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Africa



# Prevention and Management of Emerging Forms of Violence through Education

A Report for  
Sensitization of School Heads and Chairpersons of  
School Board of Management (BoM)

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

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## Abbreviations

ADEA – Association for Development of Education in Africa

BOM – Board of Management

CVE – Countering Violent Extremism

GOK – Government of Kenya

ICQN – Inter-Country Quality Node

IEC – Information Education and Communication

KNATCOM – Kenya National Commission for UNESCO

LISP – Lifeskills Promoters

LRA – Lord’s Resistance Army

MOE – Ministry of Education

MRC – Mombasa Republican Council

NCIC –National Cohesion and Integration Commission

NCTC – National Center for Counter Terrorism

SLDF – Sabaot Land Defense Force

USAID – United States Agency for International Development

VE – Violent Extremism

## Operational Definitions

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

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

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

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

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

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

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

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

## 1. Introduction

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

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

MoE has seconded for contracting by ADEA, Lifeskills Promoters (LiSP) to spearhead the implementation of Capacity Building component of this project. The capacity building component of the Pilot phase of the project targets two schools from each of the seven counties selected: Kwale, Garissa, Nairobi, Muranga, Isiolo, Bungoma and Kisumu. The capacity building component is driven by the following objectives:

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

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

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

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

**Table 1: Capacity Building Delivery Workplan**

Group	Expected participants and training duration	Proposed Dates
Training of Trainers (Facilitators) Workshop	25 persons consisting of MoE and Lisp Technical persons, County Peace Focal Persons, and Community Resource Persons based in the target counties)	22 <sup>nd</sup> to 26 <sup>th</sup> May 2017
Sensitization for head teacher and BOM chairperson	28 (2 per school for 14 schools) for 2 days	26 <sup>th</sup> -28 <sup>th</sup> May 2017
Teachers Training	140 teachers {Average of 10 teachers per school for 2 days}	1 <sup>st</sup> & 3 <sup>rd</sup> June 2017
Parent Training	Parents (84, average of 6 per school)	2 <sup>nd</sup> June 2017
Peer Educators Training	Peer Educators (252, 20 per primary and 16 per secondary schools)	10 <sup>th</sup> – 11 <sup>th</sup> June 2017
Support Staff Training	Support Staff ( 70, Average of 5 per school)	17 <sup>th</sup> June 2017
Dialogue forum for the youth	1890 copies of dialogue books {1 book shared by 3 learners for 40 pupils per class for class 4-8 in primary and form 1-4 in secondary school}	June & July 2017
End of term Head teachers, Teacher (5 teachers per primary school and 4 teachers per secondary school), parents rep (2 per class) and peer educators Review and Planning meeting	<ul style="list-style-type: none"> <li>• 14 head teachers</li> <li>• 63 teachers (5 class teachers for primary and 4 class teachers in secondary)</li> </ul>	August 2017
Regular Monitoring for Progress	1 school visit per month for 3 months (1 each by the 3 facilitators)	May – July 2017

This report details the sensitization workshop for the Head Teachers and Chairpersons of the Schools' Board of Management drawn from the seven targeted counties as indicated above. Held at the Kyaka Hotel Machakos, Kenya on 26<sup>th</sup> -28<sup>th</sup> May 2017, the sensitization meeting was attended by a total of **20** individuals drawn from the targeted schools from six of the seven counties targeted. Of these, 12 were heads of institutions while **8** were BoM representatives. The facilitation of the workshop was conducted by Charles Mwaniki, Mary Kangethe and George Thuku from Ministry of

Education, KNATCOM and LISP respectively. The main objective of the sensitization workshop was to introduce the project to the school administrators to ensure ownership and support for the pilot project. They were thus expected to commit suitable dates and as well as mobilize relevant personnel for the planned activities at their school level.

## 2. Training Approach

A variety of methods were used to deliver the content: brainstorming, power point presentation, group discussions, plenary discussions, use of case studies, real life experience as well as question and answer methods. The main reference material used was the ToT Training Manual developed for the project.

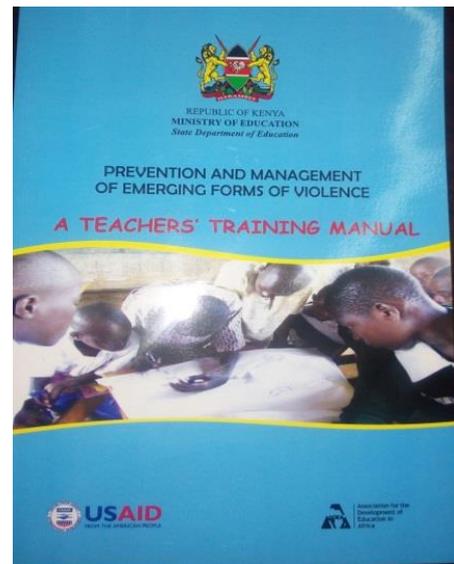


Figure 1: Cover page of ToT manual

## 3. Highlight of the Sessions Covered During the Workshop

The following is a highlight of the sessions that were covered during the one day sensitization workshop.

### 3.1. Opening Remarks

Giving his opening remarks, Mr Charles Mwaniki of the Ministry of Education, noted the important role played by the project in addressing emerging forms of violence which were increasingly becoming widespread across communities in the country. He noted that the project would go a long way in contributing to the prevention and management of violence in the education sector. He underscored the commitment of the government through the Ministry of Education in ensuring peaceful coexistence of all individuals in the education sector through imparting values and life skills to all learners. He assured the participants of not only his support but also that of the Ministry of Education. He thanked ADEA and LISP who had made the meeting possible through their support. He finally declared the workshop officially opened.

### 3.2. Climate Setting

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

The following is a summary of the expectations as expressed by the participants:

1. To learn and gain more knowledge on emerging forms of violence
2. To understand what the project was all about
3. To acquire more knowledge on life skills
4. To share experiences on various emerging forms of violence in their contexts
5. To make new friends
6. To gain skills on how to lead teachers

The facilitator then took the participants to assess their expectations against the workshop objectives and assured the participants that the expectations would be met through the various sessions of the workshop.

The Content of the meeting was then shared as follows:

- i. Situational assessment report
- ii. The project content areas on Prevention and Management of Emerging Forms of Violence
  - a. Understanding conflicts
  - b. Understanding radicalization and violent extremism.
  - c. Drivers of radicalization and violent extremism.
  - d. Process of radicalization and violent extremism.
  - e. De-radicalization and disengagement.
- iii. Peer Education Models.
- iv. Monitoring and Evaluation (M&E).
- v. Action Plan.

### **3.3.Highlight of the Situational Assessment Report**

This session was facilitated by Mr Mwaniki who pointed out that the capacity building phase had been preceded by a situational assessment and materials development on the prevention and management of emerging forms of violence through education. The situational assessment report had been conducted with the following objectives;

1. To establish emerging forms of violence in learning institutions
2. To establish the extent and impact of radicalization and violent extremism in learning institutions
3. To determine the drivers of radicalization and violent extremism in the education sector
4. To establish the ongoing interventions aimed at addressing radicalization and violent extremism in the education sector

5. To determine the existing gaps in addressing radicalization and violent extremism in Kenya

The presentation further highlighted on the following areas as covered by the report:

1. The findings of the study
2. Emerging forms of violence
3. Manifestations of the violence
4. Impact of the violence
5. Drivers (Pull and Push factors) to violence
6. Interventions by MoE
7. Gaps and Recommendations

Attached to this report is the presentation made by Mr Mwaniki.

### 3.4. Content Areas on the Prevention and Management of Violence

Mary Kangethe took the participants through a presentation to help them understand the aims, design and activities of the project on addressing emerging forms of violence. The presentation covered: understanding of conflict, levels of conflict, how to manage and prevent conflict.

The session was critical in setting pace for the participants to understand the succeeding session on prevention and management of emerging forms of violence. However, being a one day sensitization meeting, the content was not exhaustively covered. The head teachers and BoM pledged to support the implementation of the project in their schools.

### 3.5. Action Plan and Closure

George Thuku led the participants in developing an action plan to actualize the project. This entailed planning for:

1. Teachers' training
2. Parents' training
3. Peer educators' training
4. Support staff's training

The matrix used to develop concrete plans for the various activities is enclosed in annex 1.

### Workshop Closure

After a lengthy deliberation on critical elements in the administration of the training, the workshop was closed with prayers but not before a vote of thanks from Mr. Charles Mwaniki.

#### 4. Conclusion

The sensitization was critical in amassing the support and good will of the school administration for the project from a point of knowledge rather than coercion. The leaders revealed their own struggles in ensuring peaceful and facilitative school environment amidst a generally violent prone environment in which their schools were located. They therefore appreciated the wisdom of the MoE in coming up with the project to help address their appalling situation. It is hoped that the goodwill and commitment expressed by the school administrators will go a long way in ensuring successful delivery of the pilot phase of the project.

## 5. Annexes

### 5.1. Framework for Implementation

#### TRAINING ORGANIZATION AND DELIVERY

NO	TRAINING	PARTICIPANTS	VENUE	WAY FORWARD	REQUIRED DOCUMENTS
1.	HEADS /BoM SENSITIZATION MEETING	14 HEADS 14 BoM	Kyaka Hotel Selected schools	<ol style="list-style-type: none"> <li>1. Selection of teachers to be trained</li> <li>2. Planning for Teachers &amp; Peer educators training</li> <li>3. Identification of venues for training</li> <li>4. Dialogue forums formation and implementation</li> <li>5. Monitoring &amp; Evaluation of the pilot</li> </ol>	<ol style="list-style-type: none"> <li>1. Programme</li> <li>2. Attendance list</li> <li>3. Transport reimbursement lists</li> <li>4. Head teachers baseline tool</li> <li>5. Workshop evaluation tool</li> <li>6. Framework for implementation</li> <li>7. Training organisation and delivery</li> </ol>
2	Teachers Training	20 teachers per venue. (10 secondary school teachers and 10 Primary School teachers)	Pilot secondary Schools	<ol style="list-style-type: none"> <li>1. Selection of the lead teacher</li> <li>2. Selection of peer educators</li> <li>3. Planning for Peer educators training</li> <li>4. Dialogue formation and monitoring</li> <li>5. Data collection (teachers baseline tool, teachers monthly report, peer educators workshop)</li> </ol>	<ol style="list-style-type: none"> <li>8. Programme</li> <li>9. Attendance list</li> <li>10. Transport reimbursement lists</li> <li>11. Receipts (venue and Meals)</li> <li>12. Teachers baseline tool,</li> <li>13. teachers monthly report</li> <li>14. Dialogue tracking tool</li> <li>15. Dialogue summary tool</li> <li>16. Workshop evaluation</li> <li>17. Framework for implementation</li> </ol>

				evaluation, dialogue reports	18. Training organisation and delivery
3	Peer Educators Trainings	20 per school	School based. In pilot schools	<ol style="list-style-type: none"> <li>1. Discuss programme for the dialogue</li> <li>2. Formation of dialogue groups at school level</li> <li>3. Identify lead peer educators for each dialogue group</li> <li>4. Identify venue for dialogue groups</li> <li>5. Set the time for dialogue groups in the school</li> <li>6. Provide the dialogue materials</li> <li>7. Dialogue tracking tool</li> <li>8. Discuss the Dialogue summary tool</li> <li>9. Workshop evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Training Programme</li> <li>2. Programme for the dialogues</li> <li>3. Attendance list</li> <li>4. Receipts (venue and Meals)</li> <li>5. Dialogue tracking tool</li> <li>6. Dialogue summary tool</li> <li>7. Workshop evaluation</li> </ol>

## 5.2. List of Participants



 Association for the Development of Education in Africa
 

### LIFESKILLS PROMOTERS

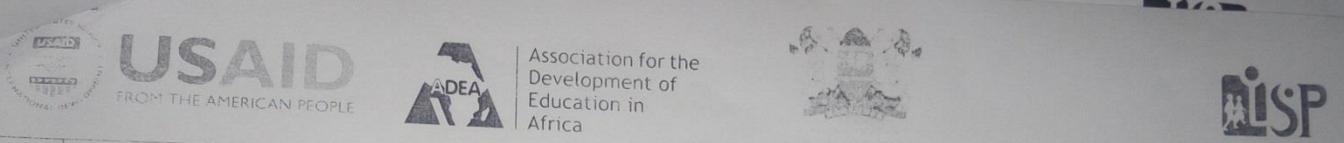
#### REGISTRATION FORM FOR HEAD TEACHERS AND PRINCIPALS

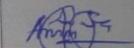
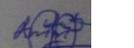
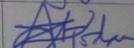
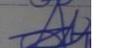
PROJECT: PREVENTION AND MANAGEMENT OF EMERGING FORMS OF VIOLENCE: ACTIVITY HEADTEACHERS SENSITIZATION MEETING

DATES 26-05-2017 VENUE: KYAKA HOTEL MACHAKOS

S/No	NAME	M/F	SCHOOL	I/GROUP	TEL NO.	EMAIL ADDRESS	SIGN 26 <sup>TH</sup> May	SIGN 27 <sup>TH</sup> May
M 1.	JANE MUTHONI WAKI	F	GITHUNG'ORI MIXED SEC.	M	0726302671	waitejane@yahoo.com		
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N 8.	MARGARET NDURI	F	TOM MBOYA PRI NAIROBI	M	0721301735	taginemeg2006@yahoo.com		
9.	PAMELA OBIERO	F	DANDORA SEC. SCHOOL	N	0720716693	dandosec@gmail.com		
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Pg. 2: List of participants



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### 5.3. Presentation on the Situational Assessment Report on the Prevention and Management of Emerging Forms of Violence

(See Attached)