



Children Led **Community Peace Labs**



LEADERSHIP WORKSHOP KAKAMEGA & VIHIGA SCHOOLS

April 2024 Report

Sponsored By



Executive Summary

On 5th April 2024 we convened the first Children-Led Communities Peace Labs' leadership workshop for the Kakamega and Vihiga schools. The leadership workshop is a very helpful phase of our engagement with the schools as it helps understand how they are integrating the knowledge and resources they have acquired from the training into their school curriculum and activities.

The workshop brought together the school headteachers, directors and Children-Led Communities Peace Labs' (CLCP-Lab) patrons. This composition was not only helpful in terms of having the school heads getting to understand the CLCP-Labs' objectives and working modalities but also getting them in the same room with their teachers to discuss and come up with sustainable solutions on relationship building, child protection among others.

All the Kakamega and Vihiga county schools within the CLCP-Labs program. The 7 schools include 1) Vihiga Education City, 2) Village to Global Achievers School, 3) St. Patrick Primary School, 4) Furaha Inua Global School, 5) Shalom Preparatory School, 6) Beatrice Telewa School and 7) Holy Trinity School.

The workshop was held at Vihiga Education City in Vihiga County with financial support from We One Action Network.

The workshop provided the right space and atmosphere for the teachers to (re) learn, connect, and share best practices. Therefore, this report summarizes the one-day workshop; participants' reflections, icebreakers, learning sessions, and other relevant areas.



CLCP-LABS LEARNING WORKSHOP

5th April 2024 | Vihiga Education City, Vihiga County

INTRODUCTION & SESSIONS

The workshop started with the participants getting to understand the objectives of the workshop, what is required of them and the key topics that they would be covering.

Introductory Activity - Human Knot

To start off the day, participants engaged in an introductory activity called **Human Knot**- this is a popular team-building activity where participants stand in a circle, reach across and grab the hands of two different people, and then work together to untangle themselves without letting go of each other's hands. Through this exercise, we intended to build trust and promote collaboration among the participants in the workshop. By engaging in this activity, participants were to appreciate the essence of creating a more harmonious and inclusive learning environment.

Key Learning

A

“ This activity has helped me understand how to be the difference and creative in changing the lives of the children” Nelson Ongaya, Vihiga Education City, Vihiga County. ”

B

“ “It is important to understand what you are doing; look at the bigger picture and document what you are doing to refer to in the future.” Shirleen Otieno, Siaya Muungano Network, Siaya County ”

Session:

1

Peace Practice and Co-Creation of Values

To create the right atmosphere and tone for engagement, the participants conducted the routine CLCP-Labs' peace practice. The 5-minute practice ensures that we foster a conducive mindset for learning and collaboration. It serves as a grounding mechanism, allowing participants to center themselves, regulate emotions, and cultivate inner peace.

This exercise ensured that all the participants at the workshop focused on their breath and letting go of distractions, getting into the workshop with a calmer and more receptive state of mind, enhancing their capacity to absorb information, build relationships, and contribute positively to all the sessions.

As part of the introductory activities, the participants came up with some values that would guide their participation and contribution. These values would ensure mutual respect, active participation, learning among other things.

Session:

2

River of Life and Reflections



This session prompted the participants to reflect on their life journey, including significant events, challenges, achievements, and relationships. For teachers engaged in peacebuilding, self-awareness is crucial as it helps them understand their own biases, triggers, and strengths, which are essential for fostering empathy and understanding in their interactions with students and the community.

By sharing their personal stories through the River of Life, participants develop empathy for each other's experiences. This empathetic understanding is foundational for building positive relationships, resolving conflicts, and creating inclusive environments within schools and communities. Teachers can leverage this empathy to foster a culture of respect, tolerance, and cooperation among students.

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Key Learning

“ This session has helped me to appreciate everyone's journey while looking at how mine been. I am very encouraged and enlightened “Gladys Sigari- Headteacher, Holy Trinity, Kakamega County. ”

In a nutshell,
the River of Life is an essential concept for teachers involved in peacebuilding work as it fosters self-reflection, empathy, trust, understanding of conflict dynamics, and resilience helping the teachers enhance their capacity to create inclusive and peaceful learning environments.

Session:

3

Introduction to Child-Centered Leadership

During this session, educators were introduced to the concept of child-centered leadership, highlighting the significance of empowering learners to actively engage in their learning journey and contribute to decision-making processes within the school communities. Participants delved into practical strategies aimed at nurturing pupil leadership and autonomy:

- I. Providing opportunities for learners to engage in leadership development programs and activities that foster the acquisition of essential leadership skills. These initiatives empower learners to cultivate confidence, communication abilities, and decision-making competencies.
- ii. Demonstrating inclusive and participatory leadership practices to inspire students, by modeling respect, empathy, and collaboration.
- iii. Empower learners to take the lead in planning and executing initiatives that address issues they are passionate about. This could be achieved by championing learner-led projects.

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Key Learning

“ I will apply child-centered leadership. Involving learners in policy making. Coming up with a children's policy and implementing it to ensure it is effective.”
Anonymous ”

In a nutshell,
by implementing child-centered leadership principles, educators and schools can cultivate a school culture that fosters leadership development, and empowers learners to actively shape their educational experiences and contribute positively to their school community and the larger society.

Session:

4

Child Protection Policies and Practices

In this session, participants gained crucial knowledge and skills vital for ensuring the well-being and safety of their learners. They learnt and discussed the importance of creating secure learning environments and establishing effective reporting procedures to address any concerns or incidents.

Participants were equipped with comprehensive insights into child protection policies and practices.

Through interactive discussions and case studies, participants deepened their understanding of the various forms of risks and vulnerabilities that children may face and explored proactive measures to mitigate these risks. There was emphasis ensuring physical safety, emotional well-being, and protection from abuse and exploitation for all the learners in schools. And the need to have clear and effective reporting procedures in place to address concerns or incidents related to child protection.

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Action Plan

As a tangible outcome of the session, each school will embark on the development of their own child protection and safeguarding policies with guidance and support from Re-Imaging New Communities. They will develop tailored policies and practices to the specific needs and context of their schools.

In a nutshell, this session provided a great opportunity for the teachers to gain deeper understanding on the need to create safe and secure school communities for all the learner. They also got evaluate their schools status and the existing gaps.



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Session:

5

Wellness and Meditation

This session was essential in terms of nurturing the personal well-being and stress management of participants through the exploration of mindfulness and meditation techniques. By delving into practical strategies, attendees gained tools to reduce stress, bolster resilience, and cultivate a harmonious work-life balance, all vital components for fostering inner peace within themselves and their work.

Key practices highlighted during the session include:

Breathing Exercises

Mindful Walking

Journaling

Visualization

Digital Detox

Progressive Muscle
Relaxation

Key Learning

“This session has given me almost the same feeling and empowerment that I got 4 years ago when I got baptized.”
Aronya Moses, Village to Global Achievers Schools, Vihiga County.

In a nutshell
by embracing these practices, participants not only invested in their own well-being but also gained valuable tools to support the cultivation of a peaceful and thriving classroom environment. Through regular integration of mindfulness and meditation techniques, educators can model self-care practices, promote emotional regulation, and foster a culture of well-being and resilience among their learners and colleagues alike.

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Action Planning & Conclusion

Apart from the above topics and sessions, the participants had a chance to revise some of the key concepts they have learnt during the previous gatherings. Some of the topics they discussed include conflict analysis and non-violent communication. These topics helped the participants deepen their understanding of conflict dynamics and effective approaches to resolution; exploring the essence of promoting understanding, empathy, and constructive dialogue among learners and colleagues.

To build on the success of the workshop, Re-Imagining New Communities will;

- i. Provide continuous support and networking opportunities for the teachers through mentorship sessions and school visits.
- ii. Provide resources (reading materials) for the teachers to facilitate continuous learning.

The workshop represented a significant step forward in equipping educators to empower children as agents of peace and social change in their communities.

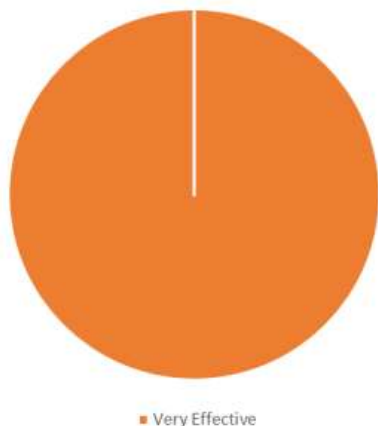


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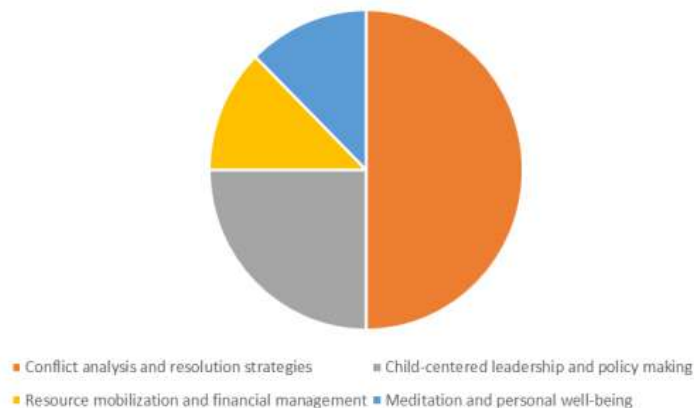
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Summarized feedback from participants

Overall workshop Effectiveness



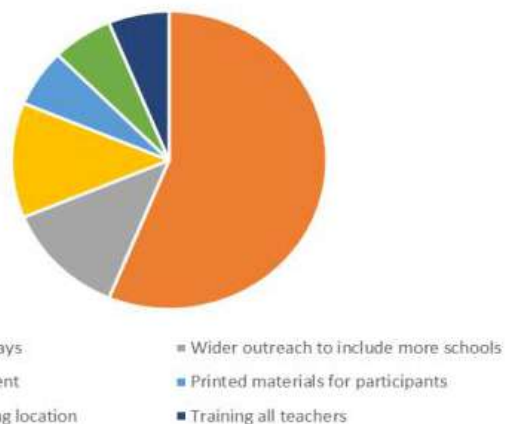
Key Learnings and Applications



Incorporating Learnings



Workshop Improvements





**RE-IMAGINING NEW
COMMUNITIES**

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