Prevention and Management of Emerging Forms of Violence through Education

Trainer of Trainers (ToT) Training Report

Submitted To:
Association for the Development of Education in Africa (ADEA)

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Abbreviations
ADEA – Association for Development of Education in Africa
BOM – Board of Management
CVE – Countering Violent Extremism
GOK – Government of Kenya
ICQN – Inter-Country Quality Node
IEC – Information Education and Communication
KNATCOM – Kenya National Commission for UNESCO
LISP – Lifeskills Promoters
LRA – Lord’s Resistance Army
MOE – Ministry of Education
MRC – Mombasa Republican Council
NCIC – National Cohesion and Integration Commission
NCTC – National Center for Counter Terrorism
SLDF – Sabaot Land Defense Force
USAID – United States Agency for International Development
VE – Violent Extremism
Operational Definitions

Radicalization: It is a gradual or phased process that employs the ideological conditioning of individuals and groups to socialize them into violent extremism, and recruitment into terrorist groups or campaigns. It is dependent on a fanatical ideology that rejects dialogue and compromise in favor of an ends-justifies-ends approach, particularly in the willingness to utilize mass violence to advance their objectives.

Drivers of Radicalization: This refers to experiences, perceptions and narratives that provide entry points for violent extremism.

De-Radicalization: This is the process of interacting through which individuals avoid or reject views on legitimacy of violence as a means to achieve a specific political and ideological objective.

Violence: The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.

Violent Extremism: Refers to actions of radicalized individuals, who are prepared to engage in or actively support acts of violence in furtherance of radically illiberal, undemocratic political systems or ideologies.

Terrorism: Criminal acts against civilians, committed with the intent to cause death, serious bodily injury, take hostages with the purpose to provoke a state of terror, intimidate and compel.

Countering Violent Extremism: The employment of non-coercive means to delegitimize violent extremist ideologies and thus reduce the number of terrorist group supporters and recruits.

NB: Definitions adapted from the *Kenya National Strategy to Counter Violent Extremism, 2016*
1. **Introduction**

The Ministry of Education (MoE) in collaboration with Association for Development of Education in Africa (ADEA) established the Inter-Country Quality Node (ICQN) on Peace Education under ADEA in 2009 with the aim of bringing together African countries and strategic partners to promote dialogue and collective learning and to create space for collaborative action on peace education. Through the ICQN on peace education, the ministry is currently implementing an intervention to prevent and manage emerging forms of violence through education. The principal objective of the intervention is to develop a framework for imparting knowledge and skills for the counteracting radicalization into violent extremism in the institutions of learning. The proposed intervention will pursue the following specific objectives:

- To establish the drivers of emerging forms of violence among the school communities
- To develop country specific implementation guidelines in prevention and management of emerging forms of violence in the education sector.
- To develop education materials for use at the school level for prevention and management of emerging forms of violence in the education sector.
- To build the capacity of schools to put in place preventive measures for emerging forms of violence in the school communities.
- To impart knowledge and skills for prevention and management of emerging forms of violence among the learners

MoE has seconded for contracting by ADEA, Lifeskills Promoters (LiSP) to spearhead the implementation of Capacity Building component of this project. The capacity building component is part of the pilot phase of the project that targets two schools (primary and secondary) from each of the selected seven counties. These counties are some of the counties in the country with the highest prevalence of emergence forms of violence especially radicalization and violent extremism. They are: Kwale, Isiolo, Garissa, Nairobi, Muranga, Bungoma and Kisumu. The capacity building component is driven by the following objectives:

1. Expand knowledge on emerging forms of violence.
2. Discuss the role of education and religion in the prevention and management of emerging forms of violence.
3. Equip participants with skills to prevent and manage emerging forms of violence.

The expected outcomes for these interventions as outlined in the approved Contractual documents are:

i. Enhanced knowledge on emerging forms of violence inclusive of radicalization and violent extremism among teachers and students.
ii. Strengthened capacity of schools to prevent and manage various forms of violence among learners.

iii. Enhanced capacity of teachers to respond appropriately to emerging forms of violence

Pursuant to the above objectives, the following capacity building schedule was committed in the workplan.

**Table 1: Capacity Building Delivery Workplan**

<table>
<thead>
<tr>
<th>Group</th>
<th>Expected participants and training duration</th>
<th>Proposed Dates</th>
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</thead>
<tbody>
<tr>
<td>Training of Trainers (Facilitators)</td>
<td>25 persons consisting of MoE and Lisp Technical persons, County Peace Focal Persons, and Community Resource Persons based in the target counties</td>
<td>22nd to 26th May 2017</td>
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<tr>
<td>Workshop</td>
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<tr>
<td>Sensitization for head teachers and BOM chairpersons</td>
<td>28 (2 per school for 14 schools) for 2 days</td>
<td>26th – 28th May 2017</td>
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<tr>
<td>Teachers’ Training</td>
<td>140 teachers {Average of 10 teachers per school for 2 days}</td>
<td>1st &amp; 3rd June 2017</td>
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<tr>
<td>Parent Training</td>
<td>Parents (84, average of 6 per school)</td>
<td>2nd June 2017</td>
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<tr>
<td>Peer Educators’ Training</td>
<td>Peer Educators (252, 20 per primary and 16 per secondary schools)</td>
<td>10th – 11th June 2017</td>
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<tr>
<td>Support Staff Training</td>
<td>Support Staff (70, Average of 5 per school)</td>
<td>17th June 2017</td>
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<tr>
<td>Dialogue forum for the youth</td>
<td>1890 copies of dialogue books {1 book shared by 3 learners for 40 pupils per class for class 4-8 in primary and form 1-4 in secondary school}</td>
<td>June &amp; July 2017</td>
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<td>End of term Head teachers, Teacher</td>
<td>14 head teachers</td>
<td>August 2017</td>
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<tr>
<td>(5 teachers per primary school and 4 teachers per secondary school)</td>
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<tr>
<td></td>
<td>63 teachers (5 class teachers for primary and 4 class teachers in secondary)</td>
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</tbody>
</table>
(2 per class) and peer educators
Review and Planning meeting

Regular Monitoring for Progress
1 school visit per month for 3 months (1 each by the 3 facilitators)
May – July 2017

This report details a Trainer of Trainers (ToT) Training conducted as part of the activities within this intervention. The training was conducted from Tuesday 22\textsuperscript{nd} to Friday 26\textsuperscript{th} May 2017 at Kyaka Hotel in Machakos Town, Kenya.

1.1. ToT Workshop Objectives
The objectives of the ToT workshop were as follows:

- To equip the ToTs with knowledge on the prevention and management of emerging forms of violence
- To impart the ToTs with experiential training skills for teachers, parents and pupils on prevention and management of emerging forms of violence
- To agree on a work plan for the capacity building delivery schedule targeting Teachers, parents, support staff and peer educators and the general pupils in the target counties on the prevention and management emerging forms of violence

The training was attended by a total of 26 (16 Males, 10 Females) individuals drawn from the Ministry of Education Headquarters, County Education Offices from six counties, National Counter Terrorism Commission, National Cohesion and Integration Commission and the implementing partner (LISP) (see list attached in appendix 3.1). The training was graced by the presence of Mr. Darius Mogaka, the Director for Policy, Planning and East African Community Affairs, Ministry of Education.

1.2. Training Methodology
The facilitators of the workshop used the ToT Training Manual that had earlier been developed for the project. A variety of methods were used to deliver the content: brainstorming, power point presentation, group discussions, plenary discussions, role plays, case studies, real life experience as well as question and answer methods.

2. Highlight of Sessions Covered
The following is a highlight of individual sessions covered by different facilitators as outlined in the enclosed workshop programme (appendix 4.3).

2.1. Opening Remarks
Giving the opening remarks, Mr. Darius Mogaka, the Director for Policy, Planning and East African Community Affairs, Ministry of Education appreciated the efforts being made
towards the prevention and management of violence in the education sector. He disclosed how he had been a victim of violence once in the city, adding that no one should ever suffer challenges arising out of violence. He encouraged the participants to do all possible to ensure they contributed towards eradication of violence. He underscored the commitment of the Government of ensuring peaceful coexistence of all individuals through imparting values and life skills to the children. He assured the participants of his own support and that of the Ministry of Education throughout the project period. He appreciated ADEA for their support and thanked LISP for their willingness to spearhead the capacity building component of the project. He finally declared the workshop officially opened.

2.2. Climate Setting

The climate setting session was facilitated by George Thuku of LISP. This entailed a participatory process that led the participants to introducing themselves, listing their fears and expectations as well as developing norms for the workshop.

The following expectations of the workshop were listed by the participants:

1. To learn and gain more knowledge on emerging forms of violence
2. To share experiences on prevention and management of emerging forms of violence
3. Get Certificates of Participation at the end of the workshop
4. Make new friendships
5. Get skills on how to train teachers and parents

George then discussed the expectations as well the objectives for the training and assured the participants that most of their expectations would be met through the various sessions of the workshop. However, after deliberation regarding the issue of certificates, it was agreed that the training would not to be certified but a letter of recommendation would be done by the Ministry and issued to the participants.

The content of the training was shared as follows:
i. Situational Assessment report on the Prevention and Management of Emerging Forms of Violence

ii. Needs Assessment

iii. Understanding conflicts and Emerging forms of Violence

iv. Understanding radicalization and violent extremist and other emerging forms of violence

v. Drivers of radicalization and violent extremism.

vi. Process of radicalization into violent extremism.

vii. De-radicalization and disengagement.

viii. Introduction to life skills and its role in the prevention and management of emerging forms of violence.

ix. Self-awareness and Esteem.

x. Relating with others and Assertiveness.

xi. Decision Making.

xii. Peer Education Models.


2.3. Situational Assessment

Facilitated by Mr. Kepha Nyandega of LISP, this session sought to appraise the participants on the highlights of the findings of a baseline research on the prevention and management of emerging forms of violence in the education sector. This exercise had been conducted in the preceding components of the project, followed by Development of the Training and Learning Materials.

In his sharing, Kepha stated that the situational assessment had sought to address the following objectives:

1. To establish emerging forms of violence in learning institutions

2. To establish the extent and impact of radicalization and violent extremism in learning institutions

3. To determine the drivers of radicalization and violent extremism in the education sector

4. To establish the ongoing interventions aimed at addressing radicalization and violent extremism in the education sector

5. To determine the existing gaps in addressing radicalization and violent extremism in Kenya
The presentation further highlighted on the following sub topics as covered by the assessment:

1. The findings of the study
2. Emerging forms of violence
3. Manifestations of the violence
4. Impact of the violence
5. Drivers (Pull and Push factors) to violence
6. Interventions by Ministry of Education and other actors at the school level
7. Gaps and Recommendations

The full presentation is enclosed to this report.

2.4. Need Assessment
Facilitated by George (LISP), the session aimed at helping the participants discuss and understand the use of various tools for identifying challenges and issues faced by learners in regards to emerging forms of violence.

The session exposed the participants to such tools as Group discussing, the futures’ wheel, and mapping. After the exercise, the facilitator took the participants through a community mapping exercise to identify the challenges to attaining peaceful coexistence in community.

Some of the issues mentioned as challenges to peaceful coexistence in the community were:

i. Ethnic related violence
ii. Resource related violence
iii. Politically instigated violence
iv. Presence of violent gangs and groups in various communities in Kenya
v. Social Cultural Activities that negatively affect peaceful co-existence among communities.

As a recommendation, it was agreed that subsequent trainings should engage the learners in similar activities so as to contextualize the challenges.

2.5. Understanding Conflicts
In order to best address the emerging forms of violence, the participants needed to understand the concept of conflict and ways of managing conflicts. Facilitated by Mr. Charles Mwaniki (Ministry of Education), the session covered: understanding of conflict, levels of conflict, and how to manage and prevent conflicts. The session was critical in setting pace for the participants to understand the next session of emerging forms of violence

2.6. Emerging forms of Violence
The session was presented by Mr. Mong’are, an officer from the National Counter Terrorism Centre (NCTC). The session helped the participants understand the emerging forms of violence, radicalization and terror related violence. It focused on the definitions of the terms used, the drivers to radicalization as well as some tips on how to respond to terror related violence.

2.7. Introduction to Life skills
In this session, Mary Kangethe of Kenya National Commission for UNESCO (KNATCOM) took the participants through the meaning, categories, and importance of life skills in addressing emerging forms of violence in the education sector. She clarified that life skills refer to psycho social abilities that help individuals deal with day to day challenges. The session was presented using participatory and experiential learning methodologies to help participants grasp the concept, categories and importance of life skills. The facilitator explained the benefits of life skills especially as applied in the prevention and management of violence.
2.8. Assertiveness

The session was facilitated by Hellen Avisa of Ministry of Education. In her presentation, she defined what assertiveness is and differentiated it from both passiveness and aggression. She divided the participants in three groups to role play different scenarios depicting passive, aggressive and assertive behaviors related to allure into membership of criminal gangs. Feedback was then given in plenary that involved emphasizing how assertive skills can help prevent and manage emerging forms of violence among the youth.

2.9. Decision Making

Facilitated by Dorah Kitala, the session sought to help the participants appreciate the need to be critical and creative in their decision making process without overlooking the need to acquire as much relevant information as they could before settling on a choice. Noting the clandestine nature of criminal and extremist groups, the facilitator underscored the need to help young people with critical skills to avoid seemingly easier life with which extremist groups lure youth. She emphasized that decision making skill was also critical to those involved or have friends or relatives in such illegal groups. Case studies on various scenarios involving emerging forms of violence were presented to the participants in groups to discuss and analyze. The facilitator concluded the session by taking the participants through the processes involved in decision making.
2.10. Peer Education Models

This session was facilitated by George Thuku of LiSP. Drawing from illustrious experience of LiSP work in and out of schools, George took the participants through various experiential learning activities on how young people acquire information and influence each other. He then presented the Peer Education Dialogue Model prescribed by the project. The model involves grouping the learners from preferably same class into groups of 10 to 15 learners facilitated by a trained peer leader known as Peer Educator. Using a prepared dialogue guide book, the peer educators lead their peers to study a session each for about 45 to 1 hour in an informal setting. A school (delivery unit) with 300 learners could therefore have 20 - 30 peer educators.

In conclusion, George took the participants through processes of critiquing the model with a view to optimizing the use of the model in preventing and managing emerging forms of violence in primary and secondary school contexts. The model shared is shown in figure 5 above.

2.11. Monitoring and Evaluation

The session was facilitated by Lucy Kimosop, the consultant who undertook the situational assessment on the prevention and management of emerging forms of violence in learning institutions. She outlined the project objectives and the results framework emphasizing expected results at each level. She then shared various data collection tools.
for critiquing and adoption in the plenary. The session closed with an outline of the kinds of reports expected in the project including how the data therein would be collected and consolidated for dispatch to the project partners.

### 2.12. Action Planning

The trainers led the ToTs in coming up with county specific action plans for the subsequent activities. This entailed planning for:

1. Teachers’ training – 1st & 3rd June 2017
2. Parents’ training – 2nd June 2017
3. Peer educators’ training – 10th -11th June 2017
4. Support staff’s training - July 2017 (to be confirmed at school level)
5. Pupils’ dialogue sessions: To commence once the peer educators are trained.

The teachers’ and parents trainings details were firmed up in the workshop as they were scheduled in a week’s time. It was agreed that the subsequent trainings would be planned for at the school level during the teachers’ training. The trainings were planned over the weekends and holidays to comply with the MoE directive on school schedules that prohibits teachers from engaging in out of school activities.

### 2.13. Workshop Evaluation

An objective workshop evaluation was conducted at the end of the workshop. This was done using a pre-designed tool to capture data for analysis.

![Figure 6: A Sample of filled Workshop Evaluation form](image)
The following were some of the conclusions reached from the evaluation:

On the relevance of the course to their needs, 93% of the participants strongly agreed while not even one were of the contrary opinion.

On the suitability of the facilitators engaged during the workshop in terms of their knowledge level and their mastery of the content, 86% of the participants were strongly on the affirmative.

On the helpfulness of the training materials shared during the workshop, 57% of the participants strongly felt that they were helpful while 43% were of the general agreement but none held contrary opinion. This means that the Material developed for the assignment will go a long way in addressing the challenge of emerging forms of violence in school setting.
Perhaps one of the major areas where some participants felt could be improved on was in the time allocated for the training. 27% of the participants felt the content was rushed within the time available while 73% of them were generally in agreement. The management team therefore saw the need to provide even more reference materials for the ToTs to study as the first training (of parents and teachers) approached in a week’s time.

On whether the content delivered during the training was well organized and easy to follow, 87% of the participants agreed or strongly agreed while 13% of them felt otherwise. The gap may be attributable to the limited time available given the complexity and sensitivity subject. However, all were hopeful that the materials given were comprehensive and detailed enough and would fill any gap that may have been noted.
Participants’ Recommendations

The following were recommendations by the participants on how subsequent workshops could be improved:

1. Training period should be increased for comprehensive content coverage.
2. More case studies should be used.
3. Allowance to the participants should be more.
4. All presentations of the workshop should be shared in addition to the manual.

3. Conclusion

The trainers of Trainers (ToT) Training workshop progressed well and the training objectives realized demonstrated by the workshop evaluation analysis shared above. The presentation on the situational assessment report shared helped in focusing the workshop on addressing specific and relevant emerging forms of violence in the counties targeted. The involvement of the National Counter Terrorism Centre helped bring the participants to speed with the overall government interventions in addressing the vice. The experiential facilitation methodologies employed did not only help the participants internalize the content, they also helped in equipping the ToTs with requisite facilitation skills and methodologies for subsequent trainings. Both the MoE team and the Consultant were impressed by the ToT team and hoped for effective training delivery in the succeeding training levels.
4. Annexes

4.1. List of Participants

<table>
<thead>
<tr>
<th>S/No</th>
<th>NAME</th>
<th>M/F</th>
<th>COUNTY</th>
<th>TEL NO.</th>
<th>EMAIL ADDRESS</th>
<th>SIGN 22nd May</th>
<th>SIGN 23rd May</th>
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<th>SIGN 25th May</th>
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<tr>
<td>1.</td>
<td>Charles M.</td>
<td>M</td>
<td>Nairobi</td>
<td>0791784872</td>
<td><a href="mailto:charles.m@nairobi.com">charles.m@nairobi.com</a></td>
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<tr>
<td>2.</td>
<td>Francis G.</td>
<td>M</td>
<td>Meru</td>
<td>0712235723</td>
<td><a href="mailto:francis.g@meru.com">francis.g@meru.com</a></td>
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<td>3.</td>
<td>Tobias K.</td>
<td>M</td>
<td>Kiambu</td>
<td>0725195030</td>
<td><a href="mailto:tobias.k@mail.com">tobias.k@mail.com</a></td>
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<tr>
<td>4.</td>
<td>Egian N.</td>
<td>F</td>
<td>Kisumu</td>
<td>0711146600</td>
<td><a href="mailto:egian.n@gmail.com">egian.n@gmail.com</a></td>
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<td>5.</td>
<td>Avisia H.</td>
<td>F</td>
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<td>7.</td>
<td>Kenyaisia</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
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<td>GERALD MONGARE</td>
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<td>0722383231</td>
<td>G. Mongare @ <a href="mailto:AUKENENS@GMAIL.COM">AUKENENS@GMAIL.COM</a></td>
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26 (IGN, IDE)
4.2. A Facilitation Guide used during the ToT Workshop
### 4.3. Workshop Programme

**PREVENTION AND MANAGEMENT OF EMERGING FORMS OF VIOLENCE**

**ToT TRAINING PROGRAMME**

<table>
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<th>DAY / SESSION</th>
<th>8:30 - 9:30am</th>
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Arrival and Registration

Understanding conflicts

Charles Mwaniki
Mary Kangethe
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**TRAINING OBJECTIVES**

1. To share information on the project on prevention and management of emerging forms of violence
2. To equip twenty one (21) ToTs with knowledge on the management of emerging forms of violence
3. To impart twenty one (21) ToTs with skills to facilitate experience training for teachers and pupils on prevention and management of emerging forms of violence
4. To conduct an in-depth planning for Teachers and pupils training in seven counties on prevention and management of emerging forms of violence

**4.4. Situational Assessment Report presentation**

(see attached)