



Children Led **Community Peace Labs**

Learning Workshop
for Teachers

April 2023 Report

Sponsored By



INTRODUCTION

Children- both school and non-school going, are most affected by unpredictable chronic and violent conflict within their neighborhoods and communities. Due to their dependency on parents and caregivers, they cannot make any decision on their own. The situation is worse if these children reside in the low-income communities (rural or urban settlements). While there are numerous interventions by both government and non-governmental organizations, none directly involves children on issues affecting them. Some of the solutions may help the children but they are not sustainable.

In particular, Nairobi's urban settlements and a majority of the rural Kenya are riddled with violent conflict. They lack safe spaces for children to recreate, play and learn while out of school. Some children face potential risks in their own schools.

Due to the above, in addition to lack of attention and mental support, these children's emotional development, social functioning and even academic performance have greatly been affected. Some of them (if not most of them) have developed post-traumatic stress disorder (PTSD) due to witnessing violence within their homes or communities.

According to a 2019 report on violence against children, nearly 46 per cent of 18 to 24-year-old young women faced at least one type of violence – physical, emotional or sexual – during their childhood, as well as 52 per cent of young men in the same age group.



The Intervention

Through consultation with children, primary schools and children right entities working in the grassroots, Re-Imagining New Communities implements a children led peace initiative that provides a safe space for children to develop and be actively involved in conversations around their communities and democracy process. The Children Led Community Peace Labs abbreviated as CLCP-Labs was first launched in May 2021.

The main objective of the CLCP-Labs is to provide a safe space where children, aged 7-12 (grade 4- 6) living in the conflict-affected communities can learn and practice peacebuilding skills. The program equips children to be more resilient and aware of unpredictable chronic and political violence that erupts within their communities.

In the first year, the project supported a total of 5 primary schools from Nairobi's Korogocho, Kariobangi, Babadogo, Mathare North and Kamukunji.

Each school nominated three learners and a teacher that participated in an eight months program. The participants were trained, mentored and supported in developing necessary skills in peacebuilding, conflict resolutions, communication and life skills. After the program, the participants were guided to set peace labs in their respective schools. So far, the 2021 cohort's impact has reached a total of 800 children and 50 teachers.

This year, the program will be implemented in three phases; In April, August and December. The learning sessions will target primary school teachers, preferably permanent teachers running peace clubs

CLCP-LABS LEARNING WORKSHOP

25th - 28th April 2023 | Vihiga and Kakamega Counties

in their schools or interested in peacebuilding work. The sessions are carried out during the holiday period and takes a period of 5 days. Participants will consist of teachers from public, private and informal schools.

At the end of 2023, it is anticipated that a total of 30 teachers will directly benefit from the program with additional 200 teachers and 1200 learners benefiting from the skills and knowledge acquired by the trained teachers.

Therefore, in each cohort a total of 20 teachers will be trained and mentored. At the end of the year, 100 teachers will directly benefit from this programme with additional 1000 children and other teachers and adults from the schools and communities benefiting from knowledge and skills acquired by the participants.

This report highlights the **April Learning Workshop** held in Vihiga County at Village to Global Achievers School, in collaboration with **Inua Village to Global Foundation** with financial support from **We One Action Network**.



April Learning Workshop

The learning workshop took place from 25th to 28th of April 2023 in Ebukanga, Emuhaya sub-county in Vihiga County. 10 teachers from 4 community schools participated in the workshop. The participating schools included:

St. Patrick Education Center Emukhunzulu Education Center	} Kakamega County
Village to Global Achievers School Vihiga Education City	} Vihiga County

a) Pre-training Evaluation

Before the start of the workshop, participants did a baseline survey that was aimed at establishing their understanding on the various topics that would be covered throughout the learning workshop.

A summary of the evaluation:

QUESTIONS	RESPONSES
Why would you like to participate in this program?	<ul style="list-style-type: none">• To learn more about peace keeping in the community and at large.• To gain more skills that will help me to handle frustrated pupils, parents and my workmates too.• To improve my skills and how to engage with children and community.• It involves children which is related to my job.• Because it will help me learn more about how to collaborate with children and other people.• Paying attention and learn more about child led peace labs.• Because I want to be a part of making a difference in my school and community.

QUESTIONS	RESPONSES
<p>What do you hope to have gained at the end of the three days' workshop?</p>	<ul style="list-style-type: none"> • To develop learners' skills in learning, learners to keep peace in the community, participants to share constructive ideas. • Conflict resolution skills. • How to handle disappointed people. • Knowledge. • I am hoping to gain methods of being able to deal or interact with children. • Knowledge on how to deal with learners. • Skills on how to deal with conflict and built peace to the children around the communities. • To have acquired enough knowledge to be able to make a difference in my community school.
<p>Have you ever participated in a non-teaching training before?</p>	<p>Yes-6 No- 3</p>
<p>What do you think are some of the skills that you require as teacher</p>	<ul style="list-style-type: none"> • Handling learners. • Probing, listening. • How to relate with children, parents, other staff. • Communication and relationship building • Guidance and Counselling
<p>Who do you involve when faced with non-teaching challenges?</p>	<ul style="list-style-type: none"> • My relatives. • Community elders, friends. • My closest friend who I trust. • Friends and parents. • My workmate.
<p>According to your understanding, what is conflict?</p>	<ul style="list-style-type: none"> • Difference between two people or groups. (2) • Misunderstanding. (2) • Disagreement between people, group, states or continents. (5)

I. Welcome and introductions

The workshop kicked off with Re-Imagining New Communities through its Administration Manager Grace Wendo, giving a brief background of how the organization started, focus areas and why Children-Led Community Peace Labs program is an integral part of the organization and its vision for the communities it works in.

ii. Co-creation of values and introduction activity

Participants worked together to come up with some of the core values and guidelines that would help them work together for the three days.

Some of the prompts included:

- a) What would make you feel safe?
- b) What can we do to create the best learning environment for everyone?

The ideas generated were jotted down on a flip chart and agreed as the final shared values. The flip was posted on the wall, where the participant would interact with every time, they come into the workshop room.

The participant later introduced themselves. Each participant was required to come up with an adjective that describes them in terms of what they like doing. The first letter of the adjective must be the same as the first letter of their name eg Wondering Wangari. After coming up with the adjective, the participants shared a body movement or sign that aligns with the adjective.

iii. Self-Awareness

In this session, participants learnt on the need to recognize who they are, their personalities, paying attention to their emotions and putting into practice their skills. The participants were introduced to the Johari window, a concept that provides four basic forms of the Self (the Known, Hidden, Blind, and Unknown Self).

I. Known Self

Things we know about ourselves and others know about us. For example, just by minimal interaction with someone, you may easily tell their gender, approximate age, languages they speak etc. This part of us, we are able to discuss freely with others.

ii. Hidden Self

Things we know about ourselves that others do not know.

In this part you hide things that are very private about yourself, this maybe to protect yourself, because you feel ashamed or vulnerable, or perhaps because of modesty.

iii. Blind Self

Things others know about us that we do not know.

E.g. You might see yourself as an open-minded person when, in reality, people around you don't agree. This area also works the other way. You might see yourself as a "dumb" person while others might consider you incredibly bright.

iv. Unknown Self

Things neither we nor others know about us.

This might refer to untapped potential talents and skills that have yet to be explored by you, your friends, colleagues or managers.

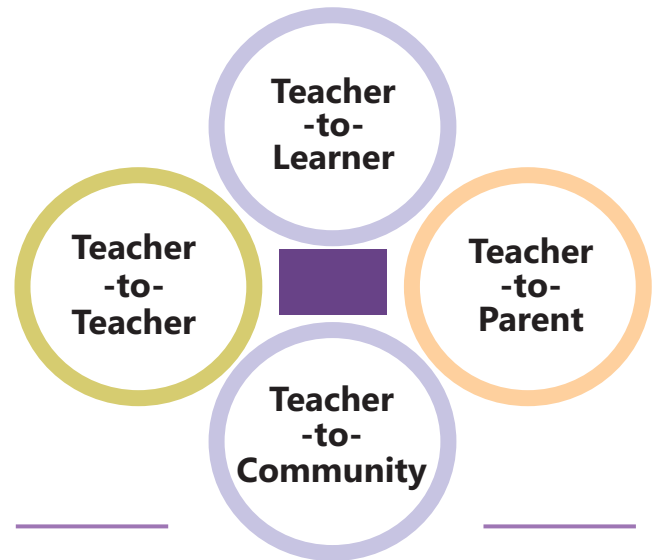
Participants also explored the benefits of self-awareness which includes, among other things:

- i. Being able to deal with external factors that cannot be controlled.
- ii. Having the capacity to anticipate how certain events will influence your state of mind.
- iii. Understanding the emotions of the people around us.
- iv. Have a positive influence on the state of mind of people around us

Participants did a number of personality tests to deepen their understanding of self-awareness.

iv. Relationship Circles

This session aimed at helping participants examine the connection between their work and people around them. Relationship circle looks at several levels of connections that directly influences the participants' interaction. Some of the relationships evaluated are:



Essentially, this session is central to the learning of the participants as it's the basis in understanding the existing conflict within school set ups, families and communities.

v. Teachers as Peacebuilders and understanding conflict

To conclude day one, the participants learnt how their work as teachers is essential in peacebuilding and the foundational values of a peacebuilder. The participants reflected on their day-to-day work in school and different experiences they are faced with.

Peace-building reflects a passive version of peace as a concept and might necessarily respond to live conflict but to preventing outbreaks of violent conflict and war. Essentially, the intention is to influence values, attitudes, and behaviors as part of a process of reducing the chances of resorting to violent conflict in settling disputes.

Participants were able to come up with their definition of peace:



CLCP-LABS LEARNING WORKSHOP

What is peace?

Individual's definitions

- Love and unity.
- Calmness in the society.
- Everybody has a sober mind.
- Freedom.
- No conflict.
- People living together in harmony.
- Absence of fights or disagreements.

Group Definitions of peace

Group 1 - Absence of violence.

Group 2 - absence of fights or disagreements.

Group 3 - absence of fights.

Group 4 - absence of disagreements, living harmoniously.

Agreed class definition of PEACE:

Absence of violence, living harmoniously.

Further, participants were introduced to conflict. They discussed definition of conflict, types of conflicts, its causes and various forms of conflict eg resource conflict. Participants shared their past experiences at family, school and community levels. The session gave participants an opportunity to analyze the causes, actors, motivation and dynamics involved in the conflict situation.



Day two started with a review of how the first day of the training went. Participants shared what they learnt and also areas that they need more learning on.

i. Conflict analysis, styles and management

Participants delved deeper into understanding conflict and learning about the technical skills that they require to analyze conflict. The session helped understand the process of gathering necessary information that helps one broaden their perspective and understanding of a conflict and thus being able to come up with creative ways of solving the issues.

Participants explored the various conflict styles. They looked at the difference between competition and cooperation in relation to managing conflict. Lastly, they were provided with the right tools to address difficult issues while creating an environment where those issues are addressed productively.



ii. Teaching conflict transformation through Stories

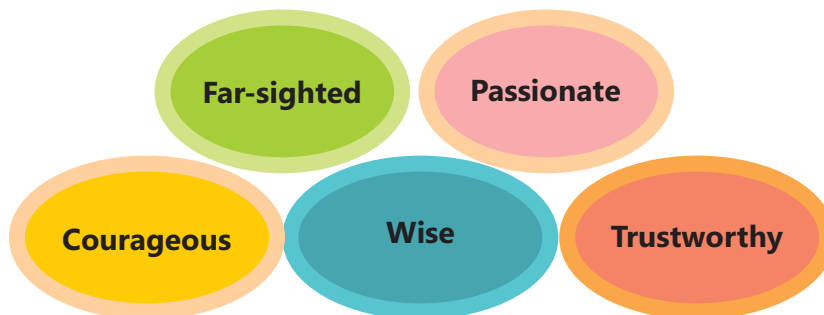
In this session, participants learnt the importance of storytelling in resolving conflict. They also looked at some facts about conflict that can be beneficial to their work. Some of these facts are:

- Conflicts trigger strong emotions. If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- Conflicts are an opportunity for growth. When you're able to resolve conflict in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements.

iii. Storytelling and leadership

The session explored the importance of storytelling as a leadership. The facilitator, Grace Wangari, narrated several stories and led discussions with the participants on the same.

Some of the characteristics of an effective leader are:



iv. Effective communication skills for peacebuilding

The essence of this session was for the participants to understand the importance of being an effective communicator especially in managing conflict. The participants learnt about the different forms of communication especially active listening skills.

From this session, they appreciated the essence of understanding other people's perspective and creating an enabling environment for others to comfortably share their thoughts and feelings.



The main highlight of the last day of the learning workshop was the introduction to children peacebuilding and how to set up safe environment for children to learn, express themselves and become innovative.

Participants discussed and analyzed the critical role of children in peacebuilding. They were also equipped with necessary skills in supporting children peacebuilders within the school and community set up.

Participants shared the various violences that affect learners in the schools and communities. Some of these violences include;

a) Physical violence

Participant A- Sometimes at home, you may end up punishing a child especially if they're adopted because they are not biologically yours and this results child abuse.

Participant B- My son got married, however, he differed with the wife and they separated. He then remarried a second wife. Sometime back, I visited their home and heard a scream; I was terrified because it was early in the morning and it was a child's scream. I thought the child was sick but upon checking out what was going on, I found that my daughter-in-law had beaten and burnt the child from my son's first marriage.

b) Emotional abuse

Participant C- A new teacher had just started teaching in the school and she did not know the background of most of the learners. During one of her lessons a learner was crying and the madam went on to scold him while telling him how he's letting his mother down, this made the learner cry even harder. Other learners said that he doesn't have a mother.

c) Sexual violence

Participant D- My brother-in-law had a daughter but he neglected her because he had separated with the mother. When the mother remarried, she came for

the daughter but the husband refused to take her in. The mother took the child to a friend who was a bar-tender. After coming home from school, the girl would change out of her school uniform and bathe then go to the bar to “work” this exposed the girl to drunkards. I have since taken in the girl and live with her.

Looking at the various forms of violence against children that the participants shared, it was evident that the schools need to ensure the safety of their learners and provide them with all the necessary support and resources.

Thereafter, participants discussed the steps in setting Children-Led Community Peace Labs in their schools. They looked at the needs, who they can partner with, activities they would be undertaking through the labs and how they will be creating safe spaces for the learners.



CLCP-LABS LEARNING WORKSHOP

25th - 28th April 2023 | Vihiga and Kakamega Counties

Below is the outline for each school

Steps	Need	Stakeholders	Vision/ Objective	Activities	Cascading Impact	Creating Safe Spaces	Partnerships	Children Rights Advocates
School								
Village to Global Achievers School	Poverty Malnutrition Wide spread of jiggers	Learners Parents. Health workers. Government officials Religious leaders. CBO.	Creating a harmonious environment.	Creating awareness. Door to door campaign. Co-curriculum activities.	Organizing workshops and inviting resource persons.	Involve children from different backgrounds.	Other schools CBO Government officials.	National council of children services. Religious leaders.
Vihiga Education City	Alcoholism. Neglect.	Church. Parents. Teachers. Pupils. Local authorities.	Vision Making children aware of their rights, privileges and responsibilities. Objectives Eradicate the problem of neglect and alcoholism to facilitate a better learning environment. Educate parents/ guardians on the importance of education.	inter/ intradialogues/ debates. Drawing and painting competitions. Over the holiday-Workshops, children extravaganza.	Organizing reach outs and workshops to educate more people.	Every class produces a boy and a girl regardless of background information or disability to be able to form the club. Grade 4-class 8.	Collaborate with organizations (AWANA) to work together to educate more on CLCP-Labs.	Involve the local authorities and health personnel linked to the school to be able to promote CLCP-Labs awareness.
St. Patrick Education Center	Basic needs; food Neglect, home disputes.	Learners Parents Teachers	Encourage responsibility, honesty and friendliness.	Inter-games, drama, play and games.	Support the learners through; Peacebuilding Conflict resolution Communication skills e.g., writing short stories.	Background Gender. Different communities.	Nurture partners. Seek administrative assistance.	Campaign against children rights eg., right to peace, right to protection, decision making, awareness of children rights, relevant stakeholders.
Mukhuzulu Primary School	Neglect-failure to provide children with basic needs	Learners Parents Teachers School administration	To minimize school drop out due to lack of basic needs.	Training and workshops on improving farming methods to increase food production. Collaborating with selected parents to come up with income generating activities.	Encouraging learners in agricultural activities in the school.	Coming up with CL-CP-Labs club in school, selected parents included.	SOFDI organization Neighboring public schools. Community based organizations.	Creating awareness on children's rights.

Later on, participants discussed about the critical need of building resilience. This session helped participants understand the importance of mental preparedness and how to deal with issues affecting their work while promoting the well-being and mental health of both teachers and learners.

The facilitator, Zachuas Ogonji, shared some personal and professional experiences to emphasize on the need for the participants to prioritize their well-being. At the end of the session, participants were able to understand what resilience is and how their experiences shape responses to adversity, distress, trauma, and stress.

Summary of the participants thoughts on the three days learning workshop

- I. Nelson - I have been exposed to different ways of solving conflict and been empowered to empower.
- ii. Sheldon - I feel equipped with knowledge to handle difficult situations.
- iii. Jenipher - I have learnt a lot from this workshop.
- iv. Lukivisi - I am privileged to be part of the program. Changes will be effected in our schools.
- v. Martha - I have learnt a lot, there will be major changes in my life and the work I do.
- vi. Moses - I am very much appreciative but mostly relieved.
- vii. Maxwell - I feel quite educated on conflict management.
- viii. Aureliah - I have been empowered.
- ix. Techera - This workshop has enlightened me on so many issues.
- x. Mercyline - I have learnt a lot about conflict solving.

Conclusion

After a successful three days of learning, each participant was issued with a certificate. The certificates were presented to them by Inua Village to Global Foundation's CEO Mr. Ernest Njinga. The rejuvenated participants committed to share the acquire knowledge and skills with their fellow teachers and support their schools and communities on matters peacebuilding.



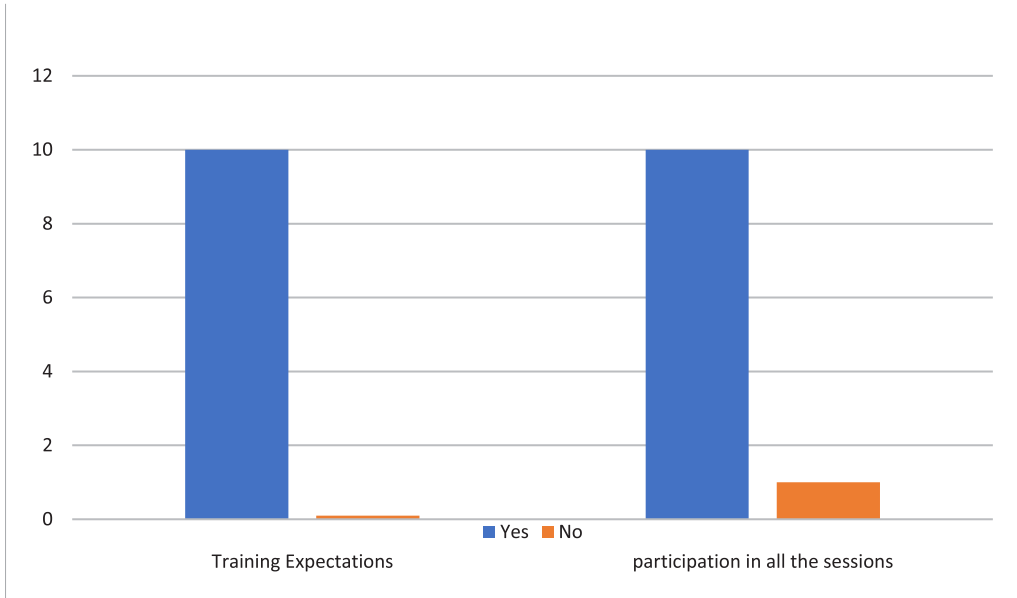
CLCP-LABS LEARNING WORKSHOP

25th- 28th April 2023 | Vihiga and Kakamega Counties

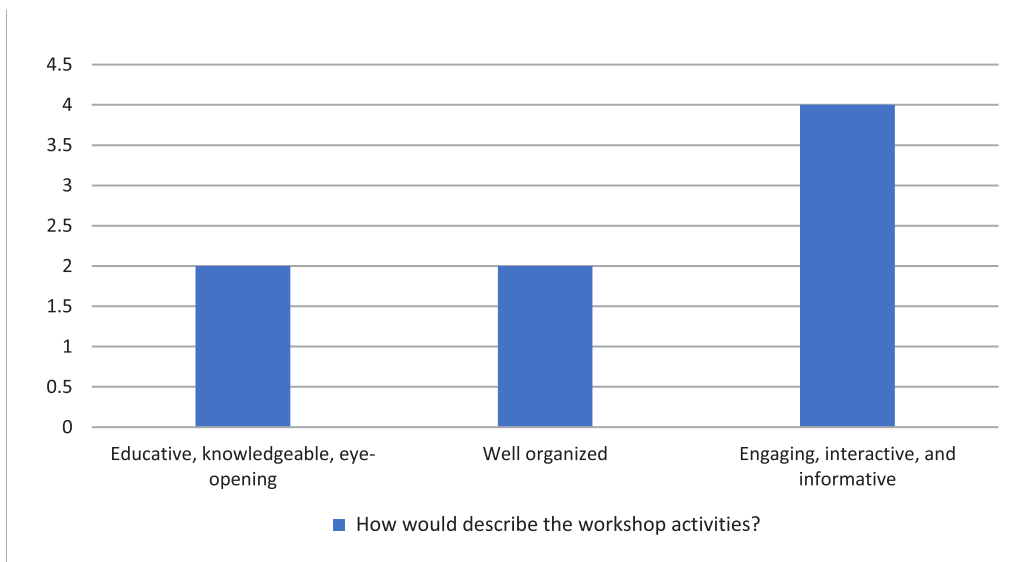
Appendix

i Summary of Post-workshop assessment

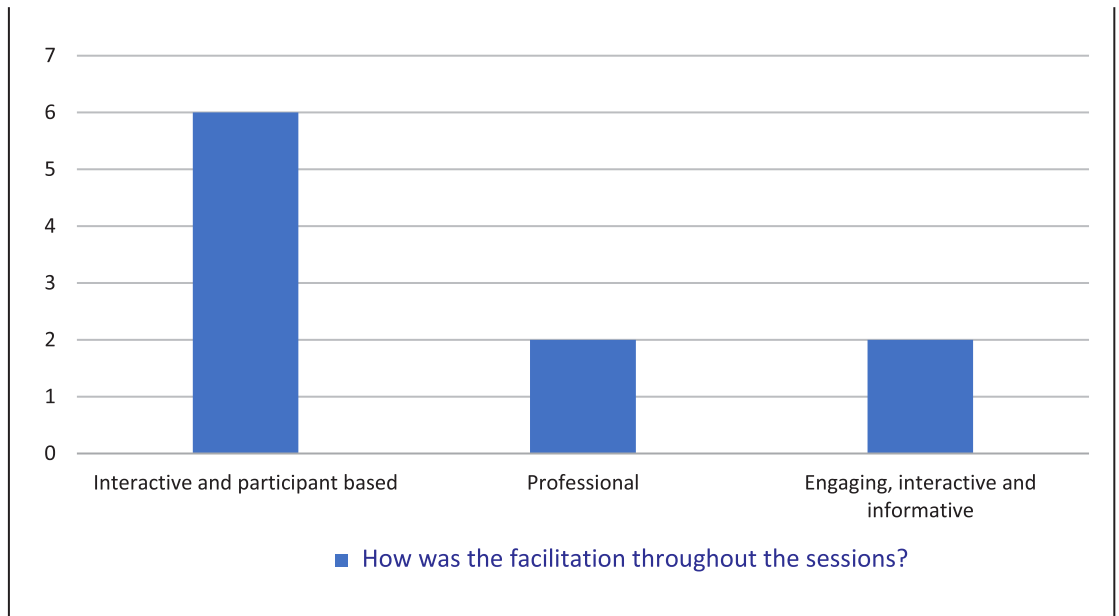
Overall workshop experience



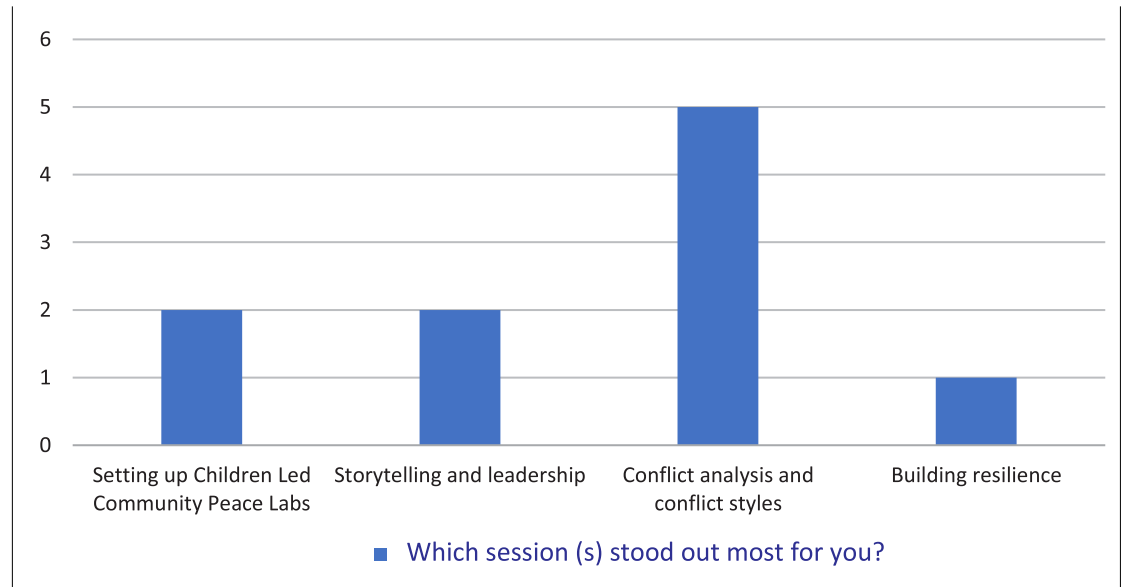
How would describe the workshop activities?



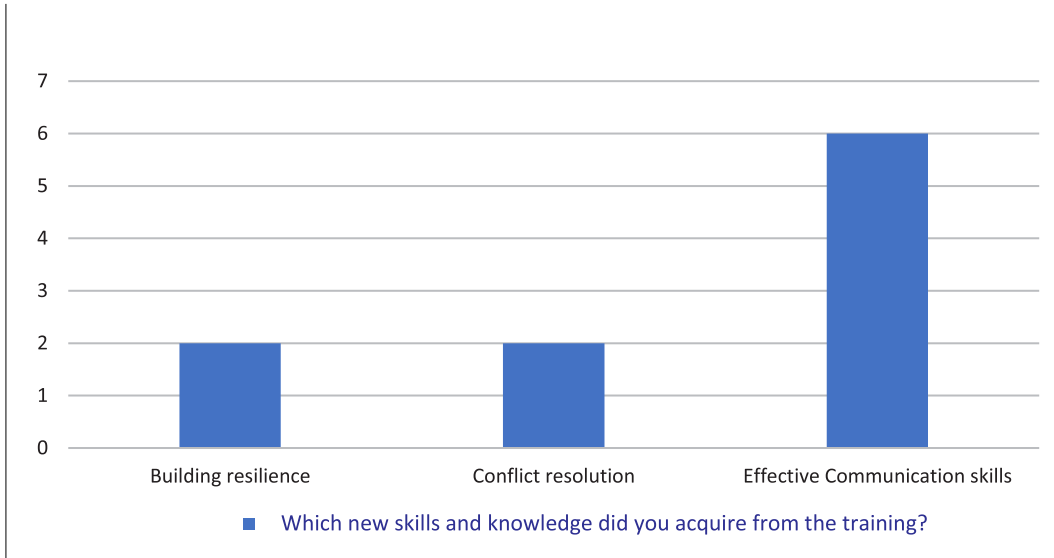
How was the facilitation throughout the sessions?



Which session (s) stood out most for you?



Which new skills and knowledge did you acquire from the training?



From the training, which skills/ knowledge do you plan to apply in your teaching profession?





**RE-IMAGINING NEW
COMMUNITIES**

hello@rncommunities.org
www.rncommunities.org
KENYA



WE ONE ACTION NETWORK

info@weoneactionnetwork.org
www.weoneactionnetwork.org
USA