PREVENTION AND MANAGEMENT OF EMERGING FORMS OF VIOLENCE

A TEACHERS' TRAINING MANUAL

Foreword

Security, peace building and conflict management are critical components of social, economic and political development of a country. The Government of Kenya is committed to promoting peace and harmonious coexistence among the Kenyan people as enshrined in the Kenya Constitution 2010. This is reflected in the Kenya Vision 2030 whose social pillar emphasizes promotion of a just and cohesive society that enjoys equitable social development and operationalized through government ministries, departments and agencies

The education sector offers a unique opportunity towards peace and social cohesion as it is expected to empower individuals to recognize human connectedness and commonalties across cultures hence live peacefully in an interdependent world. Specifically, education equips children and young people with the knowledge, skills values and attitudes that help them operate effectively in society. In line with this, the Ministry of Education (MoE), through the State department of Education and in collaboration with partners has developed and implemented various initiatives towards promoting peace and harmonious coexistence among Kenyans. Key among them includes; continuous training of education officers and teachers on peace education, development and operationalization of the Education Sector Policy on Peace Education and establishment of peace clubs in schools.

The Ministry takes cognizance of the fact that there are emerging forms of violence that pose a threat to peaceful co-existence of communities, national security and economic prosperity. This challenge arises out of individuals or groups of people embracing ideologies that are radical in nature and advocate the use of violence to achieve their objectives. In Kenya, this form of violence is manifested through emergence of criminal gangs, ethnic violence and religious based radicalization to violent extremism. This violence has affected teaching and learning and discipline in schools.

The Ministry of Education through the Inter-Country Quality Node (ICQN) on Peace Education in collaboration with Association of Development of Education in Africa (ADEA) and with support of the United States Agency for International Development (USAID), has developed this training manual. The aim of this manual is to build the capacity of teachers in both primary and secondary schools to equip the learners with age appropriate information and life skills that will protect them against recruitment into violent extremism. This Trainer of Trainer (ToT) Manual has been informed by the Situational Assessment Report on Prevention and Management of Emerging Forms of Violence in learning institutions in Kenya carried out by MoE in 2017.

I appeal to all stakeholders and partners in the education sector to use this manual and other related materials and equip learners with information and skills that will enhance their ability to protect themselves and others from joining illegal and violent groups as well as radicalization. I also urge our partners to continue supporting the education sector in the promotion of values-based education so as to enhance peaceful co-existence in our beloved country.

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Abbreviations

ADEA	–	Association for Development of Education in Africa
CVE	–	countering violent extremism
LISP		Lifeskills Promoters
MoE		Ministry of Education
GoK	–	Government of Kenya
ICQN	–	Inter-Country Quality Node
IGAD	–	Intergovernmental Authority on Development
NCIC	–	National Cohesion and Integration Commission
NCRC	–	National Crime Research Centre
NCTC	–	National Center for Counter Terrorism
NSCVE	–	National Strategy to Counter Violent Extremism
POCA	–	Prevention of Organized Crime Act
POCAMLA	–	Proceeds of Crime and Anti-Money Laundering Act
POTA	–	Prevention of Terrorism Act
PTA	–	Parents Teachers Association
ToT	–	Trainer of Trainers
USAID	–	United States Agency for International Development

Introduction

Kenya has experienced various forms of violence ranging from those fueled by electoral processes, ethnicity, religious beliefs, and acts of terrorism among others. Some of the most significant cases of violence witnessed in the country include the post-election violence in the year 2007/2008, terrorist attacks of the last several decades such as the Garissa University attack of April 2015 and the Westgate Mall attack of September 2013 among others. Many organized criminal gangs have also emerged in various parts of the country. In Nairobi for example, the Gaza boys in Kayole, and its environs, Wakali kwanza of Kwale county and China Squad in of Kisumu are some of the outlawed organized criminal groups in the country.

These emerging forms of violence have had a negative impact on various sectors in the country. The education sector has suffered a major blow leading to loss of lives for both teachers and students; destruction of learning institutions leading to their closure, disruptions of learning programs, displacement of teachers and participants among others. The country has experienced heightened unrest within the schools with over 100 arson attacks witnessed in the year 2016. This perhaps could be linked to the increase in number of organized criminal gangs in the country (NCRC, 2012).

In recent years, the role of education in countering violent extremism (CVE) has gained prominence among policymakers and practitioners. The ministry of education has put in place various mechanisms aimed at preventing and addressing violent extremism in schools. However, there are no national guidelines and capacity building materials for use in guiding the educators to respond to the challenges of radicalization and eventual engagement participants in violent extremism.

In view of the aforementioned, the Ministry of Education commissioned development of a teachers Training manual that would be used in schools to facilitate trainings among other teachers and parents in the prevention and management of emerging forms of violence.

About the Manual

This Training of Trainers (TOT) manual is designed to enable facilitators interact with participatory ways of facilitating information and skills needed towards counteracting extreme forms of violence and emerging forms of violence among children and youth, as well as help manage conflicts peacefully.

This manual is a guideline for facilitators and should be applied with flexibility without necessarily diminishing the focus and process of facilitation. The initiative and creativity of the experienced facilitators will help them engage the participants appropriately. The content will be adapted by the facilitators to suit the culture, literacy levels, health situation, age or any other condition that is prevailing at the time of the training. The participatory learning process in this manual enables the facilitator to apply the flexibility required to accommodate the different levels of education of the trainees and their context

The level of flexibility will depend on the experience of the user and the community or group being trained. It is important for the users to realize that achieving the training goals depends on how one makes the content to address the people being trained.

The participatory learning process in this manual enables the facilitator to apply the flexibility required to accommodate the appropriate ages and their context.

Manual Assumptions

The manual is based on the following assumptions:

- Young people can learn to be safe. They can learn how to avoid violence and peaceful ways of resolving conflicts.
- Young people can learn to make good choices and decisions related to their protection against violence and illegal groups if they have complete factual information, healthy attitudes, confidence to face issues and life, good decision-making, communication and assertive skills.

In using this manual, it is assumed that facilitators will have acquired skills and knowledge that will assist them to effectively facilitate towards acquisition of correct and accurate information on counteracting emerging forms of violence.

To adequately address these assumptions, the preparedness of the facilitators is seen as fundamental to the process. The manual recognizes that the trained facilitators leading the training activities play an important role, and will directly affect the success of the programme.

Facilitation Techniques

Experiential learning

Learning by actively doing an activity is called 'experiential' learning because the youth are experiencing part of what they are learning. Experiential activities in this curriculum are designed to help facilitators gain information, examine attitudes and practice skills. There are exercises where the participants do something and then talk about the experience together, making some general statements about what they learnt and trying to relate the new information to how they will use it

in the future. Experiential learning is participant-centered. While the role as facilitator is important, creating a learning environment is the job of the entire group.

Here are some tips for conducting experiential activities:

- **Review** the section and activities until you feel comfortable with the steps.
- If possible, do a **practice** session before starting a new activity with the group.
- Consider the learning points of the activity and **prepare questions** to help the discussion. Each activity lists discussion points, but you may want to add your own.
- Arrange the seating arrangement to promote participatory learning e.g. sitting in a semi-circle where participants can see each other as they discuss. The facilitator can also sit in the circle to promote equality. Do not talk **to** but talk **with** participants.
- **Watch the time** on the clock, so there is enough time for group sharing and discussion.
- Remember: doing the activity is fun, but it is in the **processing and discussion** that learning takes place.

Specific Techniques

This facilitation manual uses several techniques, some of which may be more comfortable for you than others. Do not hesitate to try new techniques. There are many different kinds of activities in the units including role-plays, games, values voting, brainstorming, small group work, problem solving scenarios, case studies and stories. Here is a brief description of some of them.

Lecturette - This is like a mini lecture. It is a structured and orderly presentation of information delivered by an individual (facilitator). A lecturette can be used to give knowledge or introduce skills. A lecturette, which allows for an exchange between the facilitator and the participants, is usually more effective than one that does not allow for the participants' involvement.

Discussions – Discussion is the verbal exchange led by the facilitator or participants about a specific topic. Through talking, participants share facts, ideas and consider different points of view. Discussions are useful in both large and small groups. Small groups may offer shy participants more opportunity to speak. Discussions in the larger group give the facilitator the ability to control the flow of conversation.

Role-plays – Short dramas where participants experience how someone might feel in a situation. Role-plays allow them to practice new skills and allows them to learn from each other. Role playing in small groups or pairs is usually less difficult for participants and allows more people a chance to participate. Ask for volunteers, as many people are embarrassed or uncomfortable acting in front of a large group. After the role-play, be sure to declare the role-play over and ask questions about it.

Case Studies/Scenarios - Stories either made up or true, that contextualize and illustrate a problem by discussing what a character's options are or how these problems might be solved. Adapt a scenario to better fit the group. Asking the participants to come up with case studies or scenarios themselves is a good way to ensure realistic situations and language.

Brainstorming - A free exchange of ideas that discuss a given topic. Ask a question, pose a problem or raise an issue, and participants then suggest answers or ideas. Write all their ideas down for the group to see. No editorial comment or criticism is allowed. When the brainstorming is finished, the group looks at the ideas together, to identify those most useful or to categorize them in some helpful way.

Discussion Points/questions - Relevant points/questions at the end of an activity for discussion. They are an important part of processing the activity. Processing simply means talking with participants

about what they experienced during the activity. It allows you to figure out what they are learning and to help them build on the learning experience. It also allows anyone to raise a concern or question. You will not want to process each activity to the same extent, but be careful to process any activities that seem to cause any member of the group conflict or concern.

Role of the Facilitator

It is important to recognize that facilitators leading the training activities play an important role, and will directly affect the success of the program. Facilitators should ensure that they:

- respect young people's views and opinions
- are flexible
- have good communication and group facilitation skills
- can use a range of different teaching techniques
- are informed about conflicts and emerging forms of extreme violence and life skills for appropriate attitudes and behavior change
- respect the views of young people even if these views are very different than from their own
- enjoy helping others to grow and are enthusiastic about the learning environment
- are nonjudgmental.

In using this manual, it is assumed that facilitators will acquire those skills that will assist them to effectively facilitate the behavior change process.

Team Facilitation

Training is often more fun and less stressful when more than one person conducts the training sessions. If you are training more than 15 young people at one time, you need to have two facilitators. However, if co-facilitators and outside resource people are not properly prepared, they can make more work for you. Before the training begins, it is important for co-facilitators to discuss the following issues:

- Who is responsible for what part of the training or session plan?
- Is there a lead facilitator?
- What assumptions does each make about the training?
- If there is a lead facilitator, what assistance does he/she need from the other facilitator during the session?

In order to team-teach well, it is important for each member of the team to prepare well and present the session plans clearly. As a team, facilitators should be supportive of their colleagues and work together to build a strong team spirit. Whenever possible try to involve some of the participants who you feel can assist in the facilitation of some of the workshop sessions.

Pre-workshop Questionnaire

Before the actual training begins, it is a good idea to give the participants a pre-training questionnaire to see what they think the training will be about. During the final evaluation of the workshop, find out if the workshop was what they had expected it to be. Prepare a pre-workshop questionnaire and make sure you have produced enough copies for all participants and/or you have written the questions on a flip chart for free listing group responses (suitable for non-literate participants). At some point during the workshop, review these questionnaires. You should share your findings with the participants either during the workshop or during the final evaluation of the workshop.

Games and Exercises

Games and exercises are very much a part of the learning process. They include introductions, energizers, and warm ups. These games and exercises speed up and enhance the amount and the quality of interaction in the group. Energizers and warm ups can be done just before the start of a session, during the session, immediately before or after a tea break or lunch and or just before the end of the day's sessions. Ask the teens for their ideas on games and exercises.

Unit 1: Climate Setting & Pre-Training Assessment

Introduction

Welcome to this exciting training on countering emerging forms of violence. This manual offers an experiential training that focuses on sharing experiences, learning from each other and making new discoveries on concepts and issues around conflicts and violence. It will equip the learner with information and skills that will enable them to identify, prevent and manage emerging forms of violence.

Objectives

By the end of this unit, the participant should be able to:

1.   Discuss their expectations, norms and fears.
2.   Identify at least five other participants by name.
3.   Nominate office bearers.
4.   Explain the training objectives and link them with their expectations.

Time: 1 hour

Methodologies

Interactive games, discussions, brainstorming, plenary sharing

Materials required

Marker pens, flip charts, pre-training assessment sheets, objectives chart, training timetable

Advance preparation

Print objectives chart, training program, pre-assessment test.

Facilitation process

Activity 1: Knowing each other

Step 1
1.   **WELCOME** all the participants.
2.   **ASK** the participants to pluck a plain paper from their note books.
3.   **INSTRUCT** the participants to write their name at the top of the paper and draw a symbol that describes them.
4.   **ASK** them to write expectations and concerns they had as they came for the training (on the same paper).

Step 2
1.   **REQUEST** the participants to fold the papers, **COLLECT** the papers and mix them up.
2.   **ASK** them to pick one, read through it and look for the owner.

3. **ONCE** they identify the person, **ASK** them to introduce themselves and get as much information as possible about each other.

Step 3

1. **ASK** the participants to introduce the owner of the paper they picked. They should mention the name, explain the symbol, and share the expectations and fears they may have. Allow all the participants to share.
2. **ASK** them to **PIN** the papers on **flip** charts designated for the same.
3. **READ** through the **papers** and address expectations and fears.

Activity 2: Workshop Norms

Step 1

1. **INFORM** the participants that the workshop will run for **three days** and as such there is need to agree on norms that would make learning effective.
2. **ASK** the participants to suggest the norms that should be observed within the training.

Step 2

1. **WRITE** the norms as they mention them on a flip chart.
2. **PIN** the flip chart with the norms in a strategic place in the classroom.
3. Ensure that the norms are adequate.

> **Facilitators tips**
>
> Examples of norms may include:
> 1. Respect each other's opinion
> 2. Raise hands to ask questions or make a comment etc

Activity 3: Training structure

Step 1

1. **PIN** the provided objectives on the wall and read them out to the participants.
2. **EXPLAIN** the objectives and how the expectations will be realized during the training.
3. **PIN** up the provided training timetable and read through highlighting the structure of a daily programme.

Step 2

ASK the participants to brainstorm the various workshop office bearers they need and nominate them, e.g. chairperson, time keeper, etc.
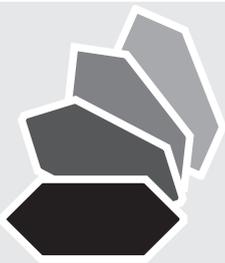
Activity 4: Pre-training assessment

Step 1

1. **DISTRIBUTE** the pre-training assessment questionnaire.
2. **COLLECT** all filled in assessment sheets.

Step 2

Summarize the session by addressing any other administrative issues that may arise.

Unit 2: Needs Assessment

Introduction

Children undergo a variety of situations and face issues that affect their lives. It is important for any trainer to keenly listen to children, identify these situations and express their ideas, views, opinions and experiences on the same. This unit will enable the trainer to explore and understand the participants' challenges and experiences.

Objectives

By the end of this unit, the participant should be able to explore and share their needs and challenges in relation to conflict and peace building.

Duration: 60 minutes

Methodologies

Mapping, plenary discussions, group discussions, illustrations and drawing

Resources required

Flip chart, marker pens and masking tape

Facilitation process

Activity 1: Exploring participants experiences and challenges

Step 1

DIVIDE the participants into 3 groups.

Step 2

1.   **INSTRUCT** Group 1 to **DRAW** on a flip chart a simple map of their school and its surroundings. If the participants are from different schools, you may ask them to choose one school as an example.

2.   **ASK** them to **DRAW CIRCLES** on the map indicating **AREAS** that they consider to be:

   (a)   Safe

   (b)   Unsafe

   (c)   Not sure if safe or unsafe

   (d)   For each area, let them **IDENTIFY** the reason for their choice

Step 3

1.   **INSTRUCT** Group 2 to **DRAW** a large circle and **DIVIDE** it into 12 segments, each representing a month of the year – January to December.

2.   **INVITE** the participants to **DISCUSS** the activities that take place in each month in school and at home and how these pose as potential sources of conflict or violence.

3.   **ASK** them to **WRITE** the activities in the months in which they happen in the circle drawn.

Step 4

1.   **INSTRUCT** Group 3 to **DISCUSS** some of the groups within their community that can be dangerous to children.

2.   **DISCUSS** what you will do about the places, events and groups you have identified as harmful.

Activity 2: Plenary discussion

1.   **WELCOME** all the participants to sit in a plenary.

2.   **INVITE** the various groups to present their findings in the plenary.

3   **ALLOW** time for discussion, comments and questions after every presentation.

4.   **WRAP UP** this session by noting that the training will focus on resolving all the issues discussed in the various groups.

Unit 3: Understanding Conflict

Introduction

Welcome to Unit 3. In this unit will explore how conflicts occur and how we can manage them.

Objectives

By the end of this unit, the participant should be able to:

1. Define conflict.
2. Discuss the causes and effects of conflicts.
3. Discuss different ways of resolving and managing conflicts.

Duration: 2 hours

Methodologies

Plenary discussions, group discussions, illustrations, social drama, drawing, brainstorming

Materials required

Questions handout, flip charts and markers, sticky notes, drawing paper and pencils, rope and sweets

Facilitation process

Activity 1: Definition of Conflict

Step 1

1. In pairs, **ASK** the participants to brainstorm on what conflict means. (Encourage the participants to brainstorm conflict in their different contexts and languages).
2. **INVITE** them to **SHARE** what they discussed as you **WRITE** them on the flip chart.
3. Using the suggested definitions, **LEAD** the participants to come up with a working definition for use during the training.

Step 2

1. **PIN** on different corners of the wall **TWO** papers written 'POSITIVE' and 'NEGATIVE'.
2. **INVITE** the participants to reflect on whether conflict is negative or positive.
3. **ASK** the participants to **WALK** around the room **WRITING** on the papers why they think conflict is either positive or negative.
4. **INVITE** one of the participants to lead a **DISCUSSION** on the views expressed on the papers.
5. **WRAP** up this activity by noting that:

Activity 2: Social drama

Step 1

DIVIDE the participants into four groups.

Step 2

Divide the participants into four groups. Assign each group to discuss and act out how conflict is manifested at the following levels:

1.   Group1: Family.
2.   Group 2: School.
3.   Group 3: Community.
4.   Group 4: Cross-border conflict.

Step 3

GIVE them time to plan the drama and rehearse.

Step 4

ASK them to present their drama to the rest of the group.

Step 5

GET feedback on the presentations by asking the following questions:

1.   What is the conflict about? (issue, source of conflict)
3.   Who is involved? (people)
4.   Where is the conflict? (place)
5.   How did the conflict affect the people involved directly or indirectly?

Step 6

WRAP UP the activity by highlighting that conflicts happen at different levels. This can be seen in the following facilitator's notes.

Facilitator's notes

Explain to the participants that it is impossible to live in a world free of conflicts. Conflicts will always occur but the most important thing is to make sure that they are not left unresolved as this could have adverse short-term and/or long-term effects. It is also important to ensure that these conflicts are resolved in a peaceful way.

Causes of conflicts can include:

1.   Different opinions.
2.   Different values.
3.   Limited resources.
4.   Different priorities
5.   Lack/poor communication skills.
6.   Different leadership styles.
7.   Political differences.
8.   Effects of drug abuse.
9.   Failure to take up responsibilities.
10. Differences in individuals.
11. Greed and selfishness.
12. Low self esteem.
13. Unhealthy competition.

People will try to solve conflicts in different ways depending on the way they show consideration for their own and other people's interests. This can be using either of the following conflict management approaches:

1.   Avoidance.
2.   Competition – 'I win, you lose'.

3. Accommodation – 'I lose or give in'. 4. Compromise – We both get something'.

5. Collaboration – 'We both win'.

Effects of conflicts

When conflicts are left unresolved or are solved in a negative way, they have adverse effects on the people involved in the conflicts as well as those around them. These effects can be either short term or long term.

1. Violence   2. Hatred

3. Displacement of people   4. School dropouts

5. Physical injuries and psychological trauma   6. Loss of life

7. Fear and insecurity   8. Suicide

9. Death

Levels of conflict

1. **Intrapersonal conflict:** Sometimes when our expectations are too unrealistic or when we feel we are not good enough, we may have conflict within ourselves. At other times, we know what is right to do and yet we do the wrong thing. This causes conflict within us.

2. **Interpersonal conflict:** This refers to conflict that occurs between two individuals.

3. **Intragroup conflicts:** These are conflicts within a group.

4. **Intergroup conflicts:** These are conflicts among different groups.

Social drama

- In a social drama, the idea is for the participants to act out daily real-life conflicts that happen in their families, schools, community and internationally.

- The group acting on an international conflict can be instructed to pick on either a violent gangs or radical group.

Activity 3: 'Sweet game'

Step 1

1. **INVITE** two volunteers to the front of the class.

2. **TIE** each end of the rope around their waist as in the illustration alongside.

Step 2

PLACE two sweets on opposite sides of the room ensuring the distance between the sweets is longer than the length of the rope.

Step 3

1. **ASK** the participants to reach out for the sweets as the rest of the participants watch carefully.

2. **INFORM** them to be careful so that they avoid hurting each other. However, to win the game, each person must eat a sweet.

Step 4

1. After the activity is done, **INVITE** the two volunteers to **SHARE** how they felt as they pulled each other.

2.   **INVITE** the other participants to **SHARE** what they observed. Use the following questions to debrief the activity:

    (a)   What did you feel when you pulled each other to either side?

    (b)   What was going on in your mind as you kept pulling each other?

    (c)   What made you stop pushing?

    (d)   When would you say a solution to the conflict was arrived at?

    (e)   In what settings do conflicts, like the one illustrated, occur?

    (f)   What are the different ways that people try to handle conflicts?

3.   **WRAP UP** the activity by **SHARING** the following conflict management approaches.

A Conflict is a disagreement between people with opposing opinions or principles. It is part and parcel of life, and its effects depends on how it is managed. As such, it may be seen as neutral. It may be viewed as both positive and negative depending on how it is addressed.

Activity 4

Ask Participants to look at the picture below of two donkeys tied together. Discuss what the donkeys are doing in each caption.
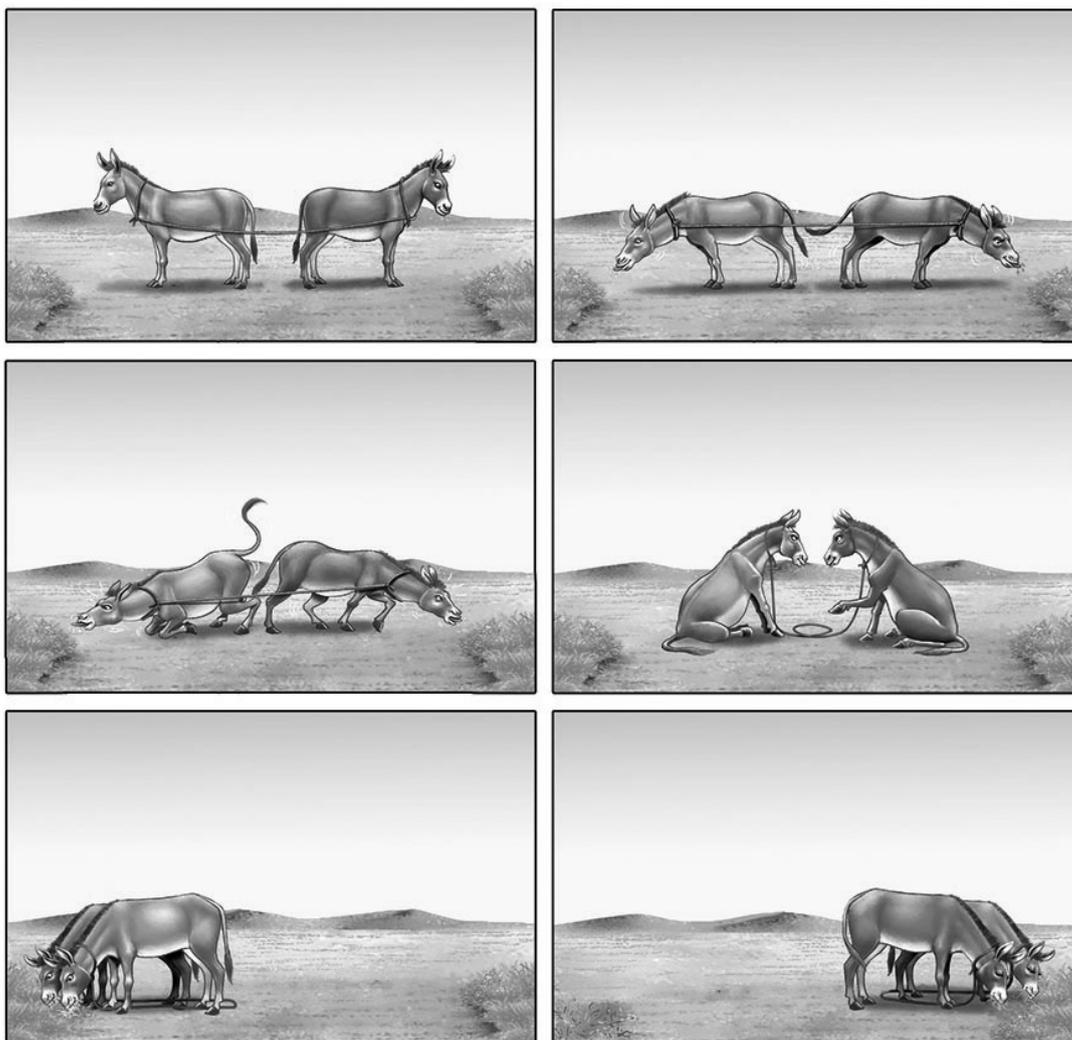
Now check the tips below and compare your answers above

Caption 1: Each donkey has seen green grass on its side of pasture

Caption 2: Each donkey is determined to eat the grass

Caption 3: None of the donkeys is willing to give in to the other. They are now hurting each other badly and if they don't stop pulling, they may end up killing each other

Caption 4 and 5: They have now seen the light. They have decided to sit down and negotiate. They know they are both in danger and they must cooperate with each other..

Caption 5 & 6: The donkeys are now willing to sit down and discuss with each other, They know they need each other and they both are hungry and need to eat. They have at last agreed to eat grass from one side first and then turn to the other side. They have negotiated and agreed which side of the pasture to start eating from, They are both happy. They are both winners. This is called a Win/Win situation.

1. What can we learn from the way the donkeys resolved their conflict? Share with your group members.
2. How does it compare with the 'Sweets' activity above?

Activity 5

ASK the participants to read the following stories and answer the questions that follow:

Story 1

Pekee Primary School has been the leading school in the district. The school borders two villages, namely Mtwepu and Kijiji. The school has always produced the best music pieces in the province. The pupils were a strong formidable team that loved and cared for each other. However, in the recent past, things have started changing. Some children from Kijiji village have been speaking ill of the children who come from Mtwepu village. They accuse them of being witches and mean. They say that this is what they hear the village elders say. Children who come from Kijiji village revenge by calling the Mtwepu villagers foolish and backward. During break time, some children from the two camps almost fought each other. They were separated by the teacher and are facing disciplinary measures.

Discussion questions

1. Describe the problem facing children in Pekee Primary School.
2. Why do think the children started abusing each other?
3. If this hatred continues, what do you think might happen to the children and the school?
4. If you were a pupil in this school, what would you do to bring about peace and harmony?

Story 2

Qaribu is unhappy. He does not know what to do. He shares a bedroom with a cousin who is untidy and careless. Every time Qaribu arranges his property in his bag and box, Musa, his cousin, rearranges them and throws them all over the bedroom. Qaribu was punished for losing one of the storybooks he had borrowed from the school library. He believes Musa took it and cannot remember where he kept

it. Musa has denied taking it. They are not talking to each other. They almost fought in the evening after Qaribu touched Musa's mathematical set.

Question

1. What is the problem between Qaribu and Musa?
2. Why is Qaribu frustrated?
3. What effect is it having on each of them?
4. Act out how Qaribu and Musa can solve their problem in a peaceful way.

Note

A conflict can result when people disagree with each other and do not deal with the problem.

Sometimes what we hear adults say can influence the way we think of and treat other people. We need to always know that we are all special and different. We therefore need to understand one another and accept our differences. We have different experiences and backgrounds leading to different opinions and attitudes towards life. We are therefore likely to differ with each other.

A whole school or community can suffer because of a conflict. If conflicts are not resolved in a peaceful way, they can cause people who previously lived in peace to turn against each other. We need to resolve conflicts peacefully and live happily with one another.

Activity 6

DIVIDE the participants into two groups and ask them to debate the motion:

"Do not keep quiet if you are being abused."

Note

It is very important that you tell someone you trust if you are undergoing abuse. Even if this happened in the past and no help was given to you, tell someone you trust so that the issue can be dealt with. This will help you cope psychologically. Sometimes the abuse can happen online. Seek help too or call 116.

Tips

Read the following tips on keeping yourself safe and write them in your notebook.

1. I will not keep quiet if I am abused. I will tell someone I trust.
2. I will not allow anyone to touch my private parts, except for medical reasons like (for example) when a doctor or a nurse needs to check if I am sick.
3. I will not agree if anyone asks me to touch their private parts.
4. I will not allow anyone to make me feel ashamed of my body.
5. I will not allow anyone to force me to watch bad pictures or movies.
6. I will not keep any bad touch a secret even if someone threatens me to do so. I will tell someone I trust, such as a parent/guardian or teacher.
8. I will not walk alone where there are no people. I will bring a friend along, even if I have been sent by a teacher.

9.   I will not go to a stranger's house alone. I will go with a trusted friend if I need to. This is even more important if I do not know the person and cannot trust them.

10.   I will call my friends or family members if I do not feel safe in a place. If I can, I will move to a place that I know and feel safe in.

11.   If I have a problem I must tell an adult or someone I trust. I will keep on talking about it until I get help. It is never too late to get help.

Unit 4: Emerging Forms of Violence

Introduction

Kenya is a country of diversity, with 43 tribes, many different religions, political parties and a wide range of resources. The climatic differences are major and natural resources are diverse. The challenge for Kenya, like in many other countries, is to accept differences while also promoting social cohesion. A breakdown in social cohesion can lead to a breakdown in community resilience. This in turn can lead to a wide range of social problems including conflicts and violence.

Kenyans have enjoyed a democratic space for many years now and the constitutions ensures that Kenyans have a right to express their opinions and ideas through peaceful means..

Often this right is abused when people express themselves in violent ways that often end up in destruction of property and sometimes human lives. The government has a duty to protect its citizens and so takes appropriate measures when the right of freedom and expression is violated.

We all have a responsibility, as individuals or communally, to stop acts of violence before they occur.

Most of the times, violence is a response to frustrations, to feelings of not being cared for, and may thrive among those cut off from family, friends and the larger community. Some ideologies, both religious and secular, promote the use of violence. The combination of frustration, isolation and being introduced to highly charged motives for violence is the most potent combination of factors in the process leading some to acts of violence.

Acts of violence occur at the end of a process that often starts quite some time before. It is during this 'time before' that preventive measures can be taken. At the very early stages these measures simply involve caring for vulnerable individuals. Such acts are motivated less by preventing violence than simply wanting to support and assist persons in distress. This type of care is a responsibility of all citizens but is also offered by social service agencies where more professional attention is required.

In this unit, we will explore emerging forms of violence in our communities and ways of counteracting them.

Objectives

By the end of this unit, the participant should be able to:

1.   Identify some emerging forms of violence.
2.   Demonstrate an awareness of emerging forms of violence.
3.   Acquire positive attitudes and skills towards prevention of emerging forms of violence.

Duration: 1.5 hours

Methodologies

Role play, brainstorming, group discussions, gallery walk

Materials required

Newspaper cuttings, flip charts, marker pens

Facilitation process

Activity 1: Story

Step 1

INVITE the participants to read the following story.

Story

Kazuri and her parents moved into a new neighbourhood. Kazuri enrolled in a new school. On the first day of school a group of children pushed her in a corner and beat her up saying they were 'welcoming' her to the school. Her leg became swollen. They warned her not to tell anyone. When she got home, she told her parents that she had fallen. The next day one of the girls in her class introduced her to a group of older girls who were to 'protect her'. Later that week the group rounded up the other children who had beaten Kazuri and beat them up so badly that some were taken to hospital.

Activity 2: Newspaper reports

Step 1
1. **DIVIDE** the participants into 5 groups.
2. **DISTRIBUTE** newspaper cuttings showing reports of activities of violent groups. Ensure that there are reports on tribal, political, terror and criminal gang related violence.
3. **ASK** them to discuss the following questions:
    (a) What is happening in the story?
    (b) What are some of the groups they know of in the community, country or globally which could be violent?
    (c) How do the youth join some of these groups? What attracts them?
    (d) What are some of the signs that one can use to know if one is a member of such groups?
    (e) What are the consequences of joining or associating with violent groups?

Activity 3

Step 1

Discuss what you understand by the term, '**Extreme forms of Violence**'? What does this involve and what form does it take?

> ## Facilitator's notes
>
> Recruitment into extreme forms of violence happens when a person's thinking and behaviour become significantly different from how most of the members of their society and community view social issues and participate politically. Only small numbers of people get extremely indoctrinated and they can be from a diverse range of ethnic, national, political and religious groups. This can be referred to as being radicalized.
>
> As a person radicalizes they may begin to seek to change significantly the nature of society and government. However, if someone decides that using fear, terror or violence is justified to achieve ideological, political or social change – this is violent extremism.

Exactly what influences individuals to go down a path of using or supporting violence to seek change can be difficult to determine, but there can be a number of factors. The radicalization process is unique to each person who undergoes it, and in most cases will not cause serious harm. In exceptional circumstances, however, the decisions made by a person radicalizing can result in a serious and lethal act of violent extremism. Those who radicalize and display threatening behavior, incite hatred or promote the use of violence for their cause require some form of intervention. This may come from family, religious or community leaders or law enforcement.

Communities play a vital role in assisting people to move away from violent extremism and intervening to stop acts of violence before they are committed.

There are different forms of violence based on the cause, for example:

1.   Issue-based Violence

Violent extremism related to a specific issue or cause such as animal liberation, environmental activism or anti-gun control, is known as **'issue-based violent extremism'**. Most of the times people who push for a certain cause use peaceful means. However, when they use violence, this should cause concern.

2.   Ethno-nationalist or separatist violence

The actions of groups or individuals involved in violent political or independence struggles based on their race, culture or ethnic background are often described as ethno-nationalist or separatist violent extremism. While such conflicts can evoke strong emotions in communities and many people feel compelled to help those affected by them, it is important to make sure that any actions one takes are legal.

Activity 4: Recruitment into violent groups

Step 1:

ASK participants to read the case study below and discuss the questions that follow:

Story: Jenda

Jenda grew up in Nairobi. He struggled with issues of self-acceptance. He often portrayed an aggressive behaviour and rarely got along with his peers. He had problems with his parents and often accused them of favouring his siblings. He severally threated to leave school and run way from home. He made demands his parents could not financially meet. He was a loner both at school and the community. He quite often considered suicide as an option of escaping his problems.

Severally on his way home, he met his cousin with a group of other youth who appeared tough. One day, his cousin and another group member approached him and asked him to join his group. His cousin told him that he would be his great friend if he agreed to join the group. He told him that he now makes a lot of money and is free from home rules and 'imprisonment'. He promised Jenda friendship as long as he adheres to all group rules and regulations. He explained to Jenda that if he decides to join the group he would have a lot of fun and money. Jenda had observed a changed lifestyle of his cousin who was wearing very expensive things. Jenda said he would think about it and let them know.

Jenda really longed for a sense of belonging and to show his peers he was tougher than them. He wanted to make money and live well. The group was patient with him and allowed him to take his time. He felt this was a caring group. He was slowly drawn to it eventually. He kept away from his peers and family and kept it a secret. He participated in the group activates and within a short time was introduced to violent crimes. He saw himself as a hero and tough. He dropped out of school.

After a few years, Jenda was stressed and missed going back to normal life. The group was not as enjoyable as he initially thought it would be. It was full of crime, drugs and drinking. There was a lot of infighting and leadership wrangles. He began to wonder whether all the bad things he was told about other religions and tribes were true. He knew his life was in danger. He however thought he had no choice but to stay in the group, given that he had run away from home and school. He knew he would be an outcast in the community. He felt stuck to this group. This made him drink more and abuse drugs. He twice went to jail for committing petty crime. While in jail, Jenda met a chaplain who got interested in him. Eventually Jenda gained his trust and shared his story with him. Jenda got a shoulder to lean on. His newly found friend helped took him for treatment and counselling and helped him recover from alcohol and drugs after leaving prison. He also helped him gain confidence and self-acceptance. Jenda was later re-united to his family. He went back to school in a different place. Together with his chaplain friend, Jenda helps young people disengage from illegal groups and also sensitizes young people on the dangers of joining such groups and ways of preventing it.

Jenda has many new friends now and a very healthy self-image. He still struggles from the experiences but he has good psycho-socio support.

Discussion questions

1. What led Jenda to being recruited into the illegal group?
2. How would this have been prevented from happening?
3. What signs would the significant people in Jenda's life have noticed to cause an alarm?

Facilitator's notes

Explain that many people join extremist groups for social reasons. They are most vulnerable to involvement in violent extremism through the influence of close personal relationships. Some extreme groups may even require a person to go through an initiation or take an oath of allegiance to prove their commitment to their cause.

Drivers of Radicalization to Violent Extremism

Activity 5

Step 1

Lead a brainstorming session on what are the drivers of radicalization to violent extremism

Step 2

In groups of three to five ask participants to discuss how we can mitigate these drivers at the following levels

(a) Individual level   (b) Family level   (c) School level

(d) Community level   (e) National level.

Facilitators Notes

Many models have been developed by different players to classify the different factors influencing the radicalization of youth into violent extremism. Some of the commonly sighted factors include the following.

Ideological Drivers

There are multiple forms of violent extremist ideology. Some are secular while others claim religious legitimacy. At present, the ideology that is most responsible for radicalization in Kenya is disseminated by terrorist organizations like Al-Qaeda, Dae'sh and Al-Shabaab. Their Salafi-Jihadi ideology utilizes a selective reading of some Islamic religious texts and histories to justify terrorist violence in the name of protecting and advancing Islam. They also use claims of global and local victimization of Muslims to create militant recruits willing to carry out suicide and mass casualty attacks against civilians and infrastructure. These groups often express an ambition to establish an Eastern African region of a global caliphate that would replace secular legal and governance systems it depicts as illegitimate under Islam. This ambition, as is evident from the actions of groups such as ISIS, is both a threat to world peace and a potent motivator of thousands of young people across the world that have been convinced to join the project. Experts in Islamic religion worldwide have strongly rejected the terrorist organizations' claims to religious legitimacy. In reality, their ideologies have no support in religion. They are driven by a will to win power over populations and nation states. They are radically anti-democratic and are, in their authoritarianism, willing to use mass violence. Their refusal to embrace diverse beliefs is comparable to Stalinism or Nazism.

Socio-economic Drivers

Adverse socio-economic conditions create high levels of frustration and a sense of powerlessness–ideal conditions for persuading groups and individuals to embrace violent extremism and to oppose the political, social and legal status quo.

Political Drivers

Real or perceived exclusion from political representation, discrimination, mis-governance and narratives of historical injustice are powerful drivers of radicalization. Violent extremists often invoke such injustices to inspire opposition to national political structures.

Personal Drivers

These include the search for status, meaning, power, a sense of belonging and identity, or an all-encompassing theory to explain personal crises. Individuals personally susceptible to radicalization include those experiencing low self-esteem, a sense of victimization or alienation from normal social networks, boredom and frustration, and a sense of powerlessness.

Global/Geopolitical Drivers

Global and geopolitical drivers in Kenya are the local effects of international struggles between violent extremists and their opponents worldwide. Anger over Western country policies and interventions in the Middle-East and other acts associated with a perceived 'Western' agenda, including Kenya and AMISOM's intervention against Al-Shabaab in Somalia, drive reactions towards Kenya by sympathizers with violent extremists. In addition, proponents of extremist ideologies abroad finance and facilitate the exportation of ideological extremism in the guise of religion.

Technological Drivers

Technological drivers include the wide availability of social media– blogs and chat-rooms–for disseminating extremist propaganda. The increasing affordability of smartphones and data means that there is now borderless connectivity that allows extremist ideologies to be produced far from Kenya but

consumed by millions of Kenyans. This allows for self-radicalization, and clandestine recruitment and training online. Technologies of encryption of digital communications further facilitate dissemination and evasion by radicalizers.

The USAID model categorizes the factors into two: the push and pull factors. Broadly, structural "push" factors are important in creating the conditions that favor the rise or spread in appeal of violent extremism or insurgency.

Push factors are socio-economic, political, and cultural in nature. Examples of push factors include high levels of social marginalization and fragmentation, poorly governed or ungoverned areas, government repression and human rights violations, endemic corruption and elite impunity, and cultural threat perceptions. The USAID policy also identifies the "pull" factors that are necessary for push factors to have a direct influence on individual level radicalization and recruitment. Pull factors are associated with the personal rewards which membership in a group or movement, and participation in its activities, may confer. Such potential benefits include: access to material resources, social status and respect from peers; a sense of belonging, adventure, and self-esteem or personal empowerment that individuals and groups that have long viewed themselves as victimized and marginalized can derive from the feeling that they are making history; and, the prospect of achieving glory and fame. Social networks comprised of relatives, friends, or neighbors can also draw others similarly affected by social marginalization or frustrated expectations into the orbit of violent extremist ideas and networks. Other pull factors include: the presence of radical institutions or venues, service provision by extremist groups, and extremist involvement in illegal economic activity.

Harriet et al (2015)conceptualized these factors in three levels, with situational factors working at the macro level (i.e. country or community-wide), social/cultural at the meso-level (i.e. affecting smaller communities or identity groups), and individual factors at the micro level.

Signs and symptoms indoctrination towards extreme violence or radicalisation

Facilitator's notes:

Explain that In-order for the teachers, families and communities to help prevent acts of violent extremism it is important for them to know some of the signs and symptoms of people who may have been are undergoing indoctrination towards extreme violence. This happens in many forms, some of which may include:

- Significant behaviour change in the individual that may include their ideology, social relations and criminal activity. If someone is being recruited into violent extremism, changes can often occur in all three of these areas. Sometimes there are other things that can cause such changes and so this sign is not conclusive.
- Keeping away from normal activities, family and friends
- May be at constant disagreement with friends and family members over ideological views
- May start advocating for use of violence or other unlawful activities to promote particular ideologies or beliefs
- Use of language that discriminates against others, while identifying an enemy who is blamed for all failures and is dehumanised
- Use of internet to view and download and spread materials that promote violent extremism and share this with others who hold the same views

- More violent individuals make threats and promote use of violence to advance a certain cause. They might become nervous about the activities of governments, security and intelligence agencies or law enforcement
- using online social networking platforms such as Facebook or Twitter to promote violence or other criminal behaviour to advance a cause,
- Downloading and sharing violent extremist literature, images and/or video clips that advocate the use of violence or other illegal behaviour to promote a cause

Facilitator's notes

Radicalisation is most often led by personal or face-to-face relationships, but there are some of examples people becoming involved in radical groups through the internet. A person may become part of an online community of people who share their views and radicalise in a virtual environment.

Behaviours that may indicate increasing levels of intensity of extreme violence and radicalization

Activity 6

Step 1

Divide the participants into groups of five to eight. Ask them to read the case studies below and answer the questions that follow.

Case study 1

Maria grew up in a small town. She had troubles at home and felt she did not belong. Today she thinks that she probably had some issues with self-esteem and a sense odf identity and wishes she had asked for help from a trusted adult. When she started high school it was difficult and lonely. She was drawn to a local militia group who agitate for the rights of their ethnic group. She felt like they gave a sense of identity and belonging. This drew her away from her old friends and family and increasingly identified with the new group's activities.. She participated in racist vandalism and hate crimes directed at other tribes. She found it reassuring and exciting to part of a strong group. After some time, he gain got bored with the group, felt lonely and frustrated. There was a lot of leadership wrangles and sh was feeling she was getting nowhere. She realized that even the group members were selfish and took advantage of those people they claimed to be representing.

She quit the group and found it very difficult to re-join her friends and family. She is still adjusting with the help of her parents and friends. She spends a lot of time warning young people to keep away from such groups.

Case study 2

Daima was arrested at the age of 18 years for knowingly being a member of a terrorist organisation. He had no previous criminal record but as a consequence of his intentions and the actions of members of his group in preparing an act of violence, he was prosecuted under terrorism laws and went to prison.

While in prison, Daima made friends with an older man and consulted him frequently whenever he had a decision to make. Daima had become close to two older men in the group, from whom he often sought advice and guidance. This man reminded him of his dead father and so liked him alot. This man had received training by a terrorist group and had a lot of experience in making explosive device.

He gave Daima alot of stories about his experiences in radical groups. He also told him that he belonged to a religion that beliefs in holy war and reward in heaven causing mass destruction against those who worship other gods. Daima trusted the religious teachings of the old man.

Daima appealed his sentence and was released after five years. . He began to advocate for the use of violence . Daima began to view large amounts of extremist literature, instructional manuals and material from overseas conflicts. This, combined with the old man's teachings began to change his view of the world. He believed that the only way to change the world is through use of violence.

Daima however met a friend from the same religion who opened his eyes to the evil he was doing. He has reformed and has decided to preach against violence. He has started to reconnect with his family and previous friends again. He has begun to think for himself and take the advice of his brother and other community mentors. They have helped him learn how to respectfully question authority and religious doctrine. He started playing sports again, and soon found that his social interactions with eoplr from other religions, contrary to the teachings of his previous friend'. Daima is struggling to catch up with education and career. Some of former classmates finished University and are now working. He regrets joining the illegal movement.

? Question

1. How did Maria and Daima get recruited into the illegal activities?
2. What was their experience?
3. How did they get out of the situation?

Facilitators Notes

Countering violent extremism involves the use of crime prevention methods that use soft and hard approaches to address the following four phases of radicalization. According to the National Strategy to Counter Violent Extremism, 2016, the phases of radicalization include:

Pre radicalisation	• The individual begins to identify with a group or ideology that is very different from the mainstream. • Changes in normal behaviour may also occur. • At this level those close to the individual may notice these changes.
Self-Identification	• The individual becomes more removed from society and more committed to a radical ideology. • The person may become closed to those whose explanations or views do not agree with their ideology. • They may begin to use language advocating violence or aggression. • This level requires intervention from a combination of sources: family, friends, religious authorities, social services and/or law enforcement.
Indoctrination	• The person is completely engaged in a group or ideology and does not relate to previous friends, family or maintain other relationships. • They are very hostile towards people they see as the 'enemy' including law enforcement and the government. • They see using violence as a way of achieving their ideological goals as acceptable and necessary. • They may ultimately plan or prepare for a violent act.

Step 2

In their groups, ask them to further read the information on the behaviours related to the different phases of radicalization . Facilitate them to identify the different phases of radicalization Maria and Daima went through.

Step 3

Wrap up this section by highlighting the following points.

Pre-Radicalization– is the earliest exposure of an individual to the radical ideology, appealing narratives and other inducements by recruiters.

Self-Identification– is the phase where individuals begin to explore radical ideology and membership of extremist groups. They gravitate away from their old identity and begin to associate themselves with radicalized individuals and adopt the extremist ideology.

Indoctrination– is the phase in which an individual progressively intensifies his beliefs, wholly adopts extremists' ideology and concludes, without question, that the conditions and circumstances exist where action is required to support and further the cause.

Activity 7: Group violence

Group radicalisation is a process where a group has an extreme reaction to a real or perceived danger posed by another group. Consequently, the second group reacts and there is a mutual escalation towards violence involving both groups

Step 1

IN small groups, **ASK** participants to discuss examples of reactive group violence. How does it start and what propels it? How can it be stopped or managed?

Activity 7: Violent extremism and the internet

Step 1

ASK participants, in small groups, to discuss the impact of internet in promoting violence.

Step 2

HOW can **'online skills'** be promoted towards protecting the participants from engagement in extreme violent activities?

Step 3

 ALLOW a few groups to share their findings.

Facilitator's notes:

The internet has changed the way we communicate and interact with each other as individuals and as a society. The internet also plays an important role in allowing people to express their views freely to a global audience.

Kenya has really advanced in use of internet and social media such as Facebook and Twitter. The use of the internet to view, download and spread material promoting violent extremism is often part of the radicalisation process. Some people may occasionally view such material out of curiosity, but people who are radicalising tend to collect and share this material with others who hold the same beliefs.

A small number of individuals and groups use social media to engage in hate speech or disseminate messages of an extreme or violent nature. While the majority of online material is often generated by individuals, there are also groups who use their online presence to spread hate and gain support for their organisations.

Developing and promoting online critical thinking skills, especially among young users, can play a vital role in combating problematic online behaviour. This is important not only to safeguard against violent extremist messages but also things such as online child exploitation and online scams. Individuals are likely to be better equipped to make an informed decision about the information they are viewing and downloading if they are encouraged to investigate and question the source of messages they encounter online. In addition to the social networks, literature and music, the internet is often used by individuals to seek out perceived justifications or rationalisations for their use of violence. Chat rooms, online social media pages and violent extremist websites can act as a means of Indoctrinating young people into violence extremism.

Activity 8: De-radicalisation and disengagement

Step 1

LEAD a brainstorming session on ways of helping people disengage from violence extremism.

(a)   What support is required?

(b)   What are the possible challenges?

Facilitator's notes:

'Once someone is involved in violent extremism, it is important to help them leave or disengage from violent influences as soon as possible.

Ideally they will leave before they break the law, hurt themselves or harm someone else. By remaining engaged with violent extremism they risk their future employment, reputation, relationships and life, not to mention the lives and wellbeing of other people in their community who may also be at risk.

The consequences of radicalisation towards violent extremism seem obvious to those on the outside. However, those on the inside can be blinded by positive feelings associated with belonging to a group that explains why the world seems unfair, says who is to blame and gives permission to exact justice on them. Such individuals do not realise that violence is the least effective way to achieve political, religious or social change. Even if the goal seems righteous, violent or illegal methods will never achieve sustainable change in a liberal democracy such as Australia.

The most common reason for a person moving away from violent extremism is disillusionment, typically with:

• leadership and internal politics within the group

• hypocritical behaviour of group members, or

• ineffectiveness of violent or illegal methods.

Many people leave violent extremist groups because they reject the group's beliefs, goals and ideology, but this is not always the case. Some people reject the violence but retain the ideas and ideological perspective advocated by the group they left. Unless an ideology promotes hatred and endorses violence, ideas themselves do not pose a problem. The most important thing is that individuals stop using and promoting violence and other illegal methods to achieve change.

When a person stops using violence but maintains a non-violent radical ideology, this is called disengagement. When they change or moderate their beliefs, and no longer subscribe to a radical ideology, this is called de-radicalisation'.

There are many things family and friends can do to help a person pull away from hateful and violent extremist influences. The most valuable thing to do is to maintain open contact, and to respond when the person reaches out. Like gangs, the shorter the time that someone has been involved, the easier it will be for them to leave.

Support after disengagement

People disengaging from violent extremism often need to deal with psychological or physical health issues that are related to their involvement in violent extremist groups, and need to address these issues to rebuild their personal and social identity.

A person who has left an extremist group might need

- Help learning how to relate to people in a positive way again. This will involve learning to relate to others on an individual level rather than in terms of which group they do or do not belong to.

- Help to learn about genuine faiths and non-hateful ideologies. Given that all people tend to require purpose and meaning in their lives, immediately after a person leaves an extremist group they may be vulnerable to replacing one extremist ideology with another. The individual may therefore benefit from learning how to be able to respectfully challenge ideas and beliefs.

- Help finding constructive and lawful ways to pursue their cause. Community groups can be particularly helpful in assisting a person to make a shift away from using violence and other illegal methods to achieve their ideological goals (towards using democratic methods such as education or raising money).

- Professional support for physical or emotional issues. It can take up to a year or longer for a person to adjust emotionally after leaving a tight-knit extremist group. It is common for them to be distressed by a loss of purpose, friendships, belonging and identity. Some people feel paranoid that the group will be looking to punish them; others will be paranoid that everyone in the community rejects them. Depending on their personal history, the individual may experience depression, anxiety, trauma, trust and relationship difficulties. Being in an extremist group is not good for anyone's mental health, so it is good to help the person access professional assistance if they need it.

- Help discovering who they are again and what they identify with. Depending on how intense the experience was, and how strongly merged the person's identity was with the group, it can be a challenging task for them to find or create a new identity. Identity has a basis in individual attributes and personality, but it is also about who and what we identify with. If a person has pushed down their personal self and identified exclusively with a hateful ideology, then leaving an extremist group represents a critical time for personal reflection, and this can be overwhelming.

They will need to grow multiple new threads of identity to explore where they belong. This means they will need to form new friendships and test out new ideas; friends and family and community can assist them in this process.

What to do?

It is in all of our interests to help people disengage from violent extremism before they hurt others or themselves. There can be a delay between when a person begins to have doubts about the violent extremist group to which they belong and when they feel able to leave safely. A person who has left violent extremism will also almost certainly need some kind of support, whether that is from existing family and friends, or from social services or other community members.

Family, friends and communities can help a person who is trying to disengage from violent extremism through:

- maintaining open communication
- rejecting the hatred / behaviour but accepting the person
- helping them to relate to people in a positive way
- helping them learn about genuine beliefs and non-hateful ideologies
- helping them find constructive and lawful ways to pursue their cause
- helping them get professional support for any physical or emotional issues, and
- helping them discover who they are and what they identify with.

If the person's old group threatens to punish them for leaving, or try to force them into returning the back to the group, the police may be able to help.

And finally, remember your role in helping someone walk away from violent extremism is very important. You are not alone and it is okay to get some support for yourself.

Maintain open communication

The most important method that family and friends can use for dealing with the problem of radicalisation is to maintain open communication with the person who is radicalising. A positive relationship is the basis on which all other types of help and support can be built, and can be an effective intervention in itself. Even if the individual decides to break contact with close friends or family, these people are likely to provide a lifeline that can help them to disengage from violent extremism in the future.

It is important to listen to and understand an individual's reasons for becoming involved in violent extremism in order to later assist them. It is also important to make the distinction between their behaviour and who they are as a person. Even if you disagree with what they are saying, it is important that they know they are accepted and supported as a person.

Prevention is always better than a cure. As a caring society we have a duty to ourselves to protect the society we value and to assist those needing help. By acting early and helping to build resilient communities we can address core drivers of violence before they become more powerful.

Community leaders and workers play a particular role in this process. Leaders and people delivering services know their communities. They are likely to notice when someone begins to withdraw and are able to direct attention to potential problems well before they reach dangerous levels.

This resource booklet aims to help everyone understand the processes of radicalisation and de-radicalisation in Australia. Being informed is the first step to ensuring that problems are addressed before they become an issue for the whole community.

Deal with issues early

Note!!

In the event that someone indicates they want to harm themselves or someone else, this is serious and must be acted upon immediately. Whilst this level of radicalisation is very rare, it is not helpful to the person or your community for you to ignore these actions.

- Take them to hospital if they threaten to hurt themselves.
- Call the police if they have threatened to harm someone else.

UNIT 5: Introduction to Life Skills for Preventing and Managing Extreme Forms of Violence

Introduction

We face different challenges daily. Every learner needs to have certain sets of skills in order to cope with their challenges. In this unit, we will explore some life skills that will help them prevent and manage conflicts in their lives.

Objectives

By the end of this unit, the participant should be able to:

1.   Enhance their life skills to enable them deal with conflict-related issues on a day-to-day basis.

2.   Ability to apply the acquired life skills to enable them to protect themselves against violence and resolve conflicts in a peaceful way.

Duration: 1 hour

Materials required

Flip chart, marker pen, case studies, masking tape, the life skills category cards

Methodologies

Case studies, group work, brainstorming, buzz groups, bridge illustration

Session 1

Activity 1: Sofia's Story

Step 1

ASK one participant to **READ** Sofia's story.

Sofia was a good looking 15-year-old girl. She, however, did not think she was as beautiful and loved by her parents as much as her siblings. Sofia worked hard, was well behaved and was often top of her class. She met a good looking young man from a university near her home who introduced her to a group of youngsters who were members of a 'secret brotherhood'. They made her feel special, beautiful and the members always spoke positively about her. She felt that these group members accepted and loved her so much. However, they demanded that she does not associate with other people who are not members of the group. Her sisters and parents did not understand why she kept to herself. They disapproved of her friendship with the man, but she always told them they did not love her as much as the man does. Unfortunately, Sofia's behaviour changed and her academic performance deteriorated with time.

Step 2

1.   **DIVIDE** the participants into 4 groups and ask them to **DISCUSS**:

    (a)   What situation is Sofia in?

    (a)   The possible reasons that contributed to Sofia's situation.

    (b)   The skills they think Sofia needed to help her deal with the challenges she was going through.

2. **INVITE** the different groups to share their views.

3. **WRAP UP** the activity by noting that every person has their own challenges which they need to address appropriately. It is important to ask for help.

Activity 2: Our dreams

Step 1

1. **DISTRIBUTE** blank pieces of paper so that **EVERY** participant gets one.

2. **INVITE** the participants to think of something they would wish to achieve in the next five years.

3. **ASK** them to **DRAW** a symbol representing their **DREAM** on the paper.

4. **INVITE** the participants to congregate around a bridge in a free area with ample space.

5. **PLACE** one piece of the 'bridge wood' on the floor and I**NVITE** a participant to **PLACE** their **DREAM** on the far end of the bridge wood.

6. **INVITE** the participant to slowly walk across the 'bridge' towards their **DREAM**.

As they attempt to walk, they may stumble and fall off the bridge. **INFORM** the participants that the '**RIVER**' has crocodiles that will eat them up and prevent them from reaching their **DREAMS** if they fall.

Step 2

1. **INVITE** the participants to **BRAINSTORM** on what the 'crocodiles' could be in real life (challenges).

2. **ASK** a number of participants to attempt to cross over to their **DREAMS** along the bridge.

Step 3

1. **INFORM** the participants that they need a support mechanism to reach their **DREAMS** with ease.

2. **ADD** a second 'bridge wood' and **INVITE** the participant who first attempted to cross to do it again, this time with the support of the second bridge.

3. **INVITE** the participants to **REFLECT** on their experience **USING** two bridges as opposed to one.

4. **WRAP UP** the exercise above by sharing with the participants the importance of life skills in their lives.

Step 4

Ask the participants to:

1. imagine that there is a big river you need to cross. The river has crocodiles hidden in the water. Make a bridge using any materials you can get to help you cross the river.

2. try and walk over the bridge. Remember that anytime you fall off the bridge, there will be big crocodiles waiting to eat you.

Assume that the bridge represents a walk through your life and that crocodiles are problems you face on your life journey. Name some of the problems you would face, such as violence. How could this affect your life or put you in danger?

Activity 3: Defining life skills

Step 1
1. **INVITE** the participants to share what they think 'life skills' means.
2. **WRITE** their responses on a flip chart.

Step 2
1. **DISTRIBUTE** life skills cards to all the participants.
2. **ASK** each participant to **WRITE** the meaning of the life skill they are holding.

Step 3
1. **SHARE** with the participants the **THREE** categories of life skills and **PIN** the three categories' cards on the **WALL**.
2. **INVITE** the participants to **STAND** with their **LIFE SKILLS CARD** in the category where they think the skill falls.
3. **LEAD** the participants to **DISCUSS** the categorization of the skills as proposed by them.

WRAP UP the activity by SHARING the following CATEGORIZATION

> ### Facilitator's tips
>
> As you attempt to walk, you may stumble and fall off the bridge. If you fall, the RIVER has crocodiles that will eat you up and prevent you from reaching the DREAM.
>
> Crocodiles represent the obstacles you are likely to find on your way that would prevent you from achieving your goals:
>
> It is difficult to kill a crocodile alone. You need other people to help you. In the same way, we need to support one another to realise our dreams.

Facilitator's notes

Definition of life skills

Life skills are defined as psycho-social abilities that help individuals cope with day to day challenges.

There are 16 life skills categorized as follows:

Skills of knowing and dealing with SELF which include:
1. Self-awareness.
2. Self-esteem.
3. Coping with emotions.
4. Coping with stress.

Skills of knowing and dealing with OTHERS which include:
1. Empathy.
2. Effective communication.
3. Interpersonal relationships.
4. Negotiation.
5. Friendship formation.
6. Peaceful conflict resolution.
7. Assertiveness.
8. Negative peer pressure resistance.

Skills of making effective DECISIONS include:
1. Decision-making.
2. Creative thinking.
3. Critical thinking.
4. Problem solving.

Step 4

Ask participants to discuss the life skills that need to be developed among children to enable them to reduce their vulnerability to extreme violence and other emerging forms of violence.

Activity 4: Benefits of life skills

Step 1

Facilitate a brainstorming session on benefits of life skills Education. Note down the responses from the participants

Step 2

Conclude this activity by pointing **out the following benefits:**

Life skills go beyond provision of knowledge and information. They provide a foundation that empowers young people to deal with various challenges, such as conflicts and violence, by recognizing and managing risky situations through developing and sustaining a positive behaviour.

Specific life skills are important to the individual in the following ways:

- They enable the individual to translate knowledge, attitudes, skills and values into actual abilities or real actions that will give him/her confidence to deal with conflicts and protect themselves against violence.
- They enhance people's views of themselves leading to self-confidence, esteem and self-acceptance worth. A confident and assertive person will express themselves more clearly, is able to say 'NO' to things that they know are not right, while at the same time be able to relate with others without feeling intimidated and resolve disagreements peacefully.
- Life skills enhance an individual's ability to think critically, make informed and responsible decisions, while at the same time solve problems more effectively. This therefore reduces a person's vulnerability to being abused or be lured to join illegal groups and activities that cause violence and harm to themselves and others.

Effective acquisition and application of life skills will enable the individual deal with challenges of their own personalities, friends, family members, members of the society and the environment as a whole. This can be reflected in various sectors such as:

Educational

This will lead to a conducive learning atmosphere characterized by good relationships, discipline, improved performance and young people who have a clear purpose in life. This reduces bullying and riots in schools.

Socially

Young people will be helped in selection of reliable friends, positive use of leisure time and general character building. This will lead to harmony and meaningful interaction among themselves, and reduced violence.

Health

It will enable the individual to be sensitive to his/her own health and other people's health and this will contribute to their psychological, mental and physical wellbeing leading to a healthy person.

Cultural

Enable the young people to adopt and maintain healthy cultural practices, accept diversity of cultures hence reduce conflicts, misunderstanding among themselves and their neighbours.

Activity 5

Step 1

In small groups, ask participants to discuss how life skills can enhance ability of a young person to reduce their vulnerability to violence.

Facilitator's notes

Wrap up this discussion by pointing out that:

1. When children understand and accept themselves, they are less likely to give in to negative peer pressure or to people who seem to offer them acceptance, a feeling of belonging and importance. This reduces their vulnerability to extreme violence and other forms of risk taking behaviour.

2. The ability to say 'NO' based on acquired information, values and convictions even when under intense pressure, will help children protect themselves from many forms of danger, including extreme violence.

3. When children are able to cope with different types of emotions and stress, they are unlikely to look for risky ways of addressing their emotional needs.

4. The ability to make responsible and informed decisions and think critically and creatively enhances children's capacity to assess their exposure to the risk of extreme violence and other risk taking behaviours. Such children are less likely to be lured to join illegal groups since they are able to weigh different options and evaluate related consequences and creatively get out of danger and seek help.

5. Life skills go hand in hand with living values. Living values include love, peace, honesty, integrity, unity, cooperation, respect, responsibility, humility and tolerance.

Unit 6: Self-Awareness and Esteem

Introduction

In order to cope with life's challenges, develop healthy social relationships and make effective decisions, a clear understanding of who we are is critical. We cannot understand other people if we do not understand ourselves. Having a clear understanding of ourselves helps us to prevent and manage conflicts and violence. In this unit, the participants will explore self-awareness and develop a better sense of esteem.

Objectives

By the end of this session, the participant should be able to:

1. Describe themselves in relation to physical appearance, likes, strengths and weaknesses.
2. Demonstrate increased acceptance of self and willingness to stay away from violence.
3. Develop a positive personal self-image.

Duration: 1 hour 30 minutes

Methodologies

Group discussions, individual exercises, brainstorming, buzz groups, reflection, drawing exercise

Materials required

Plain A5 paper, dimensions of a human being diagram, marker pens, masking tape, stick-on papers

Activity 1

Step 1

Point out that:

Self-awareness involves knowing and understanding oneself emotionally, physically, mentally, spiritually and socially. This will help us appreciate our abilities including talents, skills set, feelings, strengths and weaknesses. It is important to accept aspects that cannot be changed such as skin colour, height and tribe. Failure to accept what one cannot change will lead to low self-esteem and this will have a negative impact in one's life.

To help us understand ourselves better, we need to ask ourselves the following questions:

- Who am I?
- How do I relate with myself?
- Where am I coming from?
- Where am I now?
- Where am I going?
- How can I get there?

These questions among others help the participants to evaluate themselves in terms of:

- Physical attributes
- Intellect
- Social values, beliefs, goals and others
- Strengths and weaknesses.

Knowledge of oneself helps an individual to respond appropriately to various situations and promotes self-acceptance and peaceful living.

Step 2:

Brainstorm the different aspects of a human being and the relevance of each, as indicated in the diagram below:

Step 3

ASK the participants to think of themselves or look at themselves through the mirror. How do they look like, in terms of Height, weight, looks, whatever they can write down to describe themselves.

ASK them to further note down on a piece of paper at least two things *they like and two things they do not like* about their physical appearance?

ASK a few volunteers to share some of the physical attributes they do not like and those they like about themselves.

Facilitator's notes

It might be helpful to share about your self- what you like and do not like about yourself or your past struggles. This will make it easier for the participants to share freely.

Step 4

FIND out from the participants whether they found it easier to list down things they like or things they do not like about themselves.

LEAD a brainstorming session on whether in general people find it easier to criticise or compliment themselves.

Facilitators notes

The most likely response is that it is not easy to compliment oneself because other people will think that you are conceited, proud or culturally maladjusted.

You may point out that this may be mainly as a result of:

Our upbringing and culture. Quite often, if someone tells you something positive about yourself, even appreciating a dress, we are expected to shy off and almost appear like we never heard the compliment being given. We have therefore grown up in an environment where we are not expected to talk positively about ourselves or be seen to imagine so.

We have gotten used to hearing negative remarks about us and so have not learnt to appreciate ourselves.

- Ask the participants to brainstorm what they can do about those things they do not like about themselves, and whether they can change them.
- Ask the participants to brainstorm what they should do with those things that they cannot change and those they can change.

Explain that if a person cannot change what they do not like about themselves, for example being short or too tall, one needs to learn how to accept it.

Failure to accept what one cannot change will lead to a poor self-esteem and this may affect one's life and abilities. Quite often, a change of attitude makes a difference. Concentrate on your good points. It is only when you respect yourself and accept yourself completely, that you will be able to accept and respect others.

To be positive about yourself does not mean boasting about the things you can do well.

If what one does not like about him/herself is changeable, for example, too much weight, then one needs to work out a strategy of changing it. Sometimes a change of attitude can make a big difference.

Learning points:

Explain that we should as much as possible remember our strengths, concentrate on them to compensate our weaknesses, while we are still working on them.

The best way to a healthy mind is to learn to accept those things that cannot change.

Activity 2:

Step 1
1. **ASK** the participants to **BRAINSTORM** the meaning of 'self-esteem'.
2. **What are the signs of low and high self-esteem? WRITE** the responses on a flip chart.
3. **USING** their responses, **EXPLAIN** that self-esteem means the value that one assigns to oneself. People with a positive self-image (who understand, accept and like themselves) make better decisions than people with poor esteem. They are better at making friends, keeping friends and go about life with more ease and confidence.

When we understand and appreciate who we are, in terms of our beliefs, experiences, values, strengths and weaknesses, we are able to accept ourselves and appreciate that we are all unique and beautifully made. Everyone has their good side and their weak side. There are things we cannot change, for example, we can change our eating habits if we do not like our weight, but we cannot change our height. Instead of feeling bad about ourselves, we need to accept ourselves the way we are, and understand that we are all beautifully made. We need to accept ourselves the way we are and capitalize on our strengths.

The following are signs of high self-esteem:
- Good performance of tasks
- Self-confidence/self-trust
- Self-discipline
- Relating well with others
- Self-appreciation
- Self-care.

Signs of low self-esteem
- Isolation
- Self – doubt, pity and neglect
- Suicidal tendencies

- Aggressive
- Passiveness
- Dependent
- Insecure and suspicious
- Low performance of task.

Activity3: Ranking of items

1. CREATIVELY DIVIDE the participants into groups of five.
2. ASK participants in each group to randomly identify five (5) items in the class or those that they are in possession of. Ensure the collection has a wide variety.
3. ASK the groups to buzz on what price each item may go for in a supermarket and WRITE the price tag on the stick-on papers provided.
4. ALLOW the groups to present to the plenary the items they had, starting from the one assigned the highest value to the one assigned the lowest.
5. HAVE the groups EXPLAIN the criteria they used to assign a price to the different items.

Facilitator's notes

In the same way the items on sale have different price worth, human beings assign themselves a self-worth or value. This is what is called Self-esteem. It is the overall picture of oneself. It is the worth or value that an individual places on himself or herself. Emphasize that it is an individual's self-rating.

Activity 4: Role play

Step 1

1. **ASK** five participants to volunteer for a role play.
2. **INVITE** them to role play the following scenario:

John a class eight pupil does not like the way he looks because he thinks he is too tall and thin. His self-image was made worse by the nicknames his classmates called him, such as 'mosquito'. He keeps to himself and does not like playing with other children as he feels he is the ugliest boy in the class. Last term, he met some boys who told him that they could admit him to be a member of their 'gang'. They promised him that he will be a hero after he joins them and that all members are treated uniquely and with importance as long as they are loyal to the gang. He only needed to accept the rules of the group and do nothing to betray the gang. He has been thinking about joining them as he feels they will make him feel worthy and useful. After going through a life skills lesson, John realized he is unique and wonderfully made. He accepted the way he looks. His classmates too realized they have been hurting John by calling him 'mosquito' and asked him to forgive them. All of a sudden, John found out he is endowed with many strengths and he feels great about himself. He is active in school and his grades have improved greatly. He was also able to say 'NO' to the brotherhood gang.

Step 2

ASK the participants to **DISCUSS** the following questions.

1. What are the issues John is struggling with?
2. Why do you think John might be recruited in the gang?
3. If you were John, what would you do?

Step 2

LEAD a discussion using the following questions:

1. What made John develop a poor self-image and how did his classmates contribute to this?
2. What danger did John face due to his poor self-image?
3. How did John accept himself and what impact did this have on him?
4. ASK the participants to individually write down one thing that makes them feel like they are not good enough. They should indicate one thing they do not like about their physical appearance.

Facilitator's hint

Share about yourself first. This will help the participants relax and feel at ease. Then ask volunteers in the plenary to share their personal struggles.

Lead a discussion on things we can change about the way we look such as weight and things we cannot change such as height. Pose a question to the participants, leading to a discussion on what we should do about those things we cannot change.

Step 3: Debate

1. ASK the participants to debate the following motion: "What matters is the way others see me, not the way I see myself".
2. WRAP UP this debate by pointing out that when we accept ourselves and behave confidently, other people find it easy to accept us and see the beauty in us. Unless we accept ourselves the way we are, no one else will help us. Once we love ourselves, we are able to love others and relate with them confidently and peacefully. When we have a poor self-image, we are suspicious about every word and move other people make. We are likely to misunderstand others and this can lead to conflicts. Point out that we are all unique and different

Step 4

LEAD a brainstorming session on what defines our idea of beauty. Point out that the media, society and peers define what we think is beautiful. Point out that we need to go against this and emphasize on inner beauty too. Brainstorm the meaning of 'inner beauty' and what defines it. Point out that peaceful, caring and loving individuals will draw more attraction from people than those who may only fit within what the media defines as beauty.

Step 5

ASK participants in small groups to design a poster showing what beauty is. They can then display their posters. Allow voting for the best poster and reward the winners.

Facilitator's notes

Emphasize that every one of us is unique. No one is superior than the other. God created all of us in a special way. We should not allow other people to make us think they are better than us. If we all accept ourselves and others as important, we shall develop a positive self-image and resolve conflicts more peacefully.

Activity 5: Self-esteem simulation (Dirty money exercise)

1. DISPLAY to the participants a clean note of either 100, 200, 500 or 1,000 shillings and let them state the value of that note.

2. TEASE participants by asking them who would like to have the money. However, do not give out the money

4. DISPLAY another note which is old and dirty of similar value and ASK the participants to state the value of the money.

5. WRAP up the activity by emphasizing that even dirty notes retain their value. For example a 1,000-shillings note retains the value of 1,000 shillings even after being trampled on. Once we assign a high value to ourselves, we are then able to face life more confidently. In the midst of disagreements, we will not feel like our value has been affected since we already have defined it. This will make us deal with conflicts more peacefully without feeling that we need to prove our worth to others. We are then able to respect our rights and others' rights. Like the 1,000-shillings note, self-esteem is about the value you give yourself. No matter what you go through in life or what is done to you, your value should not change.

Unit 7:   Assertiveness

Activity 1

(a)   Look at the list below. Tick the things that can put you in danger of abuse and violence. After ticking, discuss how you can protect yourself from this danger.

☐   Walking alone in lonely paths

☐   Being touched in the private parts and asked not to tell anyone about it

☐   Being bullied by your peers and not telling anyone about it

☐   Not calling for help when you feel you are in danger

☐   Your relative, (e.g. uncle, cousin), neighbor, worker at home, classmate, or any other person asking you to have sex or touching your private parts.

☐   When you are threatened not to report something that you think is wrong, bad or harmful.

☐   Going to a stranger's house

☐   Online private communication with strangers e.g Facebook, Whatsapp, phone calls etc.

☐   Giving information about yourself to people you do not know

☐   Having the courage to say "NO" even when you are asked to do something you know is wrong or will put you in trouble

Ask the participants what they can do about the things that are 'Not Okey'

Knowing your rights

Ask the participants to discuss what they understood by the word 'Children Rights'..

Activity 2

Step 1

WRITE down all the rights you know children have. Some of the rights have been given in the table below. Fill in the responsibilities.

Tips

Children have a right to;	Children have a responsibility to;
good health care, safe water, nutritious food, and a clean and safe environment.	
high-quality education.	
play and rest.	
give your opinions and to have adults listen and take you seriously.	
get information that is important for your well-being.	

be protected from being hurt or mistreated in body and mind.	

Step 2

Ask the participants to mention any other rights they know of.

Step 3

Mention that every right has a responsibility. Ask the participants to discuss in small groups the responsibility children have against each right. They can fill the responsibility column.

Activity 3

Read the situations below

Scenario 1:   A stranger stops his car on your way to school and offers you a lift home. When you refuse, he starts using force.

Scenario 2:   A stranger you met online is recruiting you to leave school and join him in a secret place. He says he will make your live very comfortable and you will continue your education in a very good school. He tells you not tell anyone. When you start refusing, he threatens to do something bad to your family.

Scenario 3:   You know your friend has joined a secret group and is intending to leave school. She has started using very bad words when talking about people from another region. She says she will disappear and when she comes back she will teach them a lesson.

Scenario 4:   Your classmates are planning to burn the hostels if the head-teacher does not call off the exams scheduled for the following week. You are against the plans. They have said everyone must participate or else they will punish those who will not cooporate.

One way of staying safe and happy is learning to say 'NO' to people who want to harm others.

Group activity:

Role play the scenarios above while saying 'NO' in an assertive way.

Tips

To be assertive, you must have made up your mind that you actually want to refuse what you are being asked to do. To say 'NO' , make sure you:

You must first decide that you want to say 'NO' and mean it.

1.   Speak in a clear voice that can be heard by the other person.
2.   Look at the person you are talking to directly on the face.
3.   Stand straight, or if you are sitting down sit in an upright position. Do not look down while talking.
4.   Say what you want and allow the other person to also speak.
5.   Show respect to the person you are saying 'NO' to. Do not insult the other person. Allowing others to say what they want or feel is showing them respect.
6.   If you are in danger, say 'NO' run away and shout for help.

Every day, you have to make decisions and choices. Some may be difficult while others may be easy. You therefore need to ask yourself some questions to help you make the right choice:

1. What things can I do to get out of the trouble I am in?

2. Which choice is better.

3. What are the most helpful things about each of these things? List all the good points and bad points of each option.

4. Choose what to do. If you need help, talk to a person you trust, such as your teacher. You can also call 116, a children's help line.

Saying 'NO' to things that can put us in danger

Remember that 'NO' is a complete sentence therefore you don't need to explain what you mean – 'practice makes perfect'. Saying 'NO' is not always easy. However, if you practice many times, it will become much easier. Saying 'NO' in a firm way can help you to avoid being in danger.

Remember to seek help if in danger. Tell someone you trust such as your teacher or parent. You can also call a free telephone line for children – **Number 116**

REMEMBER

- Many children around us are experiencing child abuse.
- Child abuse takes many forms, not just physical abuse.
- Children are mainly abused by people they are familiar with.
- Many people are afraid to speak up even when they know that someone is being abused.
- We should not allow child abuse to continue around us – it is against what we need for good growth.
- We can protect ourselves from child abuse.
- We can STOP CHILD ABUSE.

In case you know of anyone in your school who is being abused, inform your teacher or counsellor, the chief, the children's officer in your area or any adult whom you trust. You can also call the following number free of charge.

Activity 4

Divide the participants into four groups. Ask them to discuss the commitments below..

1. I will not keep quiet if I am abused. I will tell someone I trust.

2. No one should touch my private parts, except for medical reasons, like (for example) when a doctor or a nurse want to check if I am sick.

3. No one should force me to see bad pictures or movies.

4. No one should make me feel ashamed of my body

5. Any bad touch must never ever be a secret. No one should scare me into keeping a secret. I will tell someone I trust, such as a parent/guardian or teacher.

6. I will not walk alone where there are no people. I will bring a friend along, even if I have been sent by a teacher.

7. I will not go to a stranger's house alone. I will go with a trusted friend if I need to. This is even more important if I do not know the person and cannot trust them.

8. I will call my friends or family members if I do not feel safe in a place. If I can, I will move to a place that I know and feel safe in.

9. If I have a problem I must tell an adult or someone I trust. I will keep on talking about it until I get help. It is never too late to get help.

Individually, read the commitments again and pick the ones you think you are struggling with especially those that can put you at the risk of violence.

In your note book, note down what you would do about it, when and how. If you feel you need someone to help you, talk to your teacher, parent or someone you trust.

Unit 8: Decision Making, Critical Thinking and Problem Solving Skills

Introduction

During an individual's life, one plays various roles requiring them to make decisions. Often, individuals get confused about the many choices available to them. They have problems making the right choices. Identifying problems that the participants face will help them appreciate the importance of decision-making and problem solving. Examples of such problems include negative peer pressure, drug and substance abuse, hunger and sickness.

Objective

By the end of this unit, the participant should be able to:

Enhance their decision-making and critical thinking skills to enable them to make decisions that will keep them away from danger and violence.

Duration: 1 hour

Methodologies

Brainstorming, discussion, case studies

Resources required

Flip charts, newspaper cuttings, marker pens, case studies on problems in everyday life

Facilitation process

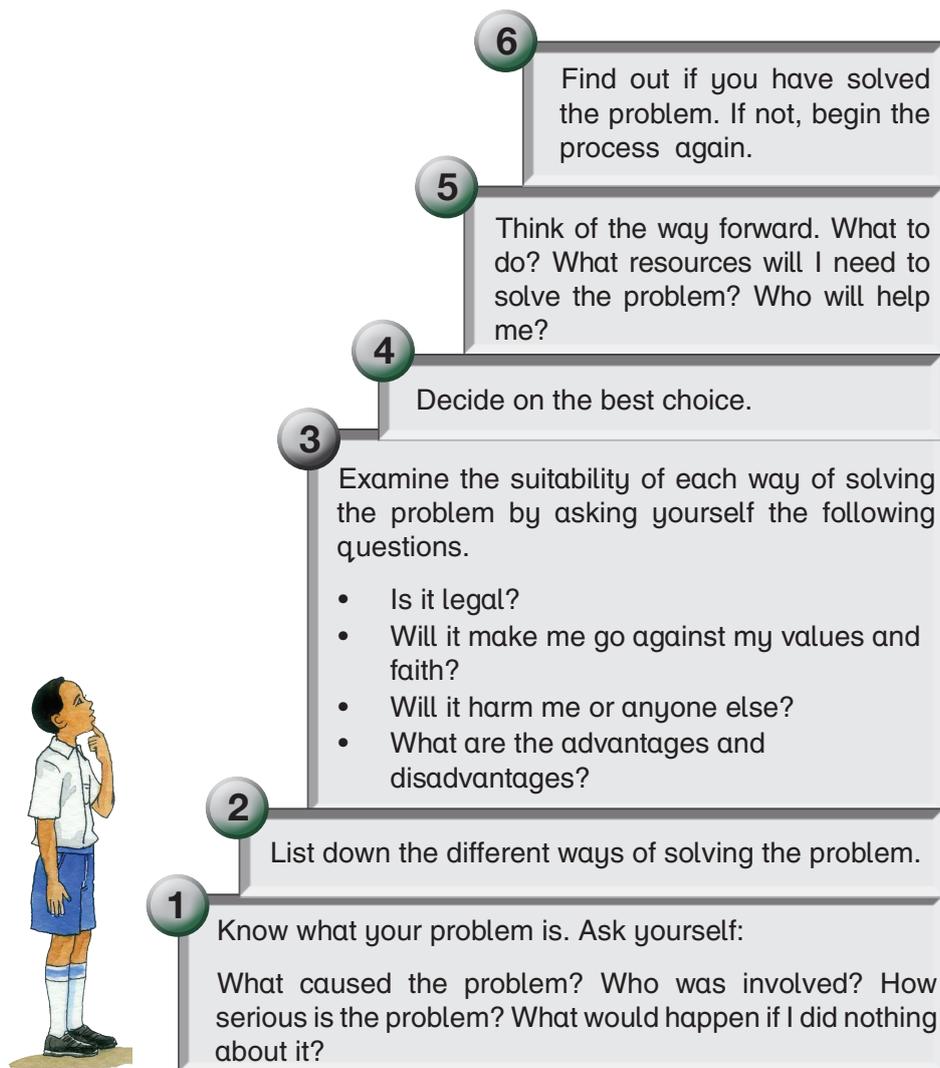### Activity 1: Importance of making decisions

Step 1
1.   **DIVIDE** the participants into groups.
2.   **ASK** the participants to brainstorm on problems they face in everyday life and to point out the types of decisions that need to be made in relation to the listed problems.
3.   **ASK** the groups to further discuss what would happen if one did not make a decision and the importance of making decisions in everyday life.
4.   **ASK** the representatives to report their findings to the larger group.

Every day, you make choices. You choose when to wake up, what to say and whether to play. You choose your friends and when to eat. Some choices may be easier to make than others. Today, you will learn how to make good and healthy choices.

> **REMEMBER**
>
> It is possible to make the right choices even when friends want you to do the wrong thing. Choose good friends. Good friends do not make you do things that can harm you or make you disobey your elders. A good friend will help you do the right things.

6 Find out if you have solved the problem. If not, begin the process again.

5 Think of the way forward. What to do? What resources will I need to solve the problem? Who will help me?

4 Decide on the best choice.

3 Examine the suitability of each way of solving the problem by asking yourself the following questions.
- Is it legal?
- Will it make me go against my values and faith?
- Will it harm me or anyone else?
- What are the advantages and disadvantages?

2 List down the different ways of solving the problem.

1 Know what your problem is. Ask yourself:

What caused the problem? Who was involved? How serious is the problem? What would happen if I did nothing about it?

Activity 2

Step 1

1. **IN PAIRS**, tell each other choices that you make daily.
2. **WHICH** choices do you find most difficult to make?
3. **WHAT** would happen if you did not make the right choices?

Activity 3: Decision-making model

Discuss each step in the drawing. It will help you make decisions more effectively.

Activity 4

Step 1

ASK participants in groups of five to discuss what they would do if the following things happened to them:

1. A stranger stops his car on their way to school and offers them a lift home. When they refuse, he starts using force.
2. A stranger they met online is recruiting them to leave school and join him in a secret place. He says he will make their lives comfortable and they will continue their education in a good school. He tells them not tell anyone. When they refuse, he threatens to do something bad to their family.

3.   They know their friend has joined a secret group and is intending to leave school. The friend has started using bad words when talking about people from other regions of Kenya. The friend says that when she returns, those people will know who she is.

Every day, you have to make decisions and choices. Some may be difficult while others may be easy. You therefore need to ask yourself the following questions to help you make the right choice:

1.   What things can I do to get out of the trouble I am in?

2.   Which choice has more good points? List all the good things about each way of solving your problem.

3.   What are the most helpful things about each of these things? List all the good points and bad points of each choice.

4.   Choose what to do. If you need help, talk to a person you trust, such as your teacher. You can also call 116, a children's helpline.

Facilitation notes

Remind the participants of the following tips in making decisions:

1.   **Identify** the problem or challenge.

2.   **Define** the problem.

3.   **Make** a list of all possible alternatives, choices or options.

4.   **Choose** the best option.

5.   **Evaluate** each of your options by considering consequences of each. Predict and identify consequences of each alternative. Make sure your options:

  (a)   Are legal.

  (b)   Are moral.

  (c)   Are ethical.

  (d)   Help achieve goals previously set.

  (e)   Are in line with the authority in charge.

  (f)   Treat others kindly.

  (g)   Build relationships.

6.   Implement the decision that is, take action.

7.   Evaluate the decision chosen.

Step 2

ASK participants to role play the scenarios below while saying 'NO' in an assertive way.

One way of staying safe and happy is learning to say 'NO' to people who want to harm others.

Scenario 1: You do not want to join your friends as they plan how to cause trouble to some children from another region. You know this wrong and you want to say 'NO' to them.

Scenario 2: Your cousin has been sexually abusing you. You want this to stop.

Scenario 3: A friend you met on-line is luring you to skip school and meet him somewhere secret. You know this is wrong and you want to say 'NO'

REMEMBER

You must have made up your mind that you want to refuse what you are being asked to do. To say 'NO', make sure you:

1. Speak in a clear voice that can be heard by the other person.
2. Look at the person you are talking to directly in the face.
3. Stand straight or if you are sitting down sit in an upright position. Do not look down while talking.
4. Say what you want and allow the other person to speak.
5. Show respect to the person you are saying 'NO' to. Do not call the other person names. Allowing others to say what they want or feel is showing them respect.
6. If you are in danger, find a way of calling for help as long as it is safe to do so.

Facilitator's notes

Remind the participants that 'practice makes perfect'. Saying 'NO' is not always easy. However, if you practice many times, it will become much easier. Saying 'NO' in a firm way can help you to avoid being in danger.

Unit 9: Peer Education Delivery Model

Introduction

Education plays an important role in not only imparting knowledge and skills but also in shaping values and patterns of behaviour among citizens. An important element of the curriculum delivery is achieved through co-curricular and informal programmes in schools. This unit explores the use of a peer-to-peer approach in the delivery of a curriculum that aims to prevent emerging forms of violence in schools.

Objectives

By the end of this unit, the participant should be able to:

1. Describe the peer education approach and its application in countering emerging forms of violence.

2. Establish a mechanism to institute peer clubs and dialogue forums in their learning institutions.

Duration: 1 hour

Methodologies

Discussion, brainstorming, case studies

Materials required

Delivery unit model cards, flip chart, felt pens

Facilitation Process

Activity 1

Step 1
1. In buzz groups, ASK the participants to identify some of the influential people in their lives.
2. ALLOW them to share in plenary who these people are.
3. WRITE the responses on a flip chart.
4. ASK the participants to observe any commonality or differences that may exist between them and their influencers.
6. WRAP UP the activity by helping the participants to understand that peers are persons who have certain things in common. It could be age, experiences, challenges, work and occupation.

Activity 2: Panel of experts (Needs advance preparation)

1. ASK four participants to volunteer to be part of a panel of experts. ASK them to research to get as much information as possible about peer education.
2. REQUEST the participants to get a collection of questions about peer education approaches as used in schools.
3. LET the 'experts' sit at a table in front of the training room ready to receive and respond to questions from the participants.

4. ALLOW the other participants to ask as many questions about peer education as possible. DIRECT that a question be directed to any expert who may in turn invite the other experts to respond as well. Ensure the questions touch on at least the following:

    (a) What is 'peer education'?

    (b) Why peer education?

    (c) Who is a peer educator?

    (d) What are the roles of peer educators?

    (e) What are the qualities of a good peer educator?

    (f) What challenges are peer educators likely to face and how can these be solved?

    (g) What are the factors that account for success of peer education?

5. **WRAP UP** by sharing notes on peer education with the participants.

Peer Education

Understanding terms

1. **Education:** The process of acquiring desirable knowledge, skills and attitudes for behaviour change.

2. **Peers**: People who are similar to other persons in age, background, job roles, experiences, interests and values.

3. **Peer education:** A process that involves similar people learning from each other in an informal way.

4. Peer educator: Someone who shares similar attributes with the peers and is trained to facilitate discussions on issues affecting young people such as HIV and AIDS risk behaviour, and leads the peers in examining possible solutions.

Role of a peer educator

Summarize them as follows:

1. **Role model and leader:** Good leaders influence others positively. A peer educator's speech, behaviour and actions, therefore, will be emulated by others. A peer educator, therefore, must show by example how to lead a healthy and safe life. Their decisions and choices will be copied by others.

2. **Team player and member:** While a peer educator is a leader, he or she must be an active team member of his small group. This involves actively participating in discussions without dominating them; encouraging others to participate; attending peace clubs; and contributing constructively to discussions.

3. **A friend and support:** A peer educator needs to be approachable. He or she must, therefore, be friendly and non-judgmental. Often, a peer educator will be required to give information regarding where a fellow learner can get assistance and offer follow-up. A leader must also correct any misconceptions and myths.

Qualities of a peer educator

Peer educators should:

(a) Be confident; helpful, honest and friendly.

(b) .Be available and accessible to their colleagues at all times.

(c) Be motivated by concern for the safety of their fellow schoolmates and the community.

(d) Have effective interpersonal communication skills and the ability to communicate in the language best understood by their peer group.

(e) Be respected by colleagues in the school.

(f) Have a non-judgemental attitude and patience.

(g) Demonstrate care, compassion and respect for others.

(h) Be a peace-making role model for their peers in the school.

(i) Have good leadership skills.

(j) Have the ability to keep shared issues confidential.

Activity 3: Peer education models

1. **DISTRIBUTE** delivery unit models to the participants.

2. **ALLOW** them time to study the models and discuss them with their colleagues.

3. **ASK** them to share what they understand about the models in a plenary and **ASK** any questions they may have.

4. **LEAD** the participants to understand the primary and secondary schools delivery models as appropriate.

Steps in establishing a school-based peer education programme

Ensure that the peer educators' trainings and the dialogue forums are effective and supported by the school management and parents. Therefore, the facilitators need to:

1. Sensitize and seek approval of the school administration and the Parent Teacher Association (PTA).

2. Involve and collaborate with the school guidance and counselling department and services.

3. Involve the pupils in defining the criteria for selection of peer educators.

4. Meet regularly (preferably once in 2 weeks) with the peer educators to receive feedback and offer support where needed.

Challenges likely to affect the peer education programmes in schools

1. Workload for peer educators, hence inadequate time to attend to peer education activities.

2. Inadequate skills and information to enable the peer educators respond adequately and convincingly to issues raised by fellow pupils, especially controversial issues such as extreme forms of violence.

3. Inability and lack of confidence to communicate effectively.

4. Fear of being victimized.

5. Lack of involvement of peer educators in the initial planning of the dialogue forums.

6. Lack of support from school administration.

7. Lack of services such as counselling and referral.

Ways of enhancing success of peer education programmes

1. Regular planning and feedback meetings to discuss progress and challenges are helpful. Such meetings allow peer educators to raise concerns and questions and to identify obstacles. These meetings should serve to provide positive feedback and appreciate the peer educators for the role they have been playing.

2. Refresher training sessions for peer educators.

3. Formation or strengthening of peace clubs.

Facilitator's notes

Point out that the success of a peer education programme is highly dependent on qualities of peer educators and the involvement of other pupils in the selection of the peer educators.

Unit 10: Dialogue Forum

Introduction

Dialogue forums are small group discussions of pupils that will be facilitated by the peer educators. These groups are expected to have a structured discussion on issues related to the prevention and management of conflicts and violence. These forums allow pupils to discuss issues at stake freely among themselves based on their own experiences. The pupils who are involved in this discussions are expected to be agents of change in the school and wider community.

Objectives

By the end of this unit, the participant should be able to:

1. Explain the 'dialogue forum' concept.
2. Demonstrate an ability to lead a discussion.

Duration: 1 hour

Methodologies

Brainstorming, discussion, case studies, role play

Facilitation process

Activity 1: Buzz groups

Step 1
1. **LEAD** a plenary brainstorming session on whether any of the participants have ever led or participated in a small discussion group.
2. **ASK** a few of them to share what they were discussing and what they felt about it.
3. **ASK** them how many they were in number.

Step 2
1. **DIVIDE** the participants into groups of five.
2. **ASK** them to nominate a group leader in each of the small groups.
3. **CALL** aside the other four group members in each group and assign them a different role they will play. One will keep disrupting the discussion, another will be quiet (indifferent), the third one will keep putting others down and the fourth one will be an active and constructive contributor to the discussion. None of the members should know what the other member has been asked to do by the facilitator.

The discussion question: **What makes young people do things they know are wrong or can put them in danger?**

Step 3
1. **ASK** the people leading how it felt like to lead a small group.
2. **ASK** them to share their experience regarding different members' contributions.

3. **ALLOW** them to share the most challenging experience during the group discussion leadership.

4. **ALLOW** the other members to give their comments about their experience in the group discussion and what was the most frustrating thing.

Facilitator's hint

Summarize this activity by pointing out that this is likely to be the experience once they start leading the groups. Each group has different people with different behaviours and mannerisms. Some may not respect the leader. The leader must, therefore, choose to be different and show a good example of team spirit by avoiding the use of bad language while correcting others, being respectful, patient and helpful to those who may not understand what everyone else is saying. With time, others will copy the leader's style. Point out that everybody in the team will be given an opportunity to lead a discussion. Inform the peer educators that their role during a dialogue forum is to encourage others to participate in the discussion and have different members of the group lead the discussion. They will develop a discussion schedule for each day and give it to the person leading in advance. During a day's dialogue forum, different members will lead different activities. This will help all members respect others since they too will want to be respected by others. The peer educator must, however, prepare themselves for all sessions so that they can adequately support the one leading in a respectful way.

Step 4

DISCUSS the dialogue forum materials and how to use them during the dialogue forums.

DISCUSS the administration of the dialogue forums including important records that must be kept.

Unit 11: Action Planning and Evaluation

Activity

Step 1

ASK the teams to come up with an action plan for the dialogue forums' activities in their respective schools. Provide the action planning tool (annexed).

Step 2

WRAP UP the session with a summary of the action plans identified by the participants and recommendations on the way forward.

Step 3

GUIDE the participants through the monitoring and evaluation tools for the dialogue forums and issue out sample forms.

Step 4

SUMMARIZE the three days' workshop. Carry out an evaluation of the workshop by providing the participants with an evaluation questionnaire which they should fill in and then hand in.

Step 5

CLOSE the workshop.

Appendices

Appendix 1

Sample warm-ups and energizers

1.   Rhythm clap – Introduction

Start off a rhythmic clap – There should be clapping of hands and snapping of fingers in time to an introductory statement such as *"My name"* – clap clap – *"is Judy"*- snap snap – *"I live"* – clap clap – *"in Mzimba"* – snap snap. Go around the circle in this way until all participants have introduced themselves.

2.   Everybody with – Introduction

Form a circle of chairs – one less chair than the number of participants (if there are 18 participants you need 17 volunteers who stand in the centre of the circle of chairs). One person calls out, "Everybody with…", for example "Everybody who has black shoes" or "Everybody who ate bread this morning" or "Everybody who has a pencil". Then everyone who is affected stands up and switches chairs as quickly as possible. They cannot stand up and sit back down in the same chair and they cannot sit in the chair next to them. They should stand and run to a chair across the room. The volunteer tries to sit, too. Whoever is left standing should be the next to call out "Everybody with…" This is a great first warm-up and "get to know you".

3.   Trust circles – Team work, trust, support

Ask all participants to stand together in a small tight circle in the middle of the room. (If you have many participants, make small circles of about six people each.) Each participant in turn should stand in the middle of the circle and then close his or her eyes or put on a blindfold. She or he then falls backwards, sideways to forward keeping eyes closed and will be caught in the safety of the arms of the other participants. Each participant needs to have a few turns at this before someone else goes in the middle of the circle. It can feel quite scary at first but should be perfectly safe provided the group works together. At the end of the exercise, ask participants what such an exercise teaches about each other.

4.   The Straight Line – Trust, team, support

Provide a blindfold or scarf. Invite a volunteer to come forward and walk slowly in a straight line across the meeting area. Put the blindfold on him or her and turn him or her around several times before he or she sets off in a straight line across the meeting area to reach an agreed point on the opposite side. Instruct the rest of the group to keep completely silent, giving no encouragement or guidance at all. They should avoid touching him or her. When the blindfolded person reaches the other side, ask him or her how he or she felt about having no comments from the others. Ask him or her to replace the blindfold and repeat the exercise, this time with the verbal encouragement of the others. They should still not touch him or her.

5.   Human wall – Teamwork, strength.

Use this one with young people only. It is a bit rough for older folks. Form two teams. One team should make a human wall – a wall that cannot be broken. When the facilitator calls "GO", the other team will rush to the wall and try to break through. The teams switch sides and let the other team form a "human wall".

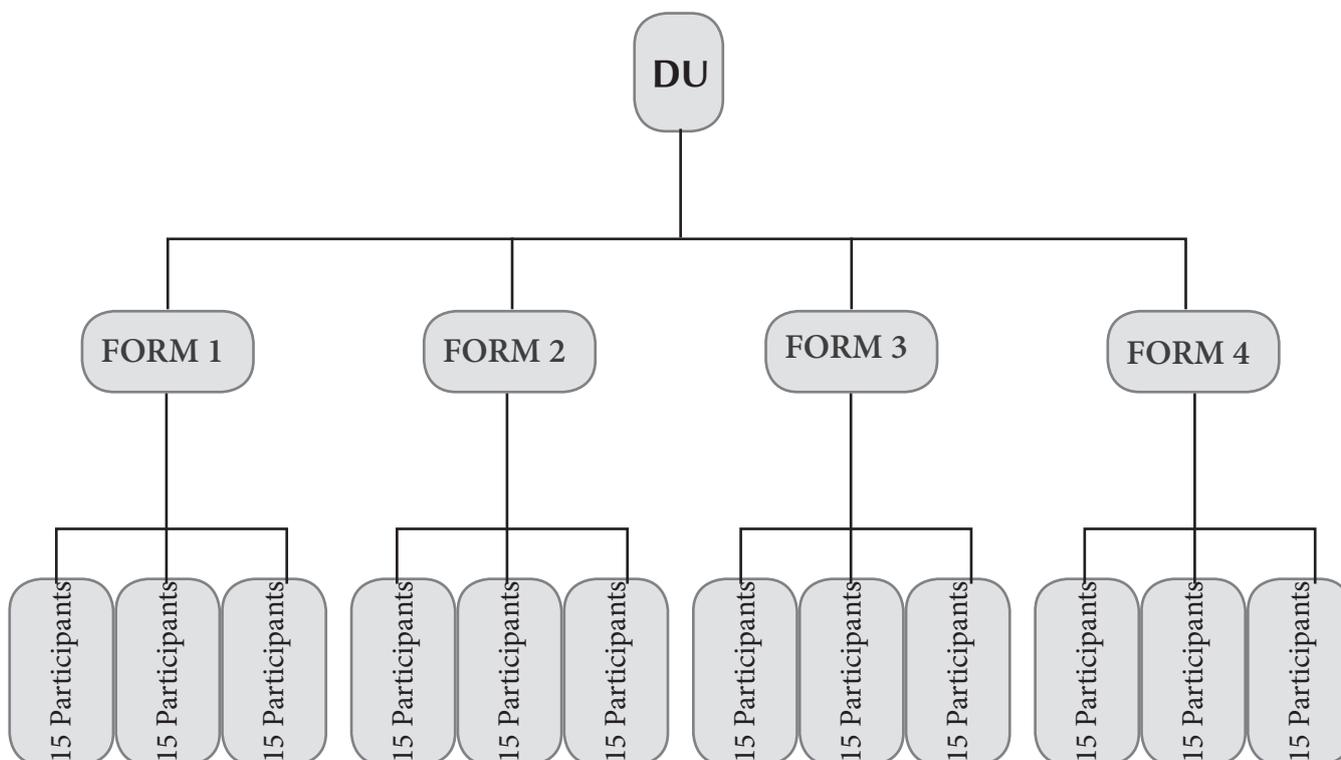### 6.   The Yurt Circle – Team Building, Trust, Support

There must be an even number of participants. Assign a name to each, alternating names such as, "Milk, Water, Milk, Water". Everyone should link arms all the way up to the elbow. When you say "Milk" all of the "milks" should lean into the circle, while all the "waters" should lean out. Notice how this tension keeps the group supported. Switch now saying "Water". All "waters" lean into the circle while all the "milks" lean out. You can continue doing this smoothly to show how change and tension can still be very positive for the team.
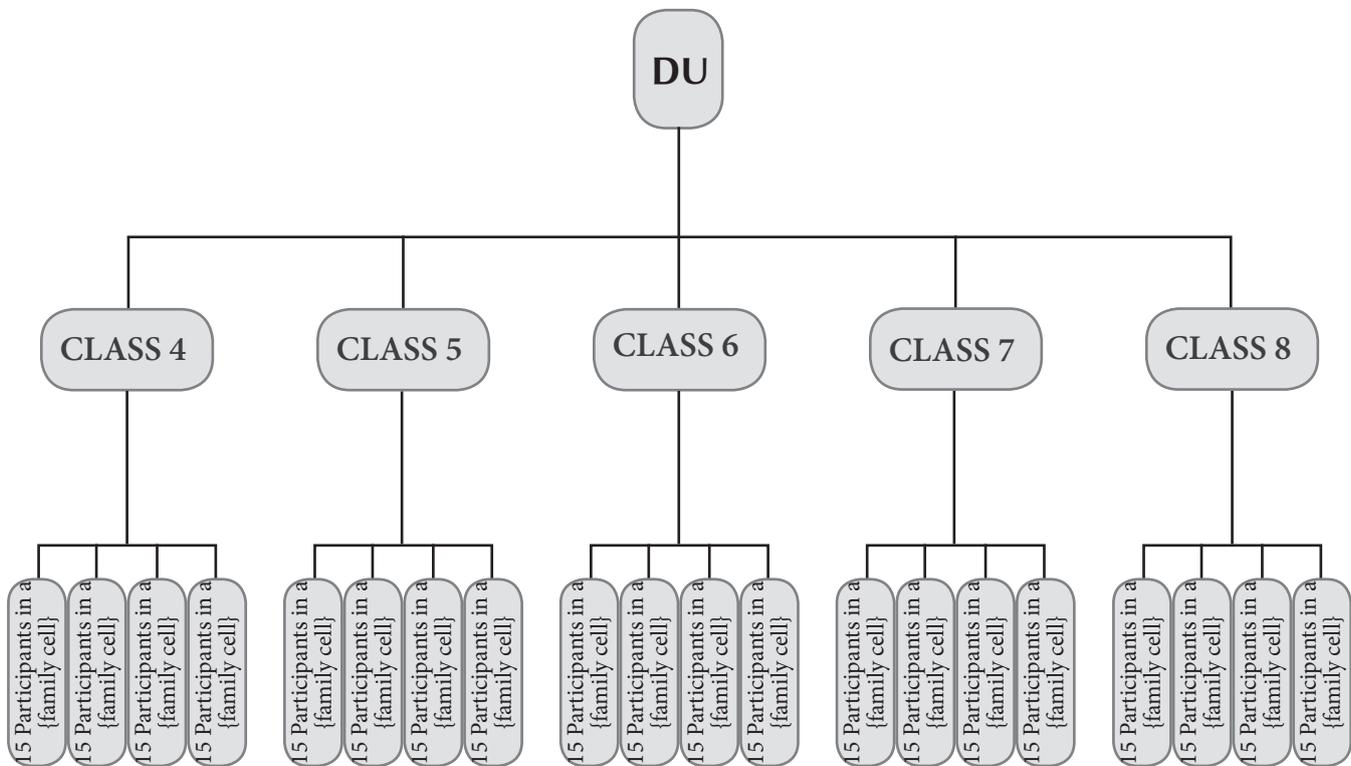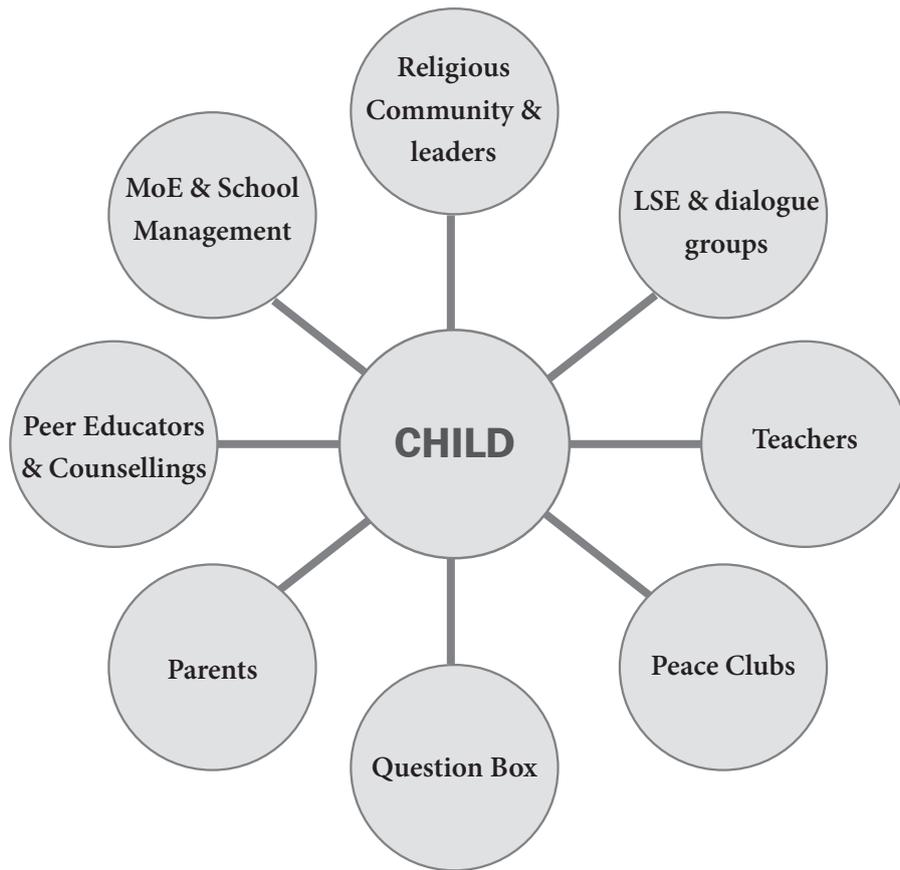
7.   Who is the Leader – Leadership/Thinking Skills

Ask the group to stand in a circle. Ask for one volunteer and send that person out of the room. The people in the circle should secretly choose a person to be the "leader". The "leader" should start an action such as clapping hands, dancing or stomping feet. The action should change every fifteen seconds or so. The other members of the circle should follow the leader's movements, without looking directly at the leader and giving him or her away. The volunteer is brought back into the room while these actions take place. The volunteer has three chances to guess who the "leader" is.

Appendix 2

Sample Delivery unit models

CHILD

- Religious Community & leaders
- MoE & School Management
- LSE & dialogue groups
- Peer Educators & Counsellings
- Teachers
- Parents
- Question Box
- Peace Clubs

DU

| CLASS 4 | CLASS 5 | CLASS 6 | CLASS 7 | CLASS 8 |

15 Participants in a {family cell}

Annex 1: Definition of Terms

Conflict: A Conflict is a strong disagreement between and within people with opposing needs, opinions and principles. It is part and parcel of life, and its effects depend on how well it is managed. As such, it may be seen as neutral. It may be viewed as both positive and negative depending on how it is addressed.

De-radicalization: The process of fostering a change in an individual's believe so that they accept that violence is not justified in pursuit of an ideological, religious or political goal.

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

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

Dialogue forum: Refers to a small group of around ten pupils formed deliberately to discuss a specific theme or issue and is guided by a trained person usually a peer educator.

Disengagement: A process through which an individual is assisted to dis-associate and denounce membership and believe in extreme ideals including the use of violence to achieve means .

Hate crime A criminal offence against a person or property motivated in whole or in part by an offenders bias against an individual or group. This usually on the basis of race, religion, ethnic origin among others.

Ideology: A comprehensive vision and a way of life that imposes a pattern, structure and interpretation on how one reads facts, events, occurrences and action.

Life skills: Refers to psycho-social abilities that help individuals deal with day to day challenges

Radicalization: This is a process through which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations and accepts the use of undemocratic and violent means to reach their objective

Rights Rights are legal, social, or ethical principles of freedom or entitlement. They are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory.

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

Violent Extremism: The believes actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and communal violence. If a person or groups decides that fear, terror and violence and justified to achieve ideological, political or social change and then acts accordingly this violent extremism

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

GAZETTE NOTICE No. 10690

THE PREVENTION OF ORGANIZED CRIMES ACT

(No.6 of 2010)

DECLARATION

IN EXERCISE of the powers conferred by section 22 (1) of the Prevention of Organized Crimes Act, 2010, the Cabinet Secretary for Interior and Co-ordination of National Government hereby, on the advice of the Inspector-General of National Police Service, declares the groups specified in the Schedule hereto to be organized criminal groups for the purposes of the Act.

SCHEDULE

42 brothers

Acrobatic	Cool Base	Mossad
Akapulo	Corner Stars	Ngundu River Boys
Akili za Usrku	Culture Boys	Nzoia Railway Gang
American marines	Egypt Boys	Quick Response Group
Bad men	Eleven Crazy (Mji Mkubwa)	Rambo Kanambo
Baragoi Boys	Elite	Rangers FC
Beasts	Epinants of qungiki	Rounder deniors
Black Latino	Frve Fipgers	Sanfit
Bongo Rongo	G15	Sarogeza
Boston Boys	Gaza	Seven Lions
Bulanda Boys	Mafuguli Gogo Team	Sikujui
Chap Ilale	Marachi Republican Councrl	Sixty Four
Chifu Kali	Masaa soo	Smart
Chimoi Highway Gang	Masenari	Smarter
China Squad	Matakwer	Spanish Boys
Chini ya Mnazi	Mawaiyo	Super porver
Chunga Chunga	Mayakuza	SWAT
Colombo	Memory/Mbele yao Gang	Taliban Boys
Confirm Group	Mkuki	Tek Mateko

Temeke	Group	Wakali Kwanza
Tiacha Group	Kasumburu Cool Base	Wakali Pili
Gaza Boys	Kawangware Boys	Wakali Wao
Gaza strip	KendaKenda	Wasasi
Islamic State	Kisoda Crew	Watalia
Jikoni Boys	Lipa Kwanza	Watoto wa Kambete
Jimba Lords	Timboni Mateja	Ya Moto
Kabaridi	Vietnam	Young Killers
KaduAsili Networks	Vijana wa Labour	Young Mulas
Kaganalau	Vijiweni Boys	Young Turks
Karanja road Usalama Youth	Wajukuu wa Bibi	**Dated the 28th December,**

2016.

JOSEPH NKAISSERY,

Cabinet Secretary for Interior,

and Co-ordination of National Government.