



# Children Led **Community Peace Labs**

## Learning Workshop for Primary School Teachers

November 2023 Report

Sponsored By






## The Intervention

The most recent iteration of the Children-Led Community Labs (CLCP-Labs) took place in November, focusing on four schools in Nairobi County, specifically in the urban settlements of Kibera, Korogocho, and Kayole. Following two successful learning workshops in western Kenya, the program, supported by [We One Action Network](#), aimed to address the unique challenges faced by schools operating in urban slums, catering to the needs of underprivileged children.

The two-day workshop emphasized the importance of creating safe school communities and equipping teachers with the skills and knowledge necessary to support the overall well-being of the children they serve.



With a particular focus on the development of proper systems and the cultivation of friendly school environments, the November workshop sought to empower teachers to play a pivotal role in shaping the future of their learners. Teachers engaged in hands-on learning experiences that provided them with practical tools and strategies to foster positive learning environments. The emphasis was on creating spaces

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where children feel secure, valued, and motivated to learn despite the challenging circumstances they may face outside the school gates.

Furthermore, the November workshop recognized the significance of addressing parent-teacher dynamics and fostering cooperation to enhance the overall educational experience. Recognizing that parent-teacher feuds can adversely impact the learning environment, the workshop included sessions on effective communication strategies and conflict resolution. Emphasizing the need for a collaborative approach, the initiative aimed to bridge the gap between parents and teachers, promoting a shared commitment to the holistic development of the children.

As the CLCP-Labs continues to evolve, its focus remains on empowering teachers to create not only academically enriching environments but also safe and nurturing spaces where children can thrive. By addressing the multifaceted challenges within urban slums, including the complexities of parent-teacher relationships, the program strives to contribute to the broader goal of breaking the cycle of violence through education and community collaboration.



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## CONTEXT AND BACKGROUND

Children growing up and attending school in the urban slums of Kibera, Korogocho, and Kayole face a myriad of interconnected challenges that significantly impact their overall well-being and educational prospects. The prevalence of violence and crime in these slum areas poses threats to children's safety, and overcrowded, substandard living conditions further compound their vulnerability. Malnutrition, resulting from limited access to nutritious food, hinders both physical and cognitive development, adversely affecting academic performance. Additionally, the lack of infrastructure, recreational facilities, and gender-based inequalities contribute to the complex challenges these children face. The psychosocial stress resulting from exposure to violence and poverty further compounds their difficulties, while the absence of tailored policies exacerbates the struggle to break free from the cycle of poverty and adversity.

Therefore, addressing these multifaceted challenges requires a holistic and collaborative effort so as to promote the overall well-being of children in urban slums.

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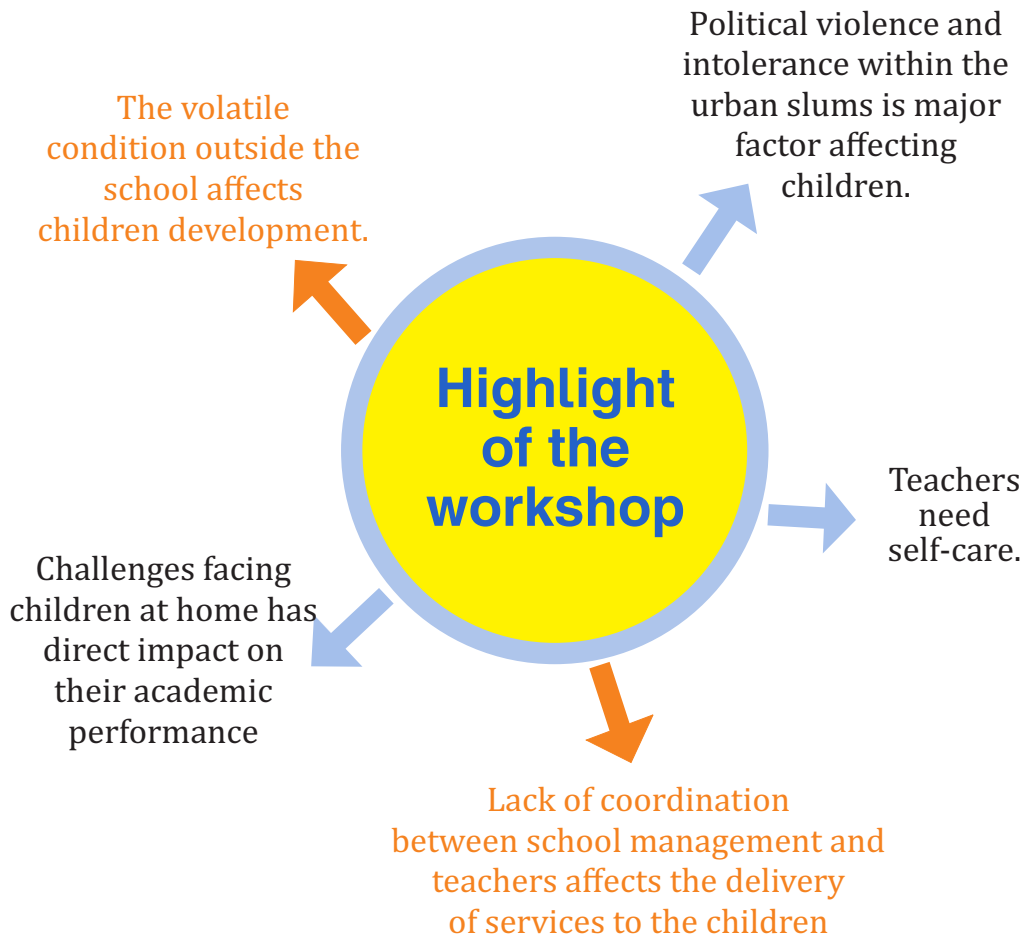
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## November Learning Workshop

The learning workshop took place from 6th- 7th November 2023 at GMI Church, Ongata Rongai 8 teachers from 4 community schools participated in the workshop. The participating schools included:

Lucia Global School, Kayole  
Glory Primary School, Korogocho  
Shine Academy Education Center  
Kibera Girls Soccer Academy

**Nairobi County**





## Summary of the two days learning workshop

The first day of the workshop commenced with an icebreaking activity, fostering a comfortable atmosphere for the participants. This initial session seamlessly transitioned into an introduction to the program's purpose and goals, establishing a shared commitment by collectively formulating core values.

Self-awareness sessions providing participants with opportunities to share personal insights. The relationship circle activity further facilitated an insightful analysis of the interactions participants engage in, fostering a deeper understanding of their roles in creating positive learning environments. The day concluded with discussions highlighting the importance of integrating peacebuilding into the learning process and underscoring the vital connection between teachers and the broader peacebuilding initiatives.

The second day delved deeper into the theme of managing conflict within the context of Children-Led Communities Peace Labs. Participants actively shared their experiences, explored associated risks and rewards, and acquired practical conflict management techniques. The focus broadened to include children's active roles in peacebuilding and conflict resolution, stressing the importance of cultivation of inner peace concepts.

The spotlight then turned to effective communication, where participants engaged in activities emphasizing the impact of words, tone, and body language. Through tailored exercises, participants honed their listening skills



and problem-solving abilities, engaging in discussions that underscored the significance of appropriate communication in effectively addressing conflicts. The day concluded with an exploration of various conflict scenarios specific to educational settings, culminating in the collaborative formulation of effective solutions.

This two-day workshop served as a robust foundation for participants in the Children-Led Community Peace Labs program. From understanding individual identities to analyzing conflict dynamics and building effective communication skills, participants gained invaluable insights and practical tools to meaningfully contribute to the peacebuilding efforts within their school communities.



## Action Plans

As a tradition for CLCP-Labs learning workshop, the November cohort worked in groups to craft detailed action plans for their schools, 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 individual school environments.

School	Need	Action Plan
Shine Academy Education Center	Recognized the importance of addressing students' basic needs, including food, clothing, and healthcare, to ensure their overall well-being and focus on education.	The proposed solutions include providing education on ethical ways to obtain food, teaching practical skills like knitting to foster self-sufficiency, offering health education to instill self-care practices, and promoting emotional control and expression through emotional intelligence training.
Lucia Global School	Identified various challenges affecting students' lives, such as financial crisis, poor living standards, lack of a balanced diet, violence, and drug abuse.	Their plan involves community involvement through parent volunteering to alleviate financial burdens, educating the community on improving overall living conditions, introducing feeding programs to address nutritional deficiencies, and implementing education and awareness programs on violence and drug abuse.
Kibera Girls Soccer Academy	Recognized challenges like physical abuse, emotional violence, sexual violence, bullying, and child labor.	Their plan includes peer education, communication sessions, and awareness campaigns to empower students with knowledge and skills to address and prevent various forms of violence.



School	Need	Action Plan
Korogocho Glory School	Envisions enhancing a violence-free environment through awareness.	These actions include campaigns on the importance of peace, providing platforms for student expression to voice concerns and ideas, establishing peace clubs and encouraging participation in community activities, and advocacy through visual material reinforcing messages about peacebuilding activities.



## Summarized feedback from the participants

### New skills knowledge acquired from the training;

- Knowing different personalities and different skills needed in each to handle problems in their communities
- How to collaborate and solve a problem
- How to use storytelling techniques to bring about peacebuilding
- Effective communication skills
- How to handle children and have a peaceful talk
- How to build resilience

### Skills/ knowledge to apply in their work;

- Conflict Management and building resilience
- Teaching a child to always be honest
- Advocating for children's rights
- Managing conflicts

90% of the participants expressed their confidence in facilitating the new skills, knowledge and attitudes to their learners



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## Conclusion

The two-day learning workshop marks a significant stride in empowering educators to foster positive learning environments within challenging contexts. The participants, representing schools dedicated to serving underprivileged children, underwent a comprehensive training program that not only addressed the multifaceted challenges prevalent in urban slums but also equipped them with essential skills in conflict resolution, effective communication, and the cultivation of safe and nurturing school communities.

The collaborative atmosphere, diverse activities, and expert facilitation established a dynamic learning environment, emphasizing the interconnectedness of teachers, students, and community in building a more harmonious and resilient educational landscape.

As these educators return to their respective schools, they carry with them not only newfound knowledge and skills but also a shared commitment to transforming the lives of the children they serve through the principles of peacebuilding and collaborative learning.

Therefore, we extend our gratitude to our sponsor, the [We One Action Network](#), and our host, GMI Church Ongata Rongai. We appreciate all the participating schools and their managements for being part this year's program.





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