

# Joint Learning Trip Report

September 23 – 27, 2019



Report date: November 21, 2019

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## Overview

In the ICGBV Strategic Plan 2017-2020, Goal One sets the aim to reduce and respond to GBV through more effective programming in the Consortium. Building on the experience of existing collaboration efforts in Malawi and Sierra Leone, it was agreed that there would be value in the Consortium continuing to facilitate networks in-country, to promote shared learning and potential collaboration to support local empowerment and reduce GBV. To that end, initiating in-country collaboration in Kenya, where a high number of Member organisations are present, was built into the 2019-2020 annual work plan.

It is important to underline that the objective of the Joint Learning Trip was not to conduct trainings or evaluate existing programmes. Rather, the intention was to create an interactive week for participants to get to know each other, learn from one another and to have the time to think about and discuss GBV in Kenya, opening a space for frank conversations about the work that Consortium members in Kenya are doing, their challenges and their successes. The activities of the week were designed to be able to learn from each other, support each other and move toward collaborating on shared projects where possible.

The Joint Learning Trip took place from September 23<sup>rd</sup> to 27<sup>th</sup> 2019 and was attended by 10 participants from eight different organisations and three facilitators. Through a week of group work and a day trip to Narok County to meet with local partners and stakeholders of Christian Aid, participants were given the space and time to engage thoughtfully on GBV as well as connect professionally and personally. There was high engagement in group work, and participants took ownership of the week. The Joint Learning Trip culminated with a visit to the Irish Embassy in Kenya, where the participants presented their ideas to collaborate together on learning, research and advocacy moving forward.

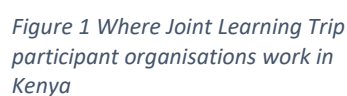
## Preparation, planning and methodology

The Terms of Reference for the Joint Learning Trip were finalised in April 2019. In July 2019, there was a discussion at the Learning and Practice Group meeting regarding ideas for the Joint Learning Trip. These ideas included placing a focus on group work, giving people time to get to know each other, allowing participants to work on different topics if desired, and appreciating that not all participant organisations work specifically on GBV. The Learning and Practice Group also expressed that there would be value in integrating a programme/field visit into the Joint Learning Trip, and Christian Aid offered to aid in organising such a visit to their partners in Narok County.

Following on from this, the three facilitators met a number of times at Concern Worldwide in August and September 2019 to construct an agenda for the week. The Coordinator of the Consortium liaised with ActionAid, the administrative host of the Joint Learning Trip, Christian Aid, who organised the trip to Narok, and with the Irish Embassy in Kenya, who proposed to host a debrief meeting and lunch at the end of the Joint Learning Trip.

With the aim of fostering an environment of collaboration, the facilitators designed the Joint Learning Trip based on an interactive methodology, placing the participants at the centre of the learning and knowledge production. This methodology has the power to create an environment in which

To that end, wherever possible, activities were participant-led, and participants rather than facilitators shaped outcomes. More about the planning process and participatory methodology will be discussed in an upcoming Learning Paper.

Table 1 List of Facilitators of the Joint Learning TripTable 2: Joint Learning Trip Participants

## Learning and successes

The activities of the Joint Learning Trip were designed to build on each other daily, allowing for participants' learning and ownership of the week to grow day-by-day. Within this process, participants learned from each other's programmes and organisations, they discussed GBV and best practice and were exposed to new topics. High group engagement was viewed as both a success and a factor in moving toward learning how to collaborate and learning what can be achieved collaboratively.

### Learning on GBV programmes, GBV and best practices

Through a number of group activities, participants learned about the existing work of the other organisations present. This was typically achieved by using models and frameworks conceptualising GBV to centre and ground conversations. On the first morning, for example, participants rotated among three stations, where they created ground rules for the week; identified where their organisation works on the GBV ecological model (at the individual, community and/or societal level); and located where their programmes take place across Kenya, using a printed map on the wall.

Discussing programming with shared visual aids in stations allowed participants to learn about each other's programmes in a casual, conversational way, as opposed to having everyone do presentations. Certain participants were not familiar with the GBV ecological model and found this framework helpful in thinking about GBV interventions at different levels. Through the mapping exercise, participants learned about the geographical scope of each other's programmes (**Error! Reference source not found.**). In one rotating group, two participants from different organisations were surprised to discover that they are working in the same county. This realisation confirmed not only that organisations often work in silos but also that there are possibilities for organisations to come together in their work. Overall, the conversational and informal aspect of the activity also helped participants get to know each other more quickly.

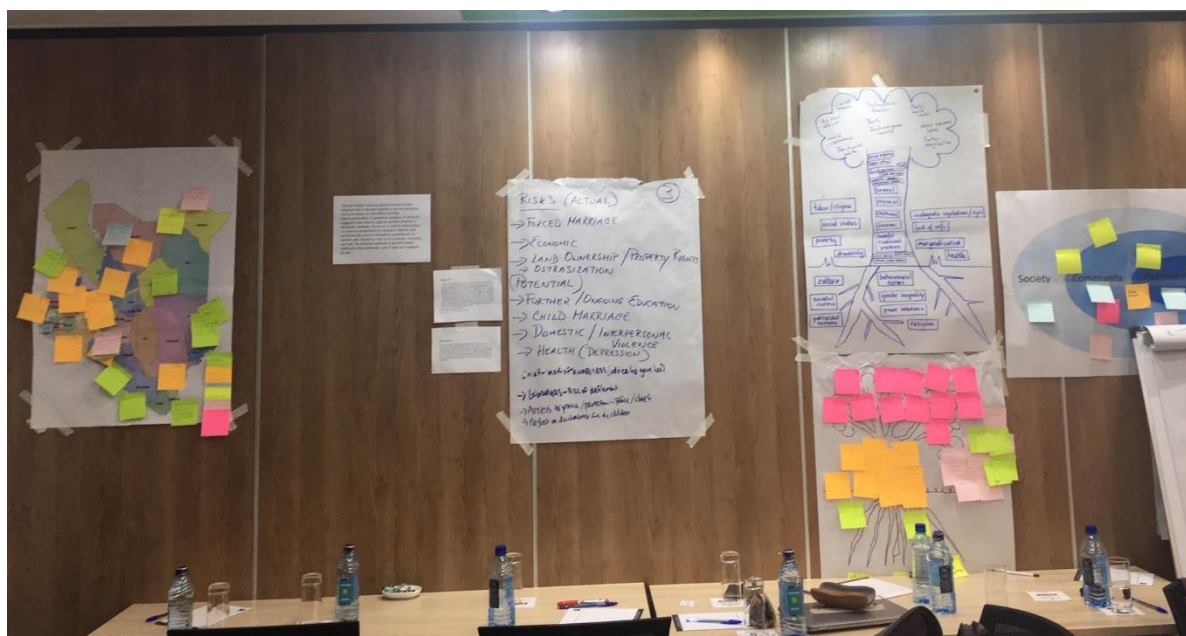


Photo 1 Group work displayed on the conference room wall (from left to right: mapping, forms of GBV, GBV tree, ecological model)



In order to get into GBV-specific learning, the group did a definitions activity. Approximately five definitions of gender-based violence/violence against women and girls (VAWG) were posted on walls around the room, and participants were asked to stand next to the definition that resonated with them most. This activity stimulated conversation both on the various ways in which GBV is conceptualised and organisational alignment on GBV/VAWG.

Continuing to build foundational, collective knowledge on GBV, participants were also asked to build a collaborative 'GBV Tree' on a poster, which involved discussing and identifying spontaneously the root causes, contributing factors, forms and results of GBV. This activity served to identify the differences between the root causes and contributing factors, which are often conflated. As anticipated, the participants ended up teasing out these differences with each other—when one person suggested that a root cause of GBV is poverty, another chimed in to say that this is merely a contributing factor, that not all people living in poverty commit gender-based violence. In distinguishing between root causes and contributing factors, this activity also pointed participants toward the three commonly accepted roots of GBV: abuse of power, gender inequality and disrespect for human rights.



*Photo 2 Anne Waichinga (World Vision Kenya) and Erick Onduru (ActionAid Ireland) present their work on a problem tree*

Once participants did this foundational work, the conversation moved in the direction of the Kenyan context. The forms of GBV identified in the GBV Tree, for example, were utilised for a subsequent activity in which participants were asked to reflect on the forms of GBV identified: what are most pervasive forms of GBV in the Kenyan context? Where are we working—and is that different from where we would like to be working? What do we know about these programming for these types of GBV and what do we not know?

Building on this, participants did a 'Starburst' Activity, where they rotated around the room to posters with different forms of GBV and answered a variety of questions: Who faces this type of abuse? Who perpetrates this type of abuse? Where is this happening? What are the social norms surrounding this

abuse? And when is the time to intervene? Subsequently, and through a tough process of elimination, participants selected six forms of GBV to build problem trees on, identifying the core problem, causes and effects. They selected: female genital mutilation (FGM); rape; child sexual abuse; child and forced marriage; intimate partner violence (IPV); and deprivation of liberty. Outcomes of these problem trees can be seen in the [Google Drive folder containing materials and outputs from the week.](#)

Digging more into subjects brought out differences among the group, particularly on more controversial topics such as sex work. The group learned that they approach issues differently, either personally or organisationally. However, participants engaged in these topics when they emerged, rather than avoid them. As one example, a participant shared during a break that their organisation does programme consultations with sex workers in order to try to understand first-hand what sex workers would need or want through programming. From the facilitators' perspective, it was seen as positive that participants were able to share learnings from their programming in a non-pressurized and non-judgemental way.

### **Exposure to new topics and practitioners working to end GBV in Kenya**

In addition to learning about each other's work, participants were also exposed to new topics throughout the week. Rebecca Gitau, Manager of Medical and PSS Services at the Gender Violence Recovery Center (GVRC) came to give a presentation on her work at the Nairobi Women's Hospital. Ms. Gitau was chosen and invited because the majority of the participants do not work in GBV response and the facilitators wanted to complement both the participants' expertise as well as the week's topics, which also centred primarily around GBV prevention and mitigation. There was a lively Q&A about ethical and confidential data collection, access to justice, the need for collaboration among organisations and the need to integrate GBV response services into existing public health and legal sectors. The group gave positive feedback regarding both the presenter as well as the topics covered, with which they were not incredibly familiar.

The day trip to Narok served as another opportunity for exposure to and continuation of new topics.



Approximately 15 stakeholders were present for breakout sessions on Access to Justice and Social Norm Change, including a Public Prosecutor, female representatives of the Kenya police services, and civil society representatives from a variety of organisations working in Narok, including CREAM, Anglican Development Services and the Youth Anti-FGM Network Kenya.

The majority of participants chose to attend the session on Access to

Justice, where the gaps in the legal system and services regarding GBV were made apparent—for example, that a survivor would have to share a cell with a perpetrator due to space and capacity within police services. There was also a session on Social Norm Change, where the conversations centred on

*Photo 3 Pauliine Madiro (Red Cross Kenya) and Anna Marie O'Carroll (Irish Red Cross) listen in during a presentation by CREAM Kenya.*

how essential community member by-in is for success in

programming and sustainable social norm change. There was also a discussion on the need for civil society actors to let go of development jargon when it comes to working with the community. The afternoon session of the day trip, with Community Leaders, was more challenging, for reasons discussed in the ‘Challenges’ section of this report. That said, what came out through the participants’ reflection on the day trip was that in many ways the afternoon session with the Community Leaders reflected the challenges discussed in the morning breakout sessions—particularly regarding civil society actors and the community having different understandings of GBV and of the lack of services available to GBV survivors.

Overall, there was continuous learning about each other’s work as the week progressed; this happened not only in group activities as participants drew on examples from their work but also during more informal breaks. As previously mentioned, a participant discussed their organisation’s work doing consultations with sex workers in Nairobi, an approach not taken by the other organisations. Positively, it was seen that participants were able to speak both with their organisational hats on and as individuals, connecting on more personal levels.

### **The value of collaborative learning**

Much of the learning discussed in the previous sections was possible only due to the group cohesion, trust and collaboration achieved over the five days. And yet, learnings on collaboration itself also emerged.

The group completed ‘Mission Impossible’, an interactive and light-hearted task in which they were given a list of tasks, ranging from discovering how many rooms were in the hotel to developing campaign slogans on ending GBV. This activity—intended to be a microcosm of how people work together in groups—was followed by a discussion on the challenges of civil society collaboration. Challenges addressed included differences in organisational alignment, differences in funding sources and reporting requirements and clashing personalities.

Yet, there was also discussion on how to surmount these challenges and the advantages of working together. What came out consistently during the week is that GBV is so pervasive and so complex an issue that organisations cannot afford to work individually on it. Having the time and space to work together over the course of a week also afforded the participants to see how collaboration can exist on a spectrum. There are quick wins to be had—for example, intra-organisational trainings or events could be replicated for other organisations or, where there is space, staff from other organisations could be invited. Regarding the more complex forms of collaboration—on programming, research or advocacy—participants acknowledged that these do not have to develop overnight and can be taken step-by-step.

#### **Feedback from Day 4:**

**“The tools/methods used to facilitate conversation on collaboration were friendly and achieved objective.”**

**“I liked that the facilitators took a back seat in the afternoon, as it really transferred ownership of the week to NGOs.”**

The learnings of the week were reflected in the high level of group participation. Consistent group participation was a success, as well as the fact that the participants readily took full control of the agenda beginning on Day 4 when the facilitators stepped down, with the aim of giving the participants time to do substantive reflection and work on how their organisations could collaborate moving forward. What came of this is presented in the ‘Outcomes’ section of this report.



## Challenges

There were various challenges throughout the week. One difficulty was maintaining energy levels and momentum when subject matters regarding GBV became heavy. This was mitigated by balancing analytical activities with more light-hearted activities and energisers. Other challenges from a facilitation point of view will be discussed in more depth in a Learning Paper on collaborative learning on GBV.

The day trip to Narok constituted the largest challenge. Unavoidable delays both on the road as well as in scheduling in the morning led to insufficient time in breakout sessions and, subsequently, insufficient time with Community Leaders and Community Champions in the afternoon session. There were also a few tense moments in the afternoon session, where community leaders disagreed with each other and where participants of the Joint Learning Trip realised that they have differing definitions and conceptions of GBV in comparison to community leaders. It should be noted that much of the afternoon session was conducted in Kiswahili, and a couple participants of the joint learning trip volunteered to provide general translations for the facilitators and non-Kiswahili participants from Ireland.

The day after the trip to Narok, facilitators held a reflection with participants regarding solutions going forward: if another Joint Learning Trip were held, the decision to have a day trip or programme visit would be re-visited (particularly for time reasons) and the pros and cons would be weighed. Another proposal by group members was that a day trip could include one night spent away from the city, in order to allow for an entire day dedicated to the itinerary without the pressure of traveling back to the city. In the reflection, participants noted that women community leaders did not speak as much as male community leaders, something which may have been mitigated had the community leaders been split into two groups or indeed a group of women community leaders and men community leaders. Finally, facilitators felt that with enough preparation, they could have had the participants of the Joint Learning Trip facilitate the day trip sessions, in order to ensure that the process would be led almost entirely by Kenyans.

## Outcomes

The Joint Learning Trip culminated with a visit to the Irish Embassy in Nairobi for a debrief session. In attendance were Ambassador Fionnuala Quinlan, Ambassador of Ireland to Kenya, Lisa Doherty, Deputy Head of Mission and Head of Cooperation, the participants and facilitators of the Joint Learning Trip and nine members of senior management from the various participant organisations. Shane Keenan (Irish Aid), Karen Williams (Irish Aid), Aishling Douglas (Irish Aid), Mary Sweeny (Self Help Africa) and Bernadette Crawford (Concern Worldwide) joined us from Dublin via VC link.

At the debrief session, several participants who had been elected by the group did a presentation on the Joint Learning Trip. The first part of the presentation highlighted the group work conducted throughout the week and the learnings from the Narok trip. The second part of the presentation unveiled the potential areas for collaboration that the participants developed together on Day 4 and Day 5 of the Joint Learning Trip. These potential ideas, which the participants developed in a draft proposal, centre on three pillars: learning, research and advocacy.



*Photo 4 Caroline Nkirote (ActionAid Kenya) presents outcomes of the Joint Learning Trip to senior management and Ambassador Fionnuala Quinlan, at the debrief session at the Irish Embassy of Kenya*

#### Senior Management Present at Debrief Meeting – Irish Embassy of Kenya

Fionnuala Quinlan	Irish Embassy Kenya	Ambassador
Lisa Doherty	Irish Embassy Kenya	Head of Development
Makena Mwobobia	ActionAid Kenya	Country Manager
Njoroge Mucheru	Christian Aid Kenya	Country Manager
Amina Abdullah	Concern Worldwide Kenya	Country Director
Dorothy Anjuri	Kenyan Red Cross	Public Health Manager
Catherine Maina-Vorley	Plan Kenya	Country Director
Elizabeth Imbo	Self Help Africa	Project Coordinator – Nutrition and Gender
James Ang'awa	World Vision Kenya	Director of Quality Assurance

*Table 3 Senior management present at debrief session at the Irish Embassy of Kenya*

## Participant evaluations

The facilitators handed out a short evaluation at the end of each day. This Daily Evaluation is available in the [Google Drive folder](#). The facilitators read these evaluations at the end of each day, in order to take on board feedback actively throughout the week. As an example of this, the daily evaluations reflected the facilitators' impression that the participant-led approach for the week was well received. As another example, daily evaluations expressed that one difficulty is that certain topics discussed are very heavy in nature. This enabled us to build in more breaks and energisers in the days following.

The facilitators handed out a longer, more comprehensive End-of-Week Evaluation on the final morning of the Joint Learning Trip. This End-of-Week evaluation is also available online.

**Feedback from End-of-Week Evaluations:**

***Do you feel that this week was helpful in promoting collaboration and networking among organisations?***

“The week was a great opportunity to network with colleagues based in Kenya. The week provided a space that otherwise would be difficult to promote in the usual day-to-day.

“The coming together and sharing provided an opportunity to learn, understand what areas other organisations are working on, the commonalities, both in terms of focus and programme design. This has the potential to demystify competition (that may exist) and open opportunities for learning.”

The daily and end-of-week evaluations were overwhelmingly positive. Full results from the Evaluations, recorded in an Excel file, are available in the [Google Drive folder](#).

## Annex

### Materials from the week

A wide range of materials, presentations, and outputs of the Joint Learning Trip are viewable [here in a Google Drive Folder](#) which does not require a log-in.

### Full agenda

Joint Learning Trip Agenda		
Day 1	AM	Welcome and Three Rotating Stations (including building ground rules, identifying where we work on GBV ecological model and map of Kenya).
		GBV scene-setting
		Visit, presentation and Q&A from Rebecca Gitau, Manager of Medical and PSS Service, Nairobi Women's Hospital
	PM	GBV Scenarios Activity
		GBV Tree Activity
Day 2	AM	Understanding GBV in the Kenyan Context
		Starburst Exercise
	PM	Problem Tree Activity
		Overview of Narok Trip
Day 3		Day trip to Narok
Day 4	AM	Mission Impossible Activity (See Annex)
		Group Collaboration Discussion
		Reflection on Narok visit
	PM	Group Takeover
Day 5	AM	Wrap Up Week: Feedback
	PM	Visit to Irish Embassy with Senior Management

### Day trip to Narok agenda

Day Trip to Narok County Itinerary	
6:30 a.m. – 9:30 a.m.	Travel from Nairobi to Narok
9:30 a.m. – 10:30 a.m.	Meeting with representative from Narok County Health System
11:00 a.m. – 12:30 a.m.	<ul style="list-style-type: none"> <li>Welcome Tea at the Anglican Church Centre;</li> <li>Tour de Table;</li> <li>Presentation on Narok by the Executive Director of Centre for Rights Education and Awareness (CREAW), Ms. Wangechi Wachira</li> </ul>
12:30 p.m. -2:00 p.m.	Two breakout sessions: <ol style="list-style-type: none"> <li>Access to Justice (present were a Narok Public Prosecutor, representatives from police forces, a public psychologist, civil society stakeholders from CREAW and Christian Aid)</li> </ol>

	2) Social Norm Change (present were civil society stakeholders from CREAW and Christian Aid, a representative from the police forces, a youth representative from the Anti-FGM Network Kenya)
2:00 p.m. – 3:00 p.m.	Lunch
3:00 p.m. – 4:30 p.m.	Meeting with Community Champions (Women community champions, elders from the Maasi Council, Muslim leaders).
5 p.m. – 8:00 p.m.	Travel back to Nairobi

## Costing

The table below provides an approximate costing of the Joint Learning Trip. Given the intensive nature of facilitating interactive activities over the course of five days—as well as liaising with host organisations on the group—it is recommended to have two facilitators if a Joint Learning Week were replicated elsewhere.

Consortium Cost of Joint Learning Trip	
<b>Joint Learning Trip Logistics:</b>	
Conference room for week	2300€ (approximate)
Day Trip to Narok (transport and lunch for JLT participants and community members)	800€ (approximate)
<b>Joint Learning Trip Personnel Cost</b>	
Airfare	1400€
Hotel	1500€
Per diem	200€
Miscellaneous (transport, visas, etc.)	175€
<b>Approximate Total</b>	<b>6375€</b>