Prevention and Management of Emerging Forms of Violence through Education

Peer Educators Training Report

Conducted in Various schools on 9th-10th June & 15th - 16th July 2017

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

Reported By:
Lifeskills Promoters (Lisp)
Church Road, off Waiyaki Way,
P.O Box 9845– 00200, Nairobi, Kenya
Tel: +254-721920647 (M); (0)20-4450448 (L); Fax: +254-(0)20-4451313
Email: lisp@lifeskills.or.ke  Website: www.lifeskills.or.ke

Submitted on 31st July 2017
Table of Contents
Abbreviations ........................................................................................................................................... 3
Operational Definitions ............................................................................................................................... 4
1. Introduction .......................................................................................................................................... 5
2. Training Delivery and Achievements ................................................................................................... 7
3. Training Approach and Methodology .................................................................................................. 9
4. Summary of the Issues Raised and Observed During the Trainings .................................................. 9
5. Action Planning .................................................................................................................................... 11
6. Challenges Noted From the Field ........................................................................................................ 12
7. Conclusion ........................................................................................................................................... 13
8. Annex 1: Programme for Training Peer Educators .............................................................................. 14

List of Figures and Tables
Figure 1: Cover Page of Peer Educators Training Manual ........................................................................... 7
Figure 2: A Peer Educator crosses the ‘Bridge of Life’ whiles Peers and the Teacher Look on during Peer Educators Training in Kisumu County ........................................................................................................... 9
Figure 3: Peer Educators during Outdoor Activity in Muranga County ......................................................... 9
Figure 4: Peer Educators in a discussion group in Bungoma County ......................................................... 10
Figure 5: Bongwe Secondary Peer Educators in a Groups Discussion Session ........................................... 11
Figure 6: Illustration of Dialogue Forum Model ........................................................................................ 11
Figure 7: A Peer Educator Leads Peers in a Dialogue Session in Githunguri Secondary School, Muranga 12

Table 1: Capacity Building Delivery Workplan ......................................................................................... 6
Table 2: Peer Educators Trained against Target per County ..................................................................... 8
Abbreviations
ADEA – Association for Development of Education in Africa
BOM – Board of Management
CVE – Countering Violent Extremism
GOK – Government of Kenya
ICQN – Inter-Country Quality Node
IEC – Information Education and Communication
KNATCOM – Kenya National Commission for UNESCO
LISP – Lifeskills Promoters
LRA – Lord’s Resistance Army
MOE – Ministry of Education
MRC – Mombasa Republican Council
NCIC – National Cohesion and Integration Commission
NCTC – National Center for Counter Terrorism
SLDF – Sabaot Land Defense Force
USAID – United States Agency for International Development
VE – Violent Extremism
Operational Definitions

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Expected participants and training duration</th>
<th>Proposed Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of Trainers (Facilitators) Workshop</td>
<td>25 persons consisting of MoE and Lisp Technical persons, County Peace Focal Persons, and Community Resource Persons based in the target counties</td>
<td>22nd to 26th May 2017</td>
</tr>
<tr>
<td>Sensitization for head teacher and BOM chairperson</td>
<td>28 (2 per school for 14 schools) for 2 days</td>
<td>26th - 28th May 2017</td>
</tr>
<tr>
<td>Teachers Training</td>
<td>140 teachers {Average of 10 teachers per school for 2 days}</td>
<td>1st &amp; 3rd June 2017</td>
</tr>
<tr>
<td>Parents raining</td>
<td>Parents (84, average of 6 per school)</td>
<td>2nd June 2017</td>
</tr>
<tr>
<td>Peer Educators Training</td>
<td>Peer Educators (252, 20 per primary and 16 per secondary schools)</td>
<td>10th – 11th June 2017</td>
</tr>
<tr>
<td>Support Staff Training</td>
<td>Support Staff (70, Average of 5 per school)</td>
<td>17th July 2017</td>
</tr>
<tr>
<td>Dialogue Forum for the youth</td>
<td>1890 copies of dialogue books {1 book shared by 3 learners for 40 pupils per class for class 4-8 in primary and form 1-4 in secondary school}</td>
<td>June &amp; July 2017</td>
</tr>
</tbody>
</table>
| End of term Head teachers, Teacher (5 teachers per primary school and 4 teachers per secondary school), parents representative (2 per class) and peer educators Review and Planning meeting | • 14 head teachers  
• 63 teachers (5 class teachers for primary and 4 class teachers in secondary) | August 2017 |
| Regular Monitoring for Progress | 1 school visit per month for 3 months (1 each by the 3 facilitators) | May – July 2017 |
To deliver the above commitment, LISP in collaboration with the MoE organized and facilitated the training of the Peer Educators from the seven target counties, namely:- Kwale, Isiolo, Garissa, Bungoma, Nairobi, Muranga and Kisumu. The peer educators were selected at the ration of 1:20 from classes 4-8 and forms 1-4 in primary and secondary schools respectively. Eventhough Kisumu County was targeted; a logistical hitch with one of the two schools in the county compelled the project team to defer the trainings. This has since been done for the head teachers, chairpersons of school BoM, teachers and parents. The trainings took place on 7th -9th July 2017 and the peer educators’ on 15th to 16th July 2017. This report is a summary of the peer educators’ trainings that were done in the seven counties as described above.

2. Training Delivery and Achievements

The trainings were conducted in the 14 schools across the seven counties and facilitated by the teachers who had been trained earlier. The trainings were guided by the following objectives:

1. To share information about the project on the Prevention and Management of Emerging Forms of Violence through Education.
2. To equip the Peer Educators with knowledge and skills necessary for the prevention and management of emerging forms of violence in school context.
3. To impart the Peer Educators with experiential skills necessary to facilitate dialogues sessions with fellow learners.
4. To arrange for a detailed plan for dialogue sessions by the Peer Educators on the prevention and management of emerging forms of violence.

The following were the numbers reached per school in each of the counties.
Table 2: Peer Educators Trained against Target per County

<table>
<thead>
<tr>
<th>NO</th>
<th>COUNTY</th>
<th>SCHOOL/VENUE</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nairobi</td>
<td>Dandora Secondary School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Tom Mboya Primary School</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Bongwe Primary School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Garissa</td>
<td>County High School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Al Fatar Primary School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>7.</td>
<td>Isiolo</td>
<td>Isiolo Boys High School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Wabera Primary School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>Kapsokwony Primary School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>11.</td>
<td>Muranga</td>
<td>Githunguri Mixed Secondary</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>Githunguri Primary School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>13.</td>
<td>Kisumu</td>
<td>Kisumu Day High School</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>Kisumu Union Primary School</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total (for seven counties)</strong></td>
<td></td>
<td><strong>280</strong></td>
<td><strong>289</strong></td>
</tr>
</tbody>
</table>

A total of 289 out of the target 280 pupils were trained as peer educators in the 14 schools in 7 counties. This was 103% achievement in terms of numbers reached.
3. Training Approach and Methodology
A variety of methods were used to deliver the content: Brainstorming, role plays, group discussions, plenary discussions, use of case studies, real life experience as well as question and answer methods. The training was based on a Peer Educator’s Manual developed for use by the programme. The content included the following (see annex 1 for programme):

1. Climate setting
2. Understanding conflicts
3. Emerging forms of violence
4. Introduction to Lifeskills for prevention and managing emerging forms of violence
   a. Self-awareness and esteem
   b. Assertiveness
   c. Decision making and problem solving skills
5. Peer Education Delivery Model
6. Dialogue forums
7. Action planning and workshop evaluations

4. Summary of the Issues Raised and Observed During the Trainings
During the trainings, some of the issues identified were as follows:

In Bungoma, the peer educators admitted knowing some gangs in their community. When probed further, they listed the following groups as some of the most notorious terror gangs in their locality:

(i) Turbo Boys- food maniacs
(ii) Barracks- aspiring security
officers
(iii) Fire fighters- girls bullying others
(iv) Pentagon- loyalists/spies
(v) Beards- rough/un Kemp
(vi) Jangili Boys- bent on causing violence
(vii) Radio Mambo Boys- Gossips/ rumor-mongers
(viii) Young Boys- Drop-outs, drunkards, beating people at night esp. at Kipsoen area
(ix) Kimakina Boys- school neighbors who torched the Boys’ Dormitory in 2016.

The teachers were however not aware of the existence of most of these gangs.

In Isiolo, the teachers expressed the concern that the number of pupils trained would not be sufficient to engage the entire school during dialogue sessions since only class 4 to 8 had been trained. It was agreed that the teachers may train more peer educators at the school level to fill any gaps noted. They were also advised that the trained peer educators could then help orient those trained by the teachers to ensure continuity as the project roll out plan is awaited.

In Kwale, it was reported that some students freely contributed to the discussion on the drivers of radicalization to violent extremism, adding that they knew at least some of their classmates who had since disappeared. However, there was great fear among some students and they were extremely cautious about divulging some information for fear of retaliatory attacks by the groups. The fear among the participants made it difficult to discuss the issues on emerging forms of violence.
In Nairobi, the students were very happy with the training and requested that more time should be allocated to the training. They were intrigued by the mode of presentation employed during the training and they reported that it helped them to learn a lot and pledged commitment to facilitate the dialogue sessions.

**Action Planning**

Following the training, the peer educators were mandated to form dialogue groups. A functional dialogue group entails a trained peer educator meeting regularly with a group of learners for a guided discussion on a particular topic. In

![Figure 5: Illustration of Dialogue Forum Model](image-url)

![Figure 6: Peer Educators in a Groups Discussion Session, Bongwe Secondary, Kwale County](image-url)
this case, LISP has already distributed dialogue guides on the prevention and management of emerging forms of violence for both levels.

5. Achievements and Challenges Noted
The objectives that were set for the peer educator’s training were met in all the target schools. The peer educators have demonstrated knowledge and considerable competence in facilitation of dialogue sessions with their peers with great success and creativity. By the time of consolidating this report, most of the schools had done at least three sessions from the peer educators dialogue materials designed for the project. For instance, peer educators in Githunguri Secondary School in Muranga County have devised creative ways of carrying out their dialogue sessions during their free time as shown in the picture below. This ensures that their class work does not suffer while they hold their dialogue sessions.

In spite of the successes noted, a few challenges were noted especially during the peer educators training. Some of the salient challenges noted:

1. Coordination was difficult given the high number of schools engaged. It was challenging coordinating all the teachers given the diverse geography and ongoing school programmes. However, the team kept an open communication throughout, and this helped resolve some of the issues that were coming up in the field.
2. There was a general feel that the content was too much to be covered within the two - days training period. Most of the team leaders were able to negotiate for more time after the official 4:30pm deadline as indicated in the time table.
6. Conclusion
The Peer Educators’ training marked the end of the series of trainings under the pilot phase of the Capacity Building component of the project. The teachers and parents have fully embraced the project as they recognize its role in preventing and managing violence and other disciplinary issues in schools. This has become a particularly more critical need given the increasing challenges of emerging forms of violence that seem to target the youth, some of which specializes in recruiting teenagers. As was revealed by the Situational Assessment Report conducted under this project, Gaza Boys in Nairobi is a teens’ only terror group notorious for recruiting even primary school children1.

Appreciatively, the enthusiasm with which the schools have taken the dialogue sessions is more likely to leave an indelible dent in the fight against emerging forms of violence especially in schools. In most schools across the counties, the dialogue sessions have begun in earnest.

### Annex 1: Programme for Training Peer Educators

<table>
<thead>
<tr>
<th>DAY / SESSION</th>
<th>8:30-9:30am</th>
<th>9:30am-10:30am</th>
<th>10:30am-11:00am</th>
<th>11:00-12:00PM</th>
<th>12:00-1:00pm</th>
<th>1:00-2:00</th>
<th>2:00pm-3:00pm</th>
<th>3:00-4:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST JUNE</td>
<td>Climate setting</td>
<td>Background to the Project Needs Assessment</td>
<td>B R E A K</td>
<td>Understanding conflicts</td>
<td>Understanding emerging forms of violence</td>
<td>L U N C H</td>
<td>Peer education &amp; Dialogue Approach</td>
<td>Action Planning</td>
</tr>
<tr>
<td>2ND JUNE</td>
<td>Introduction to life skills</td>
<td>Self-awareness and esteem</td>
<td>Relating with others</td>
<td>Decision Making &amp; Assertiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>