criticism of the authority concerned.

Create New Structure.

In the life of the village, the process of planning, decision-making and implementation usually lies in the hands of the experts in the departments or government agencies and politicians. All decisions made are followed by the people in the community

Most existing associations or organizations are similar to the elite organizations. Village leaders are similarly trained according to the policies of the higher authority. Therefore, the community must establish a strong organization of their own people that can be united and involved in making decisions.

Genuine people's organization is an association that represents the people's interests and handling of issues according to their zeal and effort. Their leaders are formed through the common struggle and are not dependent on higher authority's approval and confirmation. They are accepted and assessed by the people themselves.

Through the people's organization, members of the oppressed community can channel their demand for their rights and empowerment. People's organization is different from any other organization (government organizations or non-government organizations) as almost the whole community is involved in the process of establishment, decision-making, planning, struggle, assessment and reflection. It is not only the work of a group or leaders.

=NOTE TO TRAINER –

The Eagle Story can be read by one of the trainees. Give 5-10 minutes for the trainees to reflect on the story and then start the discussion by asking them who they think the eagle, the farmer and the nature lover are.

Topic.2: Principles of Community Organizing

Objectives: At the end of this session, the trainees will be able to:

- Describe the 5 main principles of community organizing
- Clarify the 5 main principles of community organizing with examples

Duration: 2 hours Introduction An effective community organizing process is based on five main principles in response to people's oppression.

The following are suggested activities and inputs for this topic:

1. **Activity 1:**

Read the 5 main Principles of Community Organizing [15 minutes]

2. **Activity 2:**

Discussion [80 minutes] randomly choose participants to read the principles. Discuss one principle at time with examples

3. **Activity 3:**

Recap [25 minutes] Give a summary of the discussion and highlight the principles.

Additional Activities

(Duration: 2 hours)

1. **Activity 1:**

Recall the 5 Principles of Community Organizing [10 minutes]

2. **Activity 2:**

Using their own sentences and with the help of examples, trainees are asked to write how each principle can be used in community organizing work. [20 minutes]

3. **Activity 3:**

Choose participants to share what they wrote [30 minutes]

4. **Activity 3:**

Choose participants to share what they wrote [30 minutes] and How will each principle be used in community organizing work?

Principles of Community organising

Effective community organizing process is based on five main principles in respond to people's oppression.

Principle 1: *Oppression is an opportunity to create awareness*

There are actions by certain sectors that oppress people. When the people realize that they are being oppressed, it hits hard and their anger surfaces, this awakens them to take action. The sectors make empty promises to win the hearts, dampen the spirit of the people and prevent them from retaliating.

The sector can easily avoid their responsibility; refusing to meet the village representatives and respond to the people's demands. The citizens should try to demand justice and insist that promises are fulfilled according to the rules and statements set by the sectors themselves. However, actions to be taken must be strong and persistent to have an impact on the sectors concerned.

Negative reactions by the sector concerned can motivate and increase the awareness of the people to take stronger actions or vice-versa as these people have the tendency to become tired and weak and eventually give up.

One factor which can possibly make an impact on the strength and weakness of the people is the capacity of the village leaders, thus training and other mechanisms are needed to develop the awareness and skills of the leaders and community. Other factors are the people's interest and readiness to face the issues. Thorough social investigation is needed to determine the kind of actions and expected outcomes as well as to avoid unrealistic planning.

Principle 2: *Tactic to counter oppression must be within people's experience but beyond the anticipation of the oppressor*

Within the experience of the oppressed people

Sometimes oppressed people lack ideas in tackling their difficult circumstances. In this case, the trainer can assist them by offering their skills, knowledge and experience. The trainer or leaders present and discuss related ideas with the villagers. The villagers' decisions including rejection are to be accepted. The people's rights are to be respected because they are the ones who are facing the issues. The trainer or leaders may have analyzed the situation but the community is to be encouraged to take actions. The villagers are to be allowed to make mistakes, but not mistakes which are costly that are related to violence and breaking of laws. Most importantly they reflect and learn from their mistakes. Consequently, they will be more cautious and wiser in their future actions.

Beyond the anticipation of the oppressor

Meeting with the oppressor can be diplomatic and peaceful at times or otherwise. Actions of the oppressed group are to alert the oppressor to bring about results that benefit the people. The actions need to be beyond the oppressor's anticipation. However, sometimes people may lack the capacity and ability to criticize especially if they are from the same ethnic group. The villagers need to analyze and be aware of the oppressor's behavior.

Principle 3: *People act based on self interest*

This is true, especially in a community that is beginning to organize. Initially, people would act individually for their own self-interest and the benefit of their family only. When people act

together, their awareness increases and they act based on principles.

Principle 4: *Community Organizing*

The Process begins from simple, concrete, short term and personal issues to complex, abstract, long term and issues related to system.

Principle 5: *People make decisions throughout the community organizing process.*

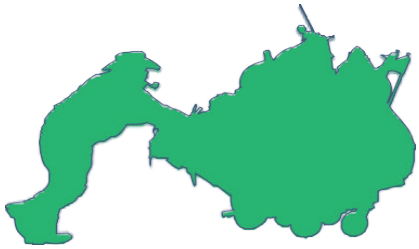
The community leaders should not and cannot make decisions for the community. The residents are to make their own decisions in order to enjoy fruitful and long-term results. Vulnerable people must free themselves. Sometimes the community and leaders lack the patience and focus on the results rather than the process. This may create problems in the long run; people will lose the interest to participate and tend to depend on the trainer or leader.

In this case, goals cannot be achieved and action will be in vain. On the other hand, it is also a problem if the trainer and leaders only wait for the people to gather ideas and plan on their own. People who were oppressed for so long are unable to come up with a tactic easily. The trainer and leaders need to expand the issue to allow the people to understand and to be aware. The trainer and leaders are like yeast that helps to raise bread or ferment the rice into wine.

2.2 Why is a Strong Constituency from below Important in the campaign for the vulnerable host and refugees' communities?

The Constitution of Kenya 2010 was interested in opening spaces to some of the questions above of most post-colonial The Constitution of Kenya 2010 was interested in opening spaces to some of the questions above of most post-colonial governments. The constitution centers Kenyan people as sovereign and on whose behalf, governance is undertaken. The Refugees Act, 2021 provides for the recognition, protection and management of refugees; Section 28(4) of the Act provides that, - refugees shall be enabled to contribute to the economic and social development of Kenya by facilitating access to, and issuance of, the required documentation at both levels of Government. The facilitation of the required documentation provides the refugees with the legal status to engage in Public Participation including Public Finance Management (PFM) and development processes as per the provisions of ALL the other articles in the constitution of Kenya which include;

1. Article 27 of the Constitution guarantees equality and non-discrimination. Hence, public participation should ensure equality and non-discrimination for ALL including the refugees hosted by the host communities in Kenya.
2. Article 33: Public participation should respect the freedom of expression of all participants. This includes the rights and freedoms of refugees.
3. Article 69 (1) (d): The State should encourage public participation in the management, protection, and conservation of the environment.
4. Article 118: (1) Parliament should— (a) openly conduct its business, and its sittings and those of its committees should be open to the public; and (b) facilitate public participation and involvement in the legislative and other business of Parliament and its committees.
5. Article 119 (2): Parliament may not exclude the public, or any media, from any sitting, unless in exceptional circumstances the relevant Speaker (National Assembly or Senate) has determined that there are justifiable reasons for the exclusion.
5. Article 174 (c): Objects of devolution are: to give powers of self-governance to the people and enhance their participation in the exercise of such powers in decision-making.



The amount of garbage City Council of Nairobi collects is 1000 tons

Waste generated daily in Nairobi is 2,275 tons

Garbage that is uncollected in Nairobi daily is 2000 tons while 6000 tons is dumped monthly on the streets

Population of Kenyans living in urban areas is 50% while 60% of them live in the slums

At 6% slum annual growth; 94% of the slum population lack adequate sanitation

6. Article 174 (d): Communities have the right to manage their affairs and to further their development.
7. Article 184 (1): National legislation should provide for the governance and management of urban governance of urban areas and cities areas and cities and should, in particular—(c) provide for participation by residents in the governance of urban areas and cities.
8. Article 196 (1): A County Assembly should— (a) openly conduct its business, and hold its sittings and those of its committees, in public; and (b) facilitate public participation and involvement in the legislative and other business of the assembly and its committees.
9. Article 196 (2) A County Assembly may not exclude the public, or any media, from any sitting, unless in exceptional circumstances the speaker has determined that there are justifiable reasons for doing so.
10. Article 201 (a): there should be openness and accountability, including public participation in financial matters.
11. Article 232(1) (d): The values and principles of public service include the involvement of the people in the process of policy-making and (f) transparency and provision to the public of timely and accurate information.
12. Fourth Schedule Part 2(14): The functions and powers of the county government are to coordinate and ensure the participation of communities in governance. Counties are also to assist communities to develop the administrative capacity to enhance their exercise of power and participation in governance at the local level.

The questions that face us in this discussion are therefore two critical ones namely

1) What is the infrastructure for exchange between the public and the governments in contemporary Kenya?

2) What are the 'market places' or 'public spaces' of interaction between the public and the 48 governments in Kenya?

Law professor Jill Ghai argues that:

These questions seem to encapsulate the issues in a broad sense: who may participate? On what sorts of matters may they participate? In what? Has two aspects. First: what type of decision: is it law making, policy making, budgeting or administrative decisions? Second is: what is the body that is to make the decision? "How?" has two aspects? First: how do the members of the public participate? Secondly, how do public bodies encourage or ensure public participation. Indeed, is participation compulsory, just made possible or positively encouraged. The examples that follow are arranged according to this series of questions.

Yet the public more so when presented as a group of individuals who are not organized seldom benefit or participate in an organized and sometimes violent state. In most occasion, citizens have therefore pursued their participation in the affairs of their state through a model that is more of naming and shaming rather than that which can generate interpretive consensus. We believe that when the marginalized and vulnerable groups organize themselves into a constituency that is national and importantly large, they are most often able to negotiate and participate in mechanisms aimed at holding the duty bearers to account.

Rather, I think along the lines suggested by theorist, Jürgen Habermas, that a model of communication that is most viable and workable for us is that which assumes that human species maintains itself through socially coordinated activities of its members and that this coordination is established through communication – and in certain spheres of life through communication aimed at reaching agreements. Here am interested in a model of public interaction which can enable the actors (the public and the governments) to come to an understanding with each other so as to coordinate their actions and pursue their particular aims.

Who is Human rights education workshop aimed at?

This manual and accompanying resources are aimed primarily at staff, board members and volunteers of human rights organizations and other NGOs working in related fields. The overall aim of the manual is to increase understanding and knowledge of people's rights (refugees and host communities) as human rights and encourage human rights organizations and other NGOs in related fields to include a greater focus on refugees' rights in their working practice including philosophies of primary organizations regarding the use of violent or non-violent tactics, importance of education, and media attention into consideration.

Specifically, the manual is designed to encourage participants to:

Think about conceptions of hosts and refugees' rights

Discuss the causes and consequences of violence/ discrimination of refugees

Examine the history of refugees' rights as human rights

Understand better the legal mechanisms and tools available for combating discrimination against refugees and host communities

Identify the social and economic costs of discrimination against refugees

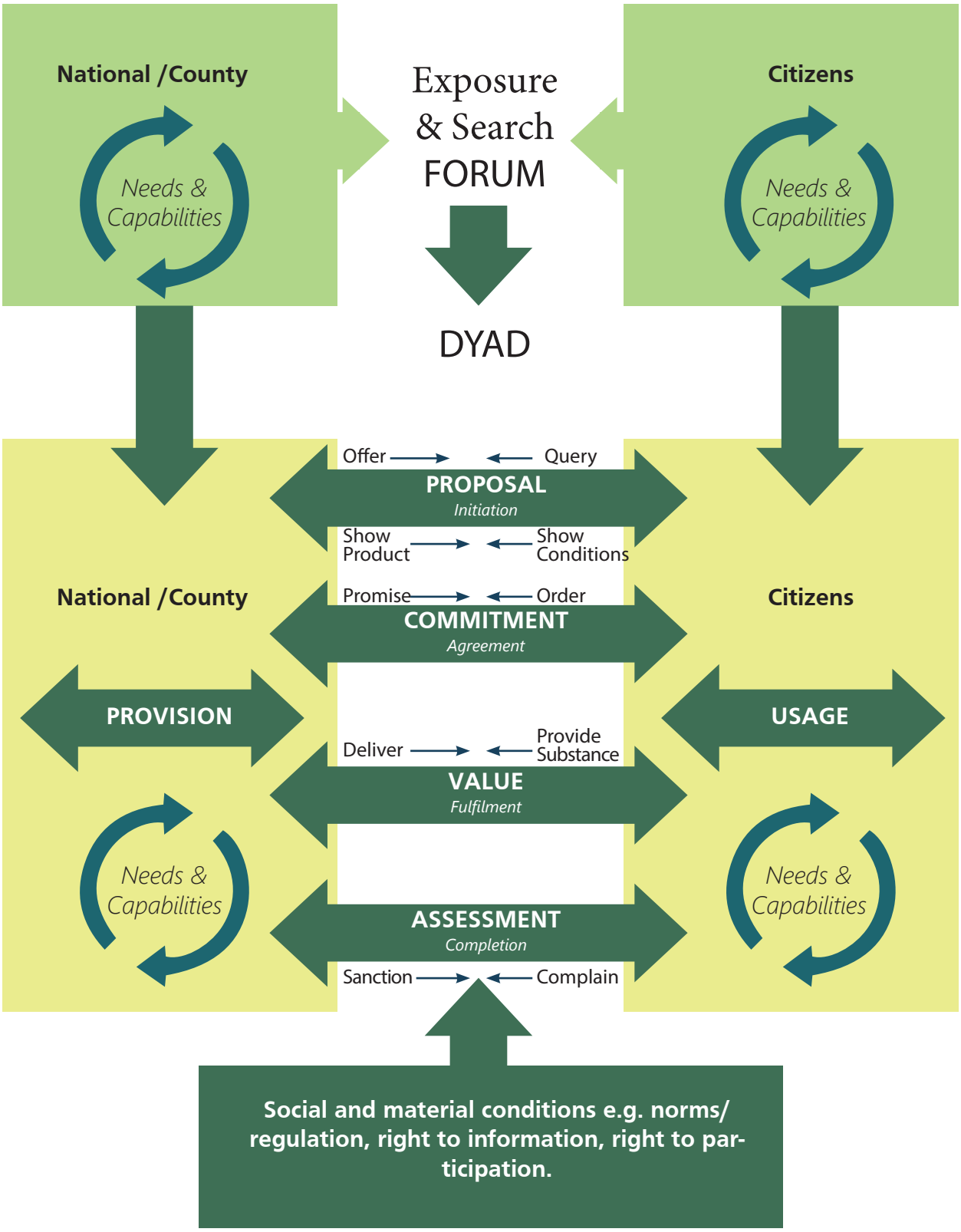
Reflect on working practices and identify ways to incorporate and further develop work on refugees and vulnerable communities" rights as human rights into the current practice and policy of participants' organizations.

NB: *this training is not targeted at refugee networks only, although it can be used by refugee rights organizations for external training purposes*

Framework of public Communication

The model suggested above and the accompanying theoretical foundations operate in a context of demarcated spaces between the government(s)

PROPOSED MODEL: GENERIC MODEL ON COMMUNICATION AND INFORMATION MANAGEMENT



Source: Adopted and modified from General Exchange Model by Steve Ouma Akoth, 2014

and the public. It offers dictions at three levels (1) The Forum- this is the market place of ideas where contestations and proposals are engaged. Although policy documents would appreciate calling it Forum, I like the idea of a market because it communicates a place where trading takes place and where many suppliers and customers can go and meet. I like this idea of plurality associated with the market as it can aid us in building more genuine communication and a society that tolerates pluralism. It must be noted that some of the market places are defined in the constitution, statutes while many more keep being defined by the public and the government officials every day. These are the places and spaces where the public and government meet. The forums that we call market places allow for: (a) Proposals (b) commitment (c) Value and (d) Assessment which are obligations expected.

But as we have seen in the years of practice of devolution, of equal measure of importance is not just about obligations but even more important processes of exchange. Here, the model provides the general results as (1) Initiation (2) Agreement (3) Fulfillment and (4) Completion. Locating these processes alongside obligations is useful in ensuring effective Communication and Information Management. The last component of this model is the "Infrastructure for Exchange". While the constitution defines broad signposts of how the public and the government must interact, it expects that National and County Governments to develop laws, policies and relationships that shall support and govern them. These can be hardware instruments such as internet but more important are software instruments such as laws and regulations that govern interactions. We suggest that laws on participation and access to information should be prioritized for this purpose.

Important information about this manual and accompanying resource material

The methodological framework, which lies behind the manual's design and activities, is participatory and interactive. The manual has been developed to draw on the experiences of the participants and create an interactive dialogue of knowledge, ideas and experiences.

The manual contents and accompanying resources have been tested in different countries and as far as possible, reflect an awareness and approach to the issues of Community Organizing and their quest for realizing their rights which are multicultural. Although regionally specific materials are provided at the end of the pack, the resources are not exhaustive. Facilitators should consider the following tips:

1. Prepare for the workshop beforehand to be familiar with all the sessions and activities and develop a clear understanding of the issues being raised.
2. Consider sharing the facilitation with an external specialist on some of the more substantive issues being raised.
3. Feel free to adapt the workshop order or particular sessions within the workshop to the needs of your target audience and the local cultural and political context, without changing the objective of each session.
4. Obtain copies of the other materials available in the activist's toolkit, in particular making rights a reality: the duty of state to address violence against refugee and making rights a reality.
5. Develop each session's checklist to ensure you have all the materials you need before you begin the session.

- This workshop has been designed for a group of 15-20 participants and session timings are based on such groups – if your group is significantly bigger or smaller you will need to adjust overall time allocations. Although facilitators should try to work within the time frames provided, the timings are guidelines and every group is different. The key to timing is to be flexible but remember that if people have signed up for a two- day workshop, don't cut it short to lunch time on the second day or work until midnight, unless previously agreed.
- Energizers or warm up activities are not included in the main body of the workshop (except in the opening session). They are often useful to slot in after lunch or breaks to keep your participants active and alert, depending on the pace of the workshop and participants' energy levels. Appendix A includes a short selection of energizer activities and some ideas for dividing participants into working groups.
- Although the sessions encourage participants to engage actively, some members of a group are often more active and articulate than others. As the facilitator, it is important to encourage equal participation but sometimes

you will need to find different ways to limit the participation of some while encouraging more input from others. getting the right dynamic within the group is important. the key to the smooth running of a successful workshop is getting the whole group and smaller working groups to function well. Here are a few ideas to encourage equal participation:

- Always respond to contributions from participants in a positive way, valuing what they have said even if you need to rephrase it or question it. Making people feel safe to speak even when unsure will encourage them to participate in the discussions.
- Use body language to bring oral contribution to a close – this can be done by standing up and moving closer to the person speaking, raising your hand slightly above you as if you were about to speak – then simply picking up on Something being said and using the opportunity to move the discussion away from the individual to others or onto another subject.
- Mix up the groups so that the same people do not always work together.
- Be aware that different people learn in different ways and at different speeds so keep an eye on how participants react to new ideas and try to ensure you pace yourself in mid-range level. Don't make assumptions about participants' knowledge but remember you are working with self-motivated adults.
- Don't single people out or force people to say something. instead ask generalized questions such as "would anyone who has not spoken before like to add anything?" although you should avoid direct questions which have a right or wrong answer such as "what does X mean?" as people can feel under pressure and embarrassed if they feel they cannot respond.
- If a participant seems either withdrawn or too outspoken, use the break to casually raise the issue with that person BUT never within earshot of other participants.

Good facilitation is the most important ingredient:

i. Be an active facilitator but don't dominate the workshop – your role is critical to ensuring the workshop is a success. Use your experience of what works well to engage the participants and to ensure they feel able to speak openly.

ii. Be clear about the aims and objective of every session as far as possible so participants understand what you are trying to achieve – although it is often important to draw out ideas from the participants so telling them too much could defeat your intended aim.

iii. Be open to NOT being able to answer every question but try to ensure you are informed about the topic and confident about stages of the workshop and their aim." Demystify your role as (facilitator). Unless the group understands your role, they will not see that they have to take responsibility for their own learning process.

iv. DON'T sit around doing nothing while participants are working in pairs or grounds – one of the most demotivating things for participants to see is the facilitator doing nothing, looking bored while they are working hard in their groups.

v. Walk around checking that the groups are clear about their activity or task and are making progress

vi. Use the time to arrange the flip chart papers around the walls.

vii. Check your notes for the next step or next session so you are ready to carry on when they are.

viii. Very importantly, keep an eye on the time and give the participants notice before they have to complete any work

ix. Be friendly, approachable and have a sense of humor, although DON'T ever make inappropriate jokes!

x. Remember language is a powerful medium not only in terms of content but also in terms of the inclusiveness of what is said – you may want to include yourself in the language and ideas being shared by saying 'we' instead of 'you'. This a choice that the facilitator (S) should make prior to the start of the workshop.

Our situation in slums and people's neighborhoods.

"Most slum dwellers including refugees' slum dwellers have no idea whether they live on private or public land."

"We want to know what the Constitution says, what articles can be help us hold our leaders

Accountable…"

"Most people in the slums including refugees want to be taught.

When they know their rights, they become confident."

"The greatest problem here is water"

"In Kariobangi there is sewerage everywhere and garbage is dumped near where people live"

"The population is large; it leads to poor sanitation"

"When we have a legal problem, we go to the Chief 's office or attend barazzas."

Finally, it is strongly recommended that you are alert to the sensitive nature of the topics under discussion and Let participants know before the workshops about the content that will be explored and make sure they are clear about the aims of the workshops.

You can adapt the facilitator's agenda (see workshop cycle and annotated agenda on pages 6-13) by cutting and pasting the first two columns to create an outline agenda for participants. Send this to participants at least one week before the workshop begins.

Raise the sensitive nature of the topics explicitly at the beginning of the workshop in order to create a safe working environment and underline the importance of respect throughout the workshop. The key to a workshop where we discuss deeply held views and issues of prejudice and discrimination is to allow people to express their views, even if we do not share them, but not to allow any participant to directly offend another. Try to use an unrelated example which illustrates the same point. Ethnicity and nationalism have been a very useful topic to use to help participants relate to issues of prejudice and discrimination, particularly in workshops where participants have expressed views on cultural relativism.

***NB:** Abusive or personally direct offensive remarks should be openly dealt with by making it clear to the person concerned that such behavior will not be tolerated.*

Be aware that participants should not be directly invited to share personal experiences of indignity in scenarios of poverty/violations. Any sharing should emerge from the exercise in this pack as volunteered information and has to be handled with sensitivity (see the guidelines on disclosure below.)

- Allow adequate time for de – briefing in sessions where participants may have shared personal stories or if disclosure takes place – NEVER cut a participant short if they are recounting a personal experience of poverty or exclusion from urban processes even if this means the session will run over its allotted time.

The Workshop Cycle, Annotated Agenda and Step – by Step Session Plans

Below you will also find a step - by – step guide to facilitate each session of this workshop, explaining in detail how each exercise is intended to work. each session has a particular aim and the sessions are planned to follow naturally after each other. (see the workshop cycle below for the content of the workshop – feel free to share this with participants if you wish) A time frame each session has been included although you should use your experience and judgment to adapt timings based on the number of participants.

As noted in the introduction the workshop, sessions and resources have been developed for a multicultural audience including women and men using test groups. Use your judgment and experience as a facilitator to adapt the materials where necessary to meet the needs of your audience.

The following diagram sets out the logic of the workshop cycle.

The workshop cycles.

AGENDA: Urban Agenda and Struggle to Restore Dignity and Livelihoods for the Vulnerable groups

This section includes an annotated agenda. This section is intended as a quick reference to be used by the facilitators throughout the workshop BUT is not meant to be shared with the participants.

Length: Three- Day Workshop

Target Users: Community Educators and Organizers

Target Audience: Community Leaders/ refugee leaders or others involved in Community initiatives (BUT not macro and meso level administration)

Participants: Maximum 30 (10 CBOs – ideally two participants per CBO)

Aim:

To increase understanding and knowledge of community members (including refugees) as inhabitants of urban areas and encourage Community Based organizations and other leaders in related fields to incorporate a greater focus on people's participation and inclusive urban planning in their working practice.

Specific Objectives:

a) To generate knowledge and ideas on the causes and consequences of contemporary urban spatial plannings

b) To create understanding that the host communities in urban areas and refugees have the right to dignity

c) To understand the legal mechanisms and tools available for inclusive urban development

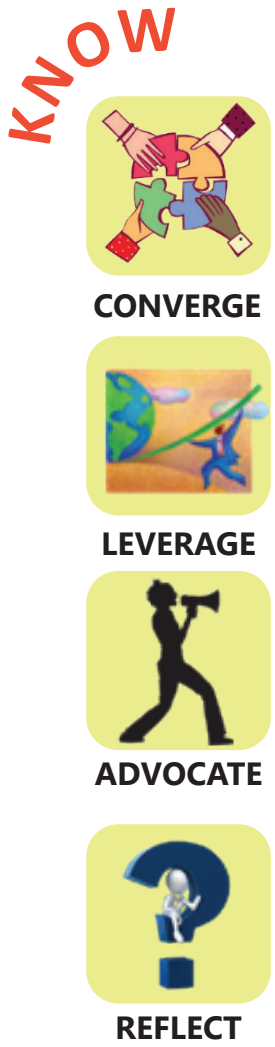
d) To identify paths for incorporating work of urban vulnerable groups and civic movements into the theory and practice of slum upgrading and prevention and local neighborhoods development.

Key Questions to Know-Organize and Claim

a) How do we feel about being slum dwellers? How would it be different to be urban citizens?

b) What is our vision of an urban citizen?

c)What can we do to transform ourselves into urban citizens?



DAY ONE
SESSIONS 1- 6

Realizing Rights in Communities

DAY ONE:

This day is dedicated to generating an in-depth understanding of the context and subject matters on informal settlements and neglected neighborhoods and factors that contribute to current trends of exclusion of the majority vulnerable groups. It is also a day of getting to know major state interventions in Kenya's Informal settlements in the period between 2000 to date. This idea of Knowing also takes into inquires on the context in which participants are working – locally, county and internationally. These are the Kenya Slums Upgrading Programme (KENSUP), Kenya Informal Settlements Improvement Programme (KISIP) there shall also be discussions around key processes and documents i.e. the County development plans and Public Finance Management process.

The central theme of knowing is captured in the constitution of Kenya and numerous international human rights instruments. In this context, the notion and practice of know is captured in the human rights language of right to information and freedom of expression. In the world today, campaigns continue to be hosted around continents with a view to entrench freedom of information in everyday policies and enforcement laws. As a general rule of common law, the right to information can be viewed as a basic component to freedom of association expression and assembly. Internationally this right receives recognition from the universally accepted customary principles set out in the provisions of the international convention on civil and political rights and the Universal Declaration of Human Rights. These two instruments have placed the right to access information firmly within the body of universal human rights law.

Kenya being a signatory of the above treaties has the obligation of ensuring that its citizen enjoys their freedom of information by availing public information for easy access to them. The same conventions require that state parties should domesticate the rights in their local legislation, policies and statues. The relevant of the conventions are: international human rights instruments. These are treaties and other international documents relevant to international human rights law and the protection of human rights in general. They can be classified into two categories: declarations, adopted by bodies such as the UNITED NATIONS GENERAL ASSEMBLY, WHICH ARE NOT LEGALLY BINDING ALTHOUGH THEY MAY BE POLITICALLY SO AS SOFT LAW; and conventions, which are legally binding instruments concluded under international law.

But besides the convention, there are numerous other frameworks of informal political participation that requires the communities to know about themselves, context and society, as shown on the matrix above, knowing this context entails:

Key Objectives

i. What are KENSUP, KISIP, development plans and Public Finance Management initiatives-components, principles, goals and objectives?

ii. What are SEC, social movements, local leadership committees, development committees -their roles, formation and composition?

Session 1 Total Time: 60 min (9.30 -10.30)		
CONTENT	**METHOD**	**RESOURCE**
Welcome / Introduction	Introduction to workshop Go around circle, each person says their name, CBO, position in organization/ social movement	Cut out card in shape of stepping stone
Expectations	Stepping stone activity. Participants given three stepping stones and write answers on a stepping stone (one answer per stone – different colored stones for each question) and lay them out – answer following questions: • Why did you become involved in community / refugee rights or slums upgrading issues? • Why are you interested in inclusive urban planning and slums upgrading? • What do you hope to gain from this workshop?	
Aims	Outline aims of workshop series by facilitator: refer back to expectations and what can realistically be provided	Agenda – aims/ objectives on flip chart

BREAK

Session 2 Total Time: 75 min (10.45 – 12.00)		
CONTENT	**METHOD**	**RESOURCE**
What do we understand by informal Settlements or undeveloped neighborhoods? And what factors generate the current exclusive practices in spatial urban planning?	Spidogram – using words / very short descriptions only (use different color pen for words on informal settlements and words on spatial urban planning) – can either be done in plenary at the same time or in two groups. Ask about informal settlements/ undeveloped neighborhoods first and then about spatial urban planning. If you are working with two groups one can brainstorm on informal settlements/ undeveloped neighborhoods and the other on spatial urban planning.	2 or 4 pieces of flip chart joined together & colored pens
What is our practice as Community leaders (hosts and refugees) or Members of Settlements Executive Committee?	What is the aim and objective of their work? (what kind of issues do you focus on? / who do we work with and for? E. g target groups, key stakeholders) Discuss above questions i. In pairs from same organization ii. In groups of four Feedback to plenary	

Session 3 Total Time: 45 min (12.00 – 12.45)		
CONTENT	**METHOD**	**RESOURCE**
Our work Context/ Obstacles/ Challenges/ opportunities	In same small groups discuss and agree on the context in which participants are working – locally, county and internationally, they can choose all three, or the particular context that affect their work most. They should then present their collective ideas visually with no or very few words – so by a drawing I graphic representation.	2 or 4 pieces of flip chart joined together & colored pens
	In a plenary ask other groups to analyze / interpret each group's drawing before the group itself explains the drawing. Stick these somewhere on a wall in the workshop so that people can review them/ be reminded of the different skills set and areas of work this is especially useful for networking during breaks!	

LUNCH

Session 4 Total Time: 105 min (2.00 – 3.45)		
	METHOD	**RESOURCE**
What do we understand by areas development and Slums Prevention and Upgrading programmes? Should we give them special focus?	In plenary or in smaller groups if the group is very big. Either way the facilitator refers back to session 2, picking out some of the things listed – then initiate this discussion on difference / special focus and flip chart responses – discuss How would they define development and KISIP? – Discuss and then from their ideas bring in Pamoja Trust's definition of development and slums prevention and upgrading and why we feel it is necessary to pay special attention to dignity, inclusive spatial planning and participation	Handout definition of development
Definition of development and slum upgrading	Play some video from different county or regions showing slums upgrading or development intervention in the session opens. Or you could choose a well – known story or pictorials depicting life before and after upgrading or use images from magazines or newspaper/ advert etc. Get participants to listen and reflect on these words / images the way women are portrayed and ask if this relates at all to the compressive of slums prevention and upgrading.	Plenty of flip chart paper tape and colored marker pens
Invisibility/ Root causes/ Power	Then in groups do Roots and fruits exercise – use tree or any other visual format to identify the causes (roots) and consequences (fruits) of Slums. Each group can either make their own tree or after they have worked in groups to list roots and fruits you can make one large tree to be filled in jointly in plenary.	Testimonies (and video if you have one available in relevant language which show examples of Slums upgrading)
To look at some specific examples of development programmes	Use empirical examples to do sow. Draw out root causes, power etc., to link up to previous exercise.	

BREAK

Session 5		
CONTENT	**METHOD**	**RESOURCE**
Development of Settlement Executive Committees/ development committees'/ community leadership committees as Mechanism for Public Participation	First part of presentation only at this point – Three phases outline. Time line of significant events…. participants chart events which relate to Public Participation in their country and region. Represent this on a large time line and stick to wall	Presentation notes (each facilitator should make power point presentation or flip chart to support their presentation) Flip chart paper /colored pens, 3 pieces of flip chart paper joined together and to end to form a long line
Development and Operationalization of the Settlements Executive Committees and community leadership in your country and region		
Introduce reference to legal standards and Constitutional mechanisms that promote public participation in Kenya etc.	Second part presentation – out lining legal mechanisms but give very brief overview (on day two you can go into more detail) Finish up by emphasizing principle of Guidelines for the formation of SEC (extra handout on this)	Handout on KENSUP Handout on KISIP Handout on Cities and Urban Areas Act Handout on Guidelines for the formation of SEC

Session 6 Total Time: 30 min (5.00 – 5.30)		
CONTENT	**METHOD**	**RESOURCE**
Wrap up, Recap Questions: and explain readings, outline day two	Plenary discussion	

Session 1 Recap Questions:

What is development? _____

What is the objective of development and upgrading projects like KISIP?_____

_____

What is the role of SEC in KISIP?_____

DAY TWO
SESSIONS 7- 11

Realizing Rights in Communities

DAY TWO:

The essence of this day is to engage and build the skills of the community members and leaders in a manner that enables them to organize themselves and the residents of areas that experience access to basic services challenges. Such organizing should form mechanisms and opportunities for making structured discussions and public participation. The idea of organizing does not mean that communities do not have action of their own motion before the training; rather it is session that builds on the creative relationships that are developed by communities over time in claiming their rights and designing their destiny. For the later reason, the session also invests time to explore methods of building relationships and dispute resolutions.

Upon completion of session 2 the trainees should be familiar with:

1. How to mobilize communities to participate in community upgrading projects / development projects and public finance management processes:
2. How to engage in project identification, planning and design, implementation and monitoring
3. Skills necessary in solving community conflicts and grievances that may arise during project implementation

Session 7 Total Time: 10 min (9.30 – 9.40)		
CONTENT	**METHOD**	**RESOURCE**
Ice breaker – with gender focus/Re-cap on previous day	Plenary discussion	

Session 8 Total Time: 50 min (9.40 – 10.30)		
wCONTENT	**METHOD**	**RESOURCE**
Analysis of Chapter 10 of the Constitution of Kenya, the refugee act on refugees engaging to contribute to the economic and social development and Public Participation mechanisms	Briefly re-cap on development of different mechanisms of public participation introducing them in more detail, referring participants to particular documents and/ or articles within documents	Give out copies of the Constitution of Kenya, refugee act. Highlight articles from other major human rights standards and also any relevant national and country statutes on Right to Public Participation
Concept of Participatory Urban Appraisal	Show Community Participation video (this leads very nicely into due diligence explanation)	Community Participation video
	Key push is to help everyone understand the concept of Participatory Urban Appraisal and invited spaces for PFM which helps in generating a shared vision between the planners, finance departments and the communities in a way that ensures that communities are part and parcel of implementation of any project. You may need to clarify with participants the various Social process tools.	Handout on Participatory Urban Appraisal.

BREAK

Session 9 Total Time: 120 min (10.45 – 12.45)		
CONTENT	**METHOD**	**RESOURCE**
Application	Case Studies: 1. What is the Process of carrying out social mapping and engaging in the PFM process? 2. What is pairwise matrix ranking? 3. Have you been participating in Community Project Management? 4. What action should be taken to remedy any failures? 5. What does it mean to manage a Project? 6. What are the benefits of using these mechanisms compared to other channels you use in your work? 7. Are there circumstances in which the concept of public participation would not be useful in this case study?	Case studies / Handouts/ Flip chart paper and cooler pen.
	Write up response to above questions on flip chart paper, prepare a poster, postcard, pamphlets, short radio broadcast, street theatre or other – to raise awareness about this case and call for action	Plenty of flip chart paper tape and colored marker pens.
	Plenary feedback	

LUNCH

Session 10 Total Time: 75 min (3.15 – 4.30)		
CONTENT	**METHOD**	**RESOURCE**
CONFLICT MANAGEMENT AND CONSENSUS BUILDING	In groups from day 1: relate this back to their conception, practice and them work context. Ask how they thought they practice Consensus building into their work, encourage critical reflection on inconsistencies in their practice 1. What would you do differently? 2. What can you do differently? Be realistic 3. What will you do differently? Get pairs or groups from the same or similar CBOs to state two or three action points (or next steps at the organizational level. Each pair/ group pins their flip chart paper up on the "gallery" wall and others take post – it notes and add in suggestions of support/ networking/ collaboration. Plenary report back/ discussion – with specific emphasis on what have you learnt about yourselves, your practice. Did it surprise you? Finally ask individuals to write onto post cards action points at the individual level (which can be emailed back to participants in a month's time to encourage them to keep their word)	Email addresses for the participants to capture

Session 11 Total Time: 60 min (4.30 – 5.30)		
CONTENT	**METHOD**	**RESOURCE**
Final plenary to outline: How do you identify priority under CIDP and KISIP? Wrap up workshop evaluation	Outline main aims of CIDP and KISIP Final plenary wraps up by facilitators / final Q&A Spoken and written evaluation	Evaluation handout (Resource 12)

Session 2 Recap Questions:

How do you identify priority issues in your settlement?_____

_____

What inhibits effective community participation in projects?_____

_____

What is the life-cycle of a project?_____

_____

How do you manage conflicts in your committee/settlement?_____

_____

Participation is a process through which stakeholders' Input is made and control over dewelopment Initiatives, decisions and resources which affect them is shared. Through participatory processes, stakeholders influence policy formulation, alterative designs, Investment choices and management decisions affecting their communities.

Participation is Important because practical experience on the ground shows that it establishes the necessary sense of ownership. Generally people tend to resist new ideas if these are imposed on them. Participation has greatly contributed to the sustainably of development Initiatives, strengthened local capacityen a voice to the poor and marginalized and linked development to the people's needs.

Participation is ortical in guarding against abuse of office by public servants and political leaders. It has also provided a control against excessive discretion that has vested in CMI Servants. Participation has provided checks and balances against unnecessary political Interference in service delivery and disregard for professionalism and meritocracy in the public sector amongst others.

It's Your County: How Can You Participate

Citizen participation refers to ways in which citizens influence and control decisions that affect them. Citizens' voices should be heard in the making, implementation, monitoring and evaluation of decisions that concern their socio-political and economic well being. Citizens should also demand accountability from their leadership.

Citizen's Fora will take place at the village level, the ward level, the sub-county level and the county level. These forums are to be used to discuss budgets, priorities for development spending and other governance issues.

Citizens should give their opinions on budget allocations for development projects in the county. Recommendations from citizens should be accommodated in the revenue allocation process

Citizens shuld be involved in the formation of county development structures and participate in the prioritization of development projects during the County integrated Development Planning (CIDP) process.

Provisions in the Urban Areas and Cities Act 2012

DAY THREE
SESSIONS 12-16

Realizing Rights in Communities

DAY THREE:

The essence of this session is to be able to mobilize community into action. It is a framework for the community members to be active players in claims making. The distinction is that claim making in this respect is much more about being active actors in the process and actions of claiming rights and livelihood. When engaged as actors, the community groups are able to not just hold duty bearers accountable but also to put their innovations to a wider circulation in the quest for promoting integrated progress and human dignity. The idea of claim making as suggested in this section, does not undermine or disregard the mechanisms through which the various areas suggested in this module get linked. Rather it is much more a matter of emphasis and skills building. In everyday life, communities organize and claim at the same time.

Session 12 Total Time: 10 min (9.30 – 9.40)

CONTENT	METHOD	RESOURCE
Ice breaker – with gender focus/Re-cap on previous day	Plenary discussion	

Session 13 Total Time: 50 min (9.40 – 10.30)

CONTENT	METHOD	RESOURCE
The concept and Analysis of Advocacy What are the steps and various Types of Advocacy	Briefly re-cap on development of the language of "Haki Yetu! Haki Yetu!" in Kenya Show video on popular advocacy protests (this leads very nicely into "Haki Yetu! Haki Yetu!" explanation) Key push is to help everyone understand the concept of Advocacy as a process of dialogue and crafting vision for a better society. The process and its results should can at times be mutual and antagonistic in other times between the duty bearers and rights holders as part and parcel of realizing human rights or implementation of any project. You may need to clarify with participants the distinctions between political, practice and legal advocacy.	Give out copies of the Constitution of Kenya. Highlight articles from other major human rights standards and also any relevant national and country statutes on Bill of Rights Video on popular advocacy protests Handout on Advocacy Processes.

BREAK

Session 14 Total Time: 120 min (10.45 – 12.45)

CONTENT	METHOD	RESOURCE
Application of Advocacy through a Relocation Action Plan	Cases studies: 1. What is a Relocation Action Plan? 2. Why do we prepare a RAP instead of Evictions? 3. Have you ever participated in a RAP process? 4. If so, what have they failed to do? 5. What action should be taken to remedy any failures? 6. What does it mean to manage a project? What are the benefits of using these mechanisms compared to other channels you use in your work? 7. Project? What are the benefits of using these mechanisms compared to other channels you use in your work?	Case studies / Handouts/ Flip chart paper and colour pen. Plenty of flip chart paper tape and colored marker pens.

	8. Are there circumstances in which the RAP would not be useful in this case study? Write up response to above questions on flip chart paper, prepare a poster, postcard, pamphlets, short radio broadcast, street theatre or other – to raise awareness about this case and call for action Plenary feedback	

LUNCH

Session 15 Total Time: 75 min (3.15 – 4.30)		
CONTENT	**METHOD**	**RESOURCE**
Environmental Safeguards AND Monitoring Community Development Projects	In groups from day 2: relate this back to their conception, practice and their work context. Ask how they thought they practice Consensus building into their work, encourage critical reflection on inconsistencies in their practice 1. What would you do differently? 2. What can you do differently? Be realistic 3. What will you do differently? Get pairs or groups from the same or similar CBOs to state two or three action points (or next steps at the organizational level. Each pair / group pins their flip chart paper up on the "gallery" wall and others take post – it notes and add in suggestions of support / networking/ collaboration. Plenary report back/ discussion – with specific emphasis on what have you learnt about yourselves, your practice. Did it surprise you? Finally ask individuals to write onto post cards action points at the individual level (which can be mailed back to participants in a month's time to encourage them to keep their word)	Email for the participants to fill in

Session 16 Total Time: 60 min (4.30 – 5.30)		
CONTENT	**METHOD**	**RESOURCE**
Final plenary to outline	Outline main aims of CIDP	Evaluation handout (Resource 12)
How do you to engage CIDP as part of a county Planning	Final plenary wrap up by facilitators / final Q&A	
Wrap up workshop Workshop evaluation	Spoken and written evaluation	

Session 3 Recap Questions:

Give examples of advocacy models in your settlement_____

_____

What are the issues you advocate for in your settlement?_____

_____

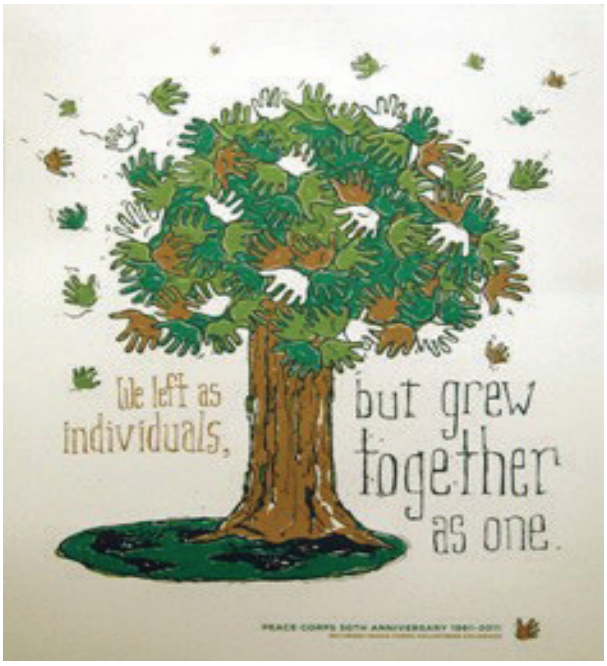
What are some of the environmental impacts of CIDP in your settlement?_____

_____

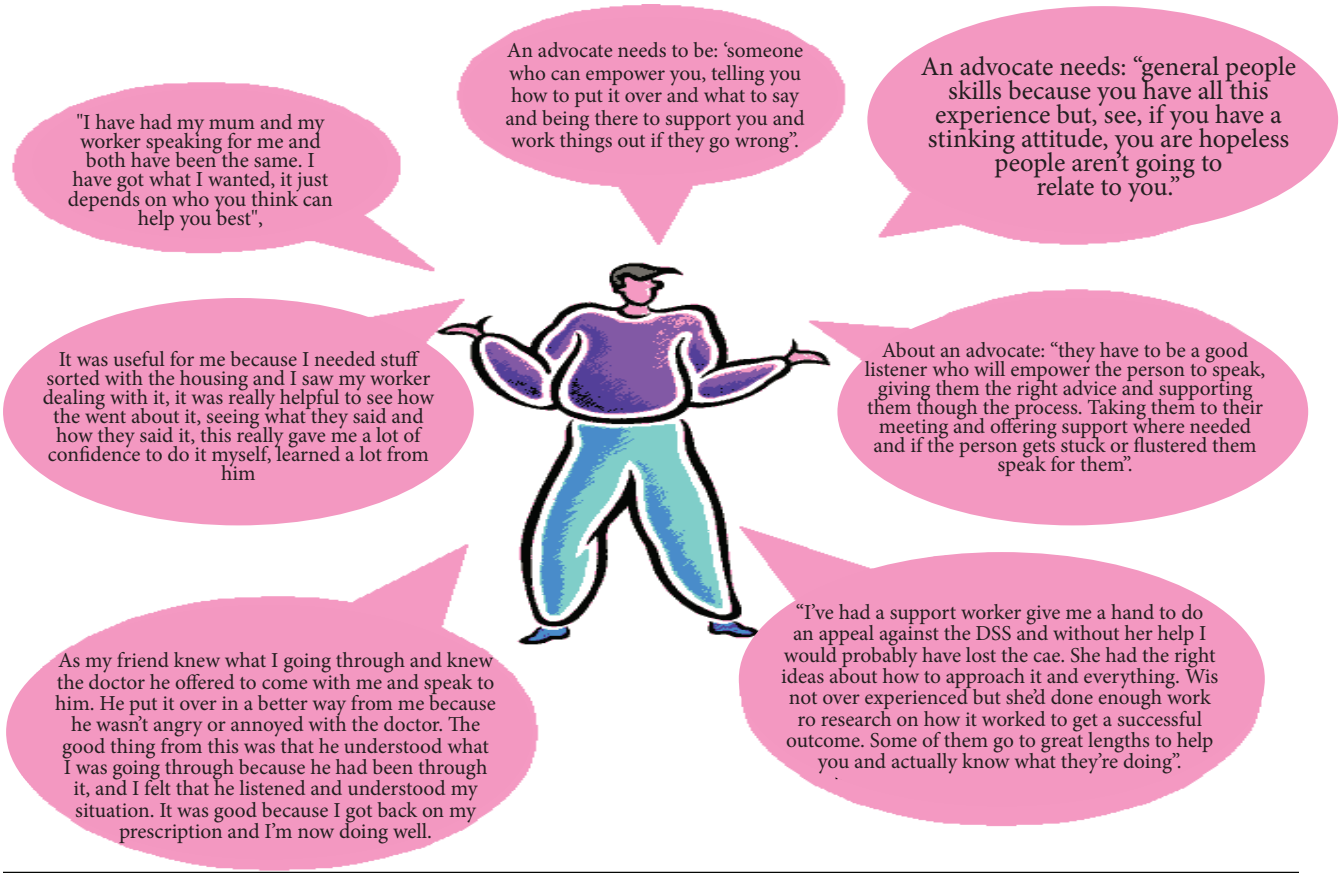
How do you monitor these impacts in your settlement?_____

_____

Poster showing community organizing themselves to do a common goal and create a bigger voice for themselves.



A post showing importance of advocacy and what an advocate does.



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ANNEX 1: EVALUATION FORM

Please mark with a tick, where applicable.

1. What do you think about the overall length of the training?

   ☐ Far too long ☐ Too long ☐ Just right ☐ Too short ☐ Far too short

2. What do you think of the allocation of time for the different components of this training?

	Far too much	Too much	Just right	Too little	Far too little
Lectures					
Exercises					
Discussions					
Individual work					
Leisure					
Additional					
Comments					

3. How would you grade the relevance of the course to your needs?

   ☐ Excellent ☐ Good ☐ Reasonable ☐ Poor

Not relevant Comments.....

4. What do you think of the balance between theory and practice?

   ☐ Far too much theory ☐ Too much theory ☐ Just right

   ☐ Too much practice ☐ Far too much practice

5. How did you find this training in general?

   ☐ Too difficult ☐ Just right ☐ Easy ☐ Too easy

6. Have your expectations, which you had when joining the training, been realized?

   ☐ Completely ☐ Largely ☐ Partly ☐ To some degree ☐ Not at all

7. Which areas do you feel you need further training?

Comment.....

.....

.....

8. How do you think the training can be improved?
   Comment.....

.....

.....

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