



# Children Led **Community** Peace Labs

## Learning Workshop for Primary School Teachers

August 2023 Report

Sponsored By



## The Intervention

With financial support from We One Action Network and in collaboration with Inua Village to Global Foundation, we successfully held the 2023 second cohort of the Children Led Community Peace Labs (CLCP-Labs) Learning Workshop in Likuyani, Kakamega County on 15<sup>th</sup> and 16<sup>th</sup> August 2023. The two-day workshop brought together nine primary school teachers from four community schools based in Uasin Gishu and Kakamega counties. These schools are located at the border of Uasin Gishu and Kakamega counties- Moi's bridge.

The CLCP-Labs program is designed to help teachers and learners contribute to the well-being of their schools and communities through the curation of practical and sustainable solutions with parents, teachers, and learners at the core of their interventions. We engage through different sessions that seek to build their capacity for self-awareness, identifying potential conflicts within their school setups, and effective communication.

Through this approach, we equip the teachers and learners with the required skills to contribute to a positive school environment- enabling a sense of belonging and safety within the school community; and improving social and interpersonal skills such as active listening, empathy, and effective communication and fostering positive relationship between teachers and learners.

**CLCP-LABS LEARNING WORKSHOP**

15<sup>th</sup> - 16<sup>th</sup> August 2023 | Kakamega & Uasin Gishu Counties



In summary, the CLCP-Labs learning workshops offer an invaluable experience by providing teachers with tangible tools and profound insights through interactive sessions on conflict resolution, active communication, empathy-building, and culturally sensitive teaching, enabling the teacher to gain practical skills they can immediately apply within their schools and communities.

For instance, through the different sessions, teachers are immersed in hands-on exercises that demonstrate effective conflict-resolution techniques tailored to school settings. They learn how to facilitate open dialogues, mediate disagreements, and create a safe space for expression. By incorporating these methods into their teaching practices, teachers can de-escalate tensions, encourage collaboration among learners, and foster a more harmonious atmosphere conducive to learning.





## CONTEXT AND BACKGROUND

Like many border areas, Kakamega County and the Uasin Gishu region around Moi Bridge have experienced various challenges related to conflict which has so much impact on children, families, and schools within the locality.

The area has experienced historical land disputes which are connected to issues of land ownership, boundaries, gender-based violence, and historical grievances. Most of the time, these conflicts have led to displacements, disruption of education for needy children, and community divisions. All these issues widen the gap in social cohesion, making it challenging to address common issues like education and child welfare collaboratively.

Most of the time, children in such areas may experience psychosocial trauma due to exposure to violence and community divisions. This trauma can have long-lasting effects on their mental and emotional well-being, making it challenging for them to concentrate and learn in school. To address the complex tapestry of challenges within the region, designing and implementing peacebuilding interventions, especially with and for learning institutions, is vital. When equipped with conflict resolution skills, trauma-informed training, and the tools to foster social cohesion, teachers and schools from this region will not only help to address the root causes of these challenges but also endeavor to empower educators to create a safe, nurturing, and peaceful learning environment. Its essence lies in its capacity to break the cycle of conflict, facilitate healing, and pave the way for brighter educational prospects for the children and communities in Kakamega County and the Uasin Gishu region.

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## August Learning Workshop

The learning workshop took place from 15<sup>th</sup> to 16<sup>th</sup> of August 2023 in Likuyani, sub-county in Kakamega County. 9 teachers from 4 community schools participated in the workshop. The participating schools included:

Holy Trinity School  
Beatrice Telewa Memorial School  
Furaha Inua Global School



**Kakamega County**

Shalom Preparatory  
Education Center



**Uasin Gichu County**



## Summary of the two days learning workshop

The two days of interactive learning provided the participants with in-depth knowledge and insight on peacebuilding, leadership, relationship building, and conflict resolution.

Through individual reflection, group work, and exercise, the participants were able to appreciate the value and the need to build peace within their school setup, communities, and their overall contribution to global peace. To localize the experience and key terms, they came up with their class definition of peace.

### What is peace?

After coming up with several synonyms and definitions to describe what the term 'peace' means, the participants came up with a collective definition of the meaning of peace.

The agreed class definition of PEACE: **Freedom from Violence and Hostility**

Introduction to self-awareness provided an opportunity for the participants to understand the four basic forms of the Self (the Known, Hidden, Blind, and Unknown Self), looking at the essence of each form and its impact on self and others. This session provided the basis for the entire learning workshop as it ushered them into understanding and working with others to build peace.

The participants explored the causes of conflict and forms of violence within the counties and communities and their direct impact on the school communities. To fully understand these conflicts, they developed short skits on various forms of conflict involving teachers, learners, and parents.



Further, participants learned about conflict analysis and how being grounded in the same helps in addressing issues of conflict in different situations and contexts.

The facilitators emphasized the importance of effective communication in conflict analysis, resolving conflict, and becoming a peacebuilder Overall, the two days provided valuable insights and practical skills for conflict analysis, effective communication, relationship building, building resilience, and engaging children in peacebuilding efforts.



## Action Plans

On the second day, the participants worked together with their colleagues from the same school to craft detailed action plans based on the knowledge they acquired. These plans encompass a range of initiatives, including organizing specific activities, conducting additional training sessions, and actively engaging with the broader community. The overarching objective is to cultivate an atmosphere of tranquility within their school environments.

By adhering to these meticulously designed action plans, the participants aspire to instigate a tangible and positive transformation within their respective school communities. Their efforts are targeted toward instilling a sense of peacebuilding and conflict resolution among the learners, teachers, parents, and the entire school community. Through these dedicated endeavors, the participants are poised to become instrumental in fostering a culture of peace and understanding within their schools.





School	Action Plan	Activities	Stakeholders
Shalom School Preparatory Education Center	Set up CLCP-Labs	<ul style="list-style-type: none"> <li>• Hold bi-monthly sessions with the members of the CLCP-labs in their school.</li> <li>• Engage in activities such as dialogue, sports, training and plays.</li> </ul>	Learners, schools, churches, local chiefs, and other relevant agencies.
Furaha Inua Global School	Come up with anti-bullying rules in their school	<ul style="list-style-type: none"> <li>• Integrate peacebuilding and conflict resolution into the school system.</li> <li>• Enhance and improve the Guidance and Counseling (GnC) program.</li> </ul>	Teachers and parents
Holy Trinity	Raise awareness through talks	<ul style="list-style-type: none"> <li>• Organize parent meetings to discuss moral values with the entire school community.</li> <li>• Encourage learners to openly discuss the issues they face.</li> <li>• Conduct storytelling sessions in class</li> </ul>	Teachers, parents and learners
Beatrice Telewa Memorial	Set up CLCP-Labs	<ul style="list-style-type: none"> <li>• Activate and enhance guidance and counseling services.</li> <li>• Hold bi-monthly sessions.</li> <li>• Provide training for both teachers and learners</li> </ul>	Teachers, leaders, and parents

## Summarized feedback from the participants

### a) Importance of teaching peacebuilding and conflict resolutions to children/ learners:

- This will enhance collaboration among them and others.
- Most of the children are dropping out of school due to dysfunctional families.
- It unifies the pupils.
- Children are the most affected when there is violence.
- It makes learning to be enjoyable and also to meet the goals of education.
- It helps to build a united, cooperative, and peaceful school, village, and country.

### b) Importance of effective communication in maintaining positive relationships with pupils, colleagues, and parents/guardians in their own words.

- It creates room for interaction and brings about understanding each other.
- Important messages are communicated, and corrections where there is misunderstanding and there is dialogue on how to go about it.
- Provide an opportunity for positive feedback from learners and know how to help them, it also helps in resolving any issues with the parents.
- Enables people to work together and have a clear understanding.

### c) How to support pupils' social-emotional well-being:

- Engaging them in group activities like sports that improve their self-esteem.
- Promote open communication.
- Be friendly to them and not pass blanket judgments.
- Providing guiding and counseling services.
- Being building personal relationships with the pupils.



## Conclusion

The learning workshop was a resounding success, thanks to the dedicated and passionate facilitators as well as the active participation of the participants. The impact of the program was evident through the thought-provoking questions raised by the participants regarding conflict and peacebuilding throughout the two days. Their genuine concern and eagerness to bring about change and implement what they learned was inspiring.

The workshop emphasized the importance of self-awareness, understanding conflict and conflict resolution, effective communication skills, and being solution-oriented. These aspects served as stepping stones towards fostering positive change in the school communities and across two counties.

We extend our gratitude to our sponsor, the [We One Action Network](#), and our partner, [Inua Village To Global Foundation](#). We also appreciate the participating schools; Beatrice Telewa Memorial, Holy Trinity, Furaha Inua Global School, and Shalom School Preparatory Education Center for their participation in the learning workshop and commitment to Children-Led Community Peace Labs.

Lastly, we commend the facilitators [Sahlim Charles](#) and [Grace Wangari](#) for their exceptional work in guiding the participants through this enriching learning experience.



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