



Kenya Violence Prevention Project: Field Report

A report on the activities of the Joan B. Kroc Institute for Peace and Justice in Nairobi, Kenya during a February 2016 field mission to the country in collaboration with the organization's local partner, Chemchemi Ya Ukweli

*February 16 to
March 1, 2016*

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Trip Overview

From February 16 to March 1, IPJ Program Officer Daniel Orth and Director Dee Aker traveled to Nairobi, Kenya to continue the Institute’s work on its “Violence Prevention Project” in the country.¹ The primary purpose of the trip was to lead a three-day training for youth from Nairobi’s slum communities and staff from local partner organization *Chemchemi Ya Ukweli* (CYU) – “Wellspring of Truth”. Half of the youth participants were individuals from Kibera, Korogocho, and Mathare who had previously participated in joint IPJ-CYU trainings and have already assumed leadership positions within their communities. These individuals had been asked to identify one other youth leader from their community and, after consultation with CYU staff, invite this other person to attend the training. Therefore the other half of the youth attendees were likewise community leaders, but were new to the IPJ and CYU.



Figure 1 Training participants at the IPJ-CYU 3-day training in Kilimambogo

The primary goals of the training were to:

1. Build and strengthen a cadre of community change-agents to lead their communities and help resolve disputes before they become violent.
2. Help participants recognize their own emotional needs and improve self-awareness about their ideal emotional state, triggers, and strategies for “self-de-escalation”.

In addition to the three-day training, Orth was working with the CYU staff to strengthen a new proposal that will allow the two organizations to continue their work to improve youth-police-community relations into the future through new funding. To this end Orth and CYU staff met with a number of individuals including: Gitahi Kanyeki, Inspector General of the National Police Service; Sasha Kinney, formerly of PAWA 254; staff at the United States International University (USIU); and Linet Aguma of Caritas who took Orth to visit three schools in Mathare to meet with students in these schools’ peace clubs. During the visit Orth was able to develop a communication strategy for CYU (See Appendix D).

Three-Day Training

Overview

Participants arrived at the Kolping Vocational Training Centre in Kilimambogo, outside of Nairobi near the town of Thika in the evening of Tuesday, February 23. The training took place during the next three days, February 24 to 26. Kolping Kilimambogo is a residential facility which provides overnight accommodations and meals to conference and workshop participants. The site was chosen to maximize the amount of time participants were able to spend in training sessions by eliminating daily commutes to and from a day-use facility. There was also the added benefit of taking participants out of the chaotic context of Nairobi and their daily responsibilities, thereby

¹ Orth arrived in Kenya on Thursday, February 18. Aker joined him five days later on Tuesday, February 23.

giving participants the opportunity to more deeply engage in the training content. As such, participants spent the better part of three days together, eating breakfast, lunch, and dinner in the dining hall, and congregating together in the evenings.²

Eighteen participants took part in the training. Fourteen of these were youth from the Nairobi slum communities of Kibera, Korogocho, and Mathare, half of whom had previously participated in IPJ-CYU trainings while the other half were new to the IPJ and CYU. All of the youth participants have established themselves as leaders in their communities, many of them through active employment or volunteer roles in community-based organizations (CBOs). In addition to the fourteen youth, four members of the CYU staff also attended and actively participated in the training, in addition to co-facilitating portions of the training.

The training had four primary objectives:

1. Build and strengthen a cadre of community leaders variously referred to as mediators, change-agents, change-makers, and mobilizers with a focus on improving mediation capabilities
2. Address emotional needs and issues of self-care by helping participants to recognize their own emotional needs and improve self-awareness about their ideal emotional state, triggers, and strategies for self-de-escalation
3. Develop capacities in nonviolent action and citizen journalism
4. Create an action plan for immediate, collaborative action within each participant's community.

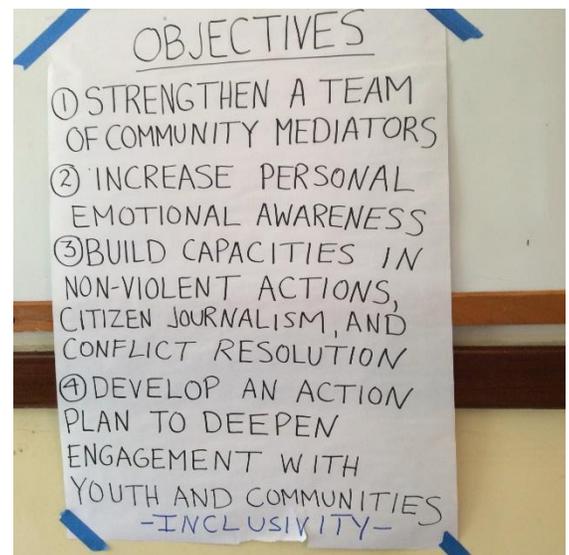


Figure 2 The objectives of the training including an overarching goal of inclusivity

Training sessions were alternately held in a large conference hall and in an open, grassy space outside of the hall. The latter space was utilized during the hotter parts of the afternoon and during mediation simulations. The hall was arranged with four tables of 4-5 participants at each.³ Name placards were shuffled at the start of each day so that participants could sit with and get to know all of the participants. Table groupings were made strategically based on participants strengths, interests, and personality traits. Additionally participants were seated with others from their community on Friday during the action plan development session.

Agenda

Day #1 – Wednesday, February 24

1. Introductions: Each participant was asked to share their name, community, current work focus, and their expectations/hopes for the training (Aker)⁴

² Based on discussion with participants, some of the most productive conversation took place late into the evening Thursday night as participants discussed the day's mediation training and simulations and considered ways that they would put these skills to work in their communities.

³ The four CYU staff sat together at one of these tables so that they could focus their participation on their work at CYU.

⁴ The name of the facilitator(s) for each session is provided in parentheses.

2. Your Hand – What you bring...and what you take with you (Aker)
 - a. Each participant was given a piece of paper and asked to trace his or her hand. On each finger participants were asked to write one skill, character trait, experience, etc. that they brought with them to the training (e.g. humor, 12 years of experience working with youth, positive energy). All of these hands here hung around the conference hall.
 - b. At the end of the training on Friday, participants were asked to take their traced hands down and write in the palm of this hand what they were now taking with them after three days of training together.
 - c. The exercise was a powerful way to get participants to recognize their own strengths (fingers) and to reflect on what they gained during the training (palm).

3. Non-verbal Communication Skills - Introductory Activity (Orth)

- a. Participants were put in pairs. Each person was asked to spend two minutes describing him or herself without using words, exclusively using gestures. After the two minutes the observer was asked to reflect back what he or she had interpreted from the other’s presentation. Participants then reversed roles.
- b. Following the exercise the group brainstormed a list of the actions they observed/experienced that were indicative of good active but non-verbal listening skills.

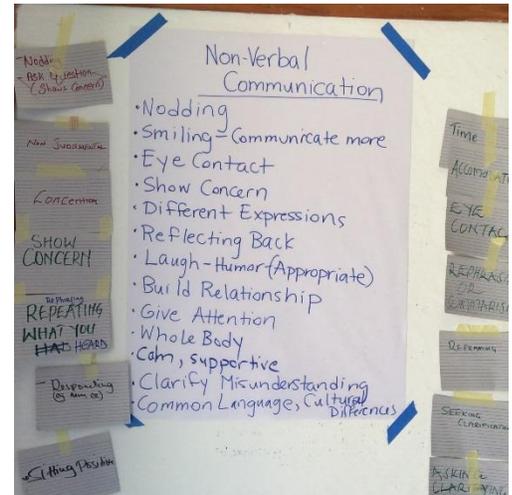


Figure 3 List of non-verbal strategies for being an active listener

4. Objectives – Facilitators shared the overall objectives for the three-day training (Orth)
5. “Who are you?” (Ombok)
 - a. Participants were paired with different partners. One partner was instructed to ask the other “Who are you?” ten times and record the responses given. Partners then switched roles.
 - b. Responses could be grouped into the following categories: Emotions, values, attributes, ideology, belonging, relationships
 - c. Participants were asked to share about their partner who they had “interviewed”
 - d. The group reflected on the activity and shared their thoughts and reactions:
 - i. The exercise revealed a surprising number of identities: nation, tribe, religion, profession, gender, family relations, personal characteristics, likes, passions, personal weaknesses
 - ii. To know a person you must ask the right question
 - iii. There is a fear of judgement and so we remain cautious, careful, confidential as we describe ourselves
 - iv. If we don’t get back the responses we expect, we get frustrated
 - v. It is good to get to know somebody by *asking* rather than by making assumptions

- vi. Multiple participants noted that it felt good to hear someone else introducing and speaking about them, especially because these introductions involved descriptions that reflected how the individuals saw *themselves* rather than as how society perceives them

6. Johari's Window (Ombok)

7. "Oranges" (Ombok and Aker)

- a. Story of two children fighting over an orange, one who wants the orange for the peel and one who wants it for the juice. The father attempts to resolve the dispute between screaming children by simply dividing the orange. Mother arrives home; she asks questions and discovers the real *interests* behind each of the children's *position* regarding their desire for the orange.



Figure 4 Diagram used by Ombok to teach participants "Johari's Window"

- i. Note: In the Kenyan context, the fact that the father is clumsy in resolving the dispute and the mother saves the day introduced a few gender dynamics into the discussion. In the future perhaps it would be interesting to reverse these roles or to make the parents gender-neutral.
- ii. The story prompted discussion from the group and a number of stories including one participant's story about a young girl from her community who had set fire to her house thereby killing her mother who had been inside. The child was subsequently labeled a murder and made an outcast. After some time someone finally spoke to the child about what she had done and why, revealing that the child had set fire to the home in an effort to destroy the place where her mother's new boyfriend abused the child, having no idea her mother was in the house.

- b. "How can you use an orange?" – In small groups, participants were asked to brainstorm a list of all the different ways that an orange can be used to help participants with thinking, questioning, and discussion.

8. Lunch Break

9. Ladder (Aker): To illustrate the importance of seeing value in asking questions to determine how personal beliefs are built and are different from other's and how this knowledge is needed to understand "the other".

10. Nonviolent Action: "The power of the oppressor is in the mind of the oppressed." (Ombok)

- a. This 90 minute session was led by CYU Founder Ombok, an experienced trainer and practitioner of active nonviolent resistance, and was held outside.
- b. Active nonviolence is a way of life that includes love, peace, reconciliation, relationship, mindfulness, compassion, simplicity, and the pursuit of justice. It is ultimately the pursuit of justice that leads to nonviolent action.

- c. Ombok used an inverted triangle to illustrate that situations of injustice, like a triangle standing on a single point, cannot exist by themselves without toppling over. Rather, these injustices (the example of gender-based violence (GBV) was used during the session) must be supported by individuals, institutions, and ideas.
- d. To accurately analyze an unjust situation and devise a strategic plan to utilize nonviolent action to topple this injustice, activists must ask and answer four questions:
 - i. What situation makes this possible?
 - ii. Who is supporting this situation? (i.e. Who are the pillars keeping the triangle standing up?)
 - iii. Who can we win over to change their views and gain their support and how?
 - iv. Action Plan: Who? What? When? Where? Why? How?
- e. Nonviolent Actions: Strategies to be Used
 - i. Public information campaigns and raising awareness (e.g. posters, signs, events, outreach, education, sensitization)
 - ii. Trainings
 - iii. Form an organization, network, discussion group
 - iv. Host meetings (See Public Information above)
 - v. Influence laws: Lobbying, public interest litigation
- f. Four intervention points for policy advocacy:
 - i. Policy formulation
 - ii. Policy review
 - iii. Policy enforcement
 - iv. Policy normalization/education/outreach

11. Citizen Journalism (Ombok)

- a. This session was held outside. The session began with brainstorming with the participants but was primarily lecture in format.
- b. Brainstorming with Participants
 - i. “What is media?”
 - 1. Definition: Ideally a source of accurate and objective, reliable information that is unbiased
 - 2. Examples: Newspaper, TV, radio, Facebook, Twitter, social media
 - ii. “How would you describe *Kenyan* media?” Oops, engaging, empowering, entertainment, misleading, fast to respond
 - iii. Problems with Media: Its negative (Good things aren’t news, only bad), propaganda, rumors, owned by interested parties including business owners, noise distracts from news, profit motive overrides common good, competition for space – what is important at the community level might get little attention



Figure 5 CYU Founder Ombok teaches participants about citizen journalism and active non-violence

from the national media, celebrity news and news of personalities, sensationalism

- c. Alternative Media
 - i. Community media, NGO media, theater, social media
 - ii. Community Media + Individuals = Citizen Journalism which must be predicated on reliability, credibility, quality, and accuracy
 - iii. How: Facebook, blog, Twitter, community radio, some offline products
- d. Fundamentals of Journalism: Ethics, defamation, protection of sources, morality (i.e. What to publish), objectivity (5Ws + 1H), relevance (defined by timeliness, newsworthiness, and impact on society, and perhaps a new angle on an old story

Day #2 – Thursday, February 25: Mediation⁵

1. Introduction of day's objectives
 - a. Define Mediation
 - b. Understand the Skills of the Mediator (and Practice them!)
 - c. Practice Mediating through Role Plays
2. Brainstorm
 - a. What is conflict? What does it look like? Sound like? Feel like?
 - b. Participant responses were recorded on chart paper.
3. Defining and discussing conflict resolution styles
 - a. Styles and definitions
 - i. Avoidance: Ignore the issue and pretend it doesn't exist
 - ii. Accommodation: Totally go along with what the other person wants
 - iii. Competition: Zero-sum contest in which one side wins and one side loses (Win-Lose)
 - iv. Compromise: Each side gives up something so that both sides win and lose
 - v. Collaboration: Win-Win where the two sides work together to meet both their goals (Get creative!)
 - b. The example from Day #1 about the two children fighting over an orange was used to illustrate how this conflict would be resolved using each of these five styles (i.e. avoidance would find the children pretending there was no issue, competition would find the two children fighting over the orange, compromise would be each of them getting one half, and collaboration would have been finding a creative solution in which the interests of both were met by giving one the peel and one the juice
4. Defining Mediation – Notes presented on PowerPoint and discussed
 - a. What is **Mediation**?
 - b. Voluntary and confidential **process** in which a neutral third-party, the mediator (YOU) helps disputing parties to **communicate better** to:
 - i. Clarify issues
 - ii. Identify interests (not positions!)
 - iii. Develop options
 - iv. Work toward a mutually beneficial resolution

⁵ All sessions on Thursday, February 25 were facilitated by Orth. Most of the day's content was shared with participants using a PowerPoint presentation.

- c. Assisted Negotiation
- 5. Skills of a mediator – Notes presented on PowerPoint and discussed; each of these skills was presented during the day’s training and participants had the opportunity to practice each of these
 - a. Active Listening
 - b. Asking Good Questions
 - c. Reflecting, Summarizing, and Reframing
 - d. Identifying Interests (Different from Positions)
 - e. Developing Options

6. Active Listening

- a. Brainstorm: Why is active listening important? What does it do? (e.g. build trust, strengthen relationships, reduce tension, gather information)
- b. Discussion with neighbor: What makes someone a good listener?
- c. 4 steps to active listening:

- i. Get the story – Encourage, ask open-ended questions, check for understanding
- ii. Clarify meaning – Ask good questions
- iii. Listen and watch for emotions and respond to them
- iv. Summarize – Tell the whole story



Figure 6 Participants discuss strategies for effective active listening

- d. Naming emotions – Because it is important for a mediator to be able to identify and name the emotions of those for whom they are mediating, participants were asked to brainstorm with their neighbor a list of emotions that someone could be experiencing. Because of the nuance involved with naming emotions, participants were encouraged to complete this exercise in Swahili or whatever other language was most comfortable.
- e. Active listening practice
 - i. Working in pairs, one participant was asked to read a prepared statement while the other listened and then responded by naming the feeling and its intensity, getting confirmation from the speaker, and then paraphrasing the message.
 - ii. Participants were then asked to respond personally to questions (e.g. What do you worry about? When do you feel frustrated?) while one partner answered and the other listened.

7. Asking good questions

- a. Open-ended vs. closed questions – How, what, why instead of yes/no questions
- b. Clarifying questions: Definition and sample starter questions (e.g. What did you mean when you said _____?)
- c. Probing questions: Definition and sample starter questions (e.g. What is it that concerns you most? How did you determine that _____?)

- d. Practice: Working in pairs, one participant was asked to read a prompt (e.g. She speaks to me in a very rude way that makes me uncomfortable.) to which the other participant would respond with open-ended, clarifying or probing questions.
8. Reflecting, Summarizing, Reframing
 - a. Each of these important skills of the mediator was defined, and example was provided, and then participants had the opportunity to practice each one by having one participant answer a question while the other reflected, summarized, and reframed what her/his partner had said.
 - b. Participants more easily understood and demonstrated reflecting and summarizing. Reframing proved far more challenging.
 9. Lunch
 10. Positions vs. Interests
 - a. The difference between positions and interests was first explored using the example of the boy and girl fighting over the orange in which the *position* of each is that s/he wants the orange while the *interest* of one is the peel while the other wants the juice.
 - b. Next, each of the terms was defined.
 - c. Finally, the difference between positions and interests was illustrated using the classic example of Egypt's President Sadat and Israel's Prime Minister Begin negotiating over the Sinai Peninsula after the Six Day War.
 11. The mediation process: Participants were given a quick overview of the structure of a typical mediation
 - a. Introductions and ground rules
 - b. Individual meeting with Party A
 - c. Individual meeting with Party B
 - d. First joint meeting
 - e. Second joint meeting (if needed)
 12. Mediation practice
 - a. Participants were divided into three groups of four. In each of these groups, two participants were identified as the mediators and two were identified as the parties in conflict. Each group also had a member of the CYU staff as an observer and coach.
 - b. Previously CYU staff had developed conflict scenarios that mirrored the kinds of conflict likely to take place in participants' communities and therefore the type of conflict they could reasonably expect to encounter as mediators in their communities. (See Appendix B for the conflict scenarios.)



Figure 7 Participants role-play a mediation simulation with the parties in conflict sitting closest to the camera

- c. Participants playing parties in conflict were each given their role and had an opportunity to read their role and then discuss it if there were questions.
- d. Next, the participants assigned to be mediators conducted a mediation. Throughout Orth and Aker circulated to observe and offer feedback.
- e. After approximately one hour, the group came back together to debrief the mediation, to discuss what had worked well and what did not.
- f. Following a break, participants switched roles and acted out a second mediation simulation.

Day #3 – Friday, February 26

1. Meditation and Self-Care (Aker)

- a. Sitting outside together in a circle, participants were led in a meditation activity which included a focus on intentional breathing and visualizing caring for self.
- b. Participants also discussed strategies for self-care such as journaling for mental processing and jogging for physically processing experiences.
- c. Participants were grateful for the opportunity to talk about the difficulties they experience in their day-to-day work in challenging contexts. Participants stated that they had been afraid to ask for help or feel vulnerable and had felt ashamed because of their own struggles.

2. Mobilizing resources (Ombok)

- a. Ombok led participants in a discussion about mobilizing community resources to support project activities. Rather than relying on external sources of funding (i.e. international donors and organizations), Ombok encouraged participants to think about leveraging local sources of support including churches and mosques, local business people, etc.

3. Strategic planning session (Orth)

- a. Participants were seated in groups according to where they lived such that each table had individuals from a single community so that they could plan joint activities.
- b. Participants were asked to develop an action plan for a series of project activities in their community. For each activity participants had to include the rationale, targeted beneficiaries, time frame, specific location, resources required, and sources of support.
- c. The hope was that by working together the groups would be able to better leverage their organizations, resources, skills, experience, networks, etc. to produce a greater impact in their communities than any single

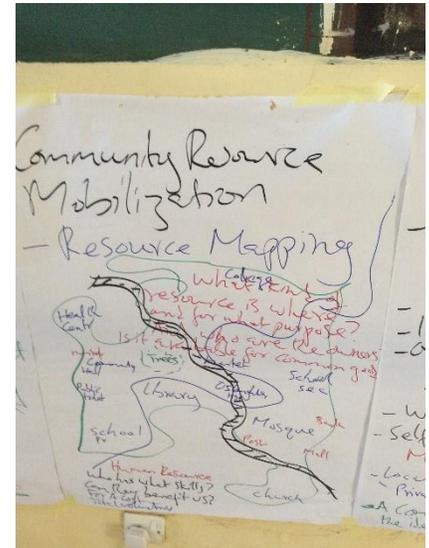


Figure 8 Community resource mobilization mapping exercise to help participants identify local sources of resources

Activity	A	B
Rationale (WHY?)	Provide opportunity for youth and police to interact	
Beneficiaries	- Youth - Police	
Time Frame	1st one in 2 months 2nd in 4 " 3rd in 6 "	
Location	- #10 Mathare	
Resources	- Hall space - Free - Refreshments - KSH	
Support (Dola?)	- People - Orgs - Facilitation - CYU	
Point Person		

Figure 9 Chart used to model the components of a successful action plan

person could working individually. The action plans were also intended to capitalize on the enthusiasm generated over the course of the three-day training so that each individual would leave with a list of specific actions that he or she could take immediately to contribute to peace in his or her community.

4. Evaluations – Participants completed an evaluation of the training. (See below for responses.)

Participant Feedback and Evaluations

Day #1 Feedback

At the end of the first day of the training, February 24, participants were asked to write down one strength of the training and one area for improvement.

Strengths (Organized thematically)

- Facilitation
 - Nice learning environment
 - Presentation was fabulous
 - Loved the facilitation
 - Facilitation skills were good
 - Facilitation – Good
 - The facilitators were brilliant
 - All the facilitators communicated with so much passion, ease, enthusiasm and understanding of the subject matter – I am encouraged and wiser!
 - Nice things – Interesting sessions – Fun facilitators
- Self-Awareness
 - The most interesting topic of the day was Johari’s Window (self-awareness)
 - The awareness topic was great
 - Good thing: Self-awareness topic
 - The self-awareness topic was well covered and I really enjoyed
 - Johari’s window – Keep it up
- “Orange Story”⁶
 - The orange story made me realize how at times I act without thinking – That was a great lesson
 - The orange story and its relevance to conflict transformation and management
 - Story of the dad and the kids
- Citizen Journalism
 - Journalism
 - Media stress class was wonderful and interesting
- Ladder
 - The important thing I learn is that the ladder you can grow up and come down
 - The important thing I learn[ed] is the ladder from Dee – Life can go up or down
- Others
 - Loved introduction on “Who I am”

⁶ The classic negotiation story of two children fighting over an orange, one of whom wants the orange for its juice, the other who wants it for the peel, and the parent who initially fails to resolve the dispute by simply dividing the orange in two while the other parents asks questions to uncover the children’s true *interest* in the orange.

- Non-verbal introduction [activity]

Areas for Improvement

- More emphasis and more attention on media
- I want to know more about active non-violence
- Ladder exercise
- Time management – Fair
- I wish we would end at 4pm – Timing too long
- Some people were not able to talk in larger group; I think they need to be in smaller groups
- What I would like to change or be done better next session is the afternoon session to be more engaging, e.g. to have group work and practicals in the afternoon like the morning
- Sitting at roundtable is a nice option for tomorrow

Day #2 Feedback

Similar to Day #1, at the end of the second day, February 25, participants were asked to write down one strength of the training and one area for improvement. Note that because the entire day was dedicated to mediation, all of the participant feedback is related to mediation.

Strengths

- Mediation process that has empowered my skills
- The role play activities was just the best – It puts thing into real situations that one may face during mediation that really makes it more practical
- I also liked the definitions of reflection, summarizing and reframing
- The mediation was wow topic to me – I have to learn more
- Reframing questions are important
- Sessions on mediation simulation were enjoyable
- Great day
- The session was good because we have done a lot practical that can make u[sic] understand better
- What I liked about today is that it had a lot of activities that allowed us to indulge in the sessions to understand better
- The thing that I loved most is that after the theory part we had to do the practicals which helped by understanding the concepts of mediations better
- Today's session was: learned where compromise comes and face a test mediation
- Good – I loved the engagement
- Mediation – Good
- Good: Mediation
- Good: Facilitation skills was[sic] very good; conflict resolution styles was very good

Areas for Improvement

- Next time leave more time and space for practice and theory
- Keep time
- Not bad, but interesting
- What I thought was not ok – Nothing, but perhaps increase the days of the forum – maybe 4 or 5

- The training should have been allocated more time so that we can sharpen our mediation skills
- Time management
- Bad: Time management

Day #3 – Formal Training Evaluation

At the end of Day #3, and therefore the end of the training, participants were given a formal evaluation of the entirety of the training (See Appendix C). Sixteen participants submitted evaluations.

	Strongly Agree	Agree	Disagree	Strongly Disagree
This training was useful for me	14	2	0	0
I have gained useful tools and skills that I can use in my daily life and work	12	4	0	0
I feel more confident as a leader or more prepared to take on a leadership role following this training	10	6	0	0
I feel prepared to engage with others in my community because of this training	8	8	0	0
This training helped me better understand my own emotions, strengths, and abilities	10	6	0	0

1. What were the most valuable and/or useful aspects of this training?

- Time keeping was the most valuable thing
- Skills on mediation; though I have past trainings but this was unique and most practical
- The role plays were much better since they help you get into how the real situation will be during a mediation situation.
- Self-awareness skills as a trainer; I need to understand myself for me to understand my environment/community
- Learning how to understand myself better; this way I can help others
- Mediation, self-care, citizen journalism
- Mediation skills learned; facilitation was great; hospitality was good
- Mediation techniques; the story of the organization in Nepal⁷; conflict resolution styles
- Conflict resolution; understanding my own emotions, strengths and abilities
- Training methodology; conflict resolution styles; non-verbal communication
- Mediation skills
- Sharing the problems and having resolutions to the problems
- The most valuable aspects is that the impact knowledge the facilitators have impacted on us will take it to my community
- Coordination between the facilitators
- The form/level of engagement was superb; the environment in which the training was located was conducive to learning; the facilitation and presentation was inclusive
- Conflict resolution; engaging of different stakeholders

⁷ Information was shared about the IPJ's partner organization in Nepal, Sano Paila, specially about how the organization has mobilized resources within the community to support the organization's work

2. *How will you use the skills, knowledge, and content of this training in your community?*

- I will pass the information to my community
- I will work more with community groups, not only in Nairobi but other locations. I will work more with religious leaders.
- Will always be a peace ambassador within my community since am now equipped with more knowledge
- My mediation skills can be used better now compared to when I came in solving disputes
- I will incorporate it in my normal job so that this way I deliver better and give more impact to self and the community
- Incorporate learnings in my work
- Help in mediation process in the community
- Participate in more peace activities in my community, Korogocho slum; Engage more in local resource mobilization, the story of Nepal made me realize we have it all in our fingertips
- I will engage my skills with the community by sharing my experiences in this training to solve issue around myself and the community.
- I will use these methodology when training or conducting a meeting
- Build relationships
- The skills and knowledge I have accrued from the training I am going to share with my youth and young mothers in my community
- I will try to perfect my mediation skills and try to solve simple dispute in my area; In each forum I facilitate I will take the tactics that the facilitators use and try to see if they will work (e.g. mediation tactics)
- Practice in my community/home; teach the basics in my community TOT
- Sharing them with the community
- By creating community mobilization and awareness



Figure 10 Participants complete training evaluations

3. *How would you change this training to be more useful in the future?*

- By attending a lot of programs
- More days to explain otherwise new and difficult concepts; More role plays, games and ice breakers
- The time frame of the training was so limited, leaving us yearning for more of the topics to be explained
- Have more time in meditation topic since it's a huge topic that needs enough time and space

- I would allocate more time so that all the topics are allocated more time in order to really learn and experience more
 - More time to go deeper into topics and issues
 - Provide more days to tackle various topics related to the mediation & counselling
 - Do more on leadership skills
 - I would maybe suggest longer sessions or 5 days to cover everything
 - Conduct more training like this in the grassroots level
 - Power-sharing
 - By inviting more youth in the training
 - I would not change anything, but add some more topics, like how to be a good counselor and also extend the time frame for more topics on capacity building
 - The training was 90% good the other 10% is to create room for more improvement and knowledge
 - I have learned a lot that has made me realize that it's important to share it
 - By networking with various stakeholders from different county to country, youth, women
4. *Would you be interested in attending and participating in future IPJ programs? If yes, what topics would you like these programs to cover? If no, why not?*
- Yes, Topic: Mediator topic
 - Peacebuilding, conflict transformation, mediation, counter-violent extremism, and counter-human trafficking
 - Yes – More on mediation and resource mobilization
 - Yes, cover more on self-awareness and mediation process
 - Yes, I would like to get more skills on mediation and self-awareness
 - More self-care; deeper mediation and resource mobilization
 - Yes – More on conflict management, peacebuilding, and gender-based violence
 - Yes – Leadership skills, resource mobilization, peacebuilding and on conflict resolution with real time stories or experiences
 - I would want to participation and conflict resolution was interesting
 - Yes – Mediation skills and non-verbal communication
 - Yes – Leadership skills, peace
 - Yes: The topics I would like is insecurity cause without security or peace
 - Yes, e.g. violent extremism, counselling, human rights
 - Yes, I definitely would; peace & reconciliation, peace and mediation
 - Yes, I would love to sharpen my skills in mediation
 - Yes, a lot land dispute or land issues

Future Plans to Assess Impact

To assess the impact of the IPJ-CYU training, a follow-up survey will be sent to participants in August 2016, six months after the training. Participants will be asked to provide details about the implementation of the action plans they developed on Day #3 and examples of how they have used the content of the training (mediation skills, community resource mobilization, etc.)

Additional Meetings

CYU Staff

February 18

At the beginning of the trip, Orth sat down with CYU staff to discuss the organization and its current needs. There had been a recent merger of two program areas to create a joint Government, Security and Safety Program. The new combined program is in need of resources.

One of CYU's primary needs is for documentation of both historical and ongoing activities. Staff recognize that the organization has engaged in a lot of meaningful work, but there has been, to date, very little documentation of these project activities. This is both a short and long-term need of the organization and something that should be built into any proposal.

Documentation of CYU activities could be shared via a number of avenues including social media, the organization's quarterly newsletter, and the website. Primary audiences include funders, direct beneficiaries of CYU work, other organizations doing similar work that could learn from CYU's experience, and the media.

During the meeting Orth and CYU staff discussed changes and additions to a draft proposal. These changes included adding participatory theater as one opportunity for police-youth interaction in addition to football (soccer). There is also significant interest in including a psychosocial dimension to the project to address the traumatization experienced by both police and youth. One avenue for this could be through graduate students at USIU who are required to complete an internship as part of their schooling. These students could provide free or low-cost counseling to youth and police. Amani Counseling is another organization providing such psychosocial support and could be tapped for the project.

Training Planning

Friday, February 19 and Monday, February 22

Orth met with CYU staff to discuss the three-day training that took place the following week. These two meetings were necessary to finalize the training objectives and agenda. Ultimately these discussions led to the training described in the previous section of this report. One challenge was that the CYU staff wanted a large number of topics covered; however, with only three days for the training it would have been impossible to cover all of these topics in their entirety. As such, what was decided was that this training would give participants exposure to a wide range of topics which could be developed in greater detail in future trainings.

Gitahi Kanyeki, Internal Affairs Unit of the National Police Service

Monday, February 22(?)

Orth and CYU staff traveled to meet with Gitahi Kanyeki of the NPS to discuss the ongoing challenges confronting the Kenyan police. By far Kanyeki's greatest concern related to the traumatization of police officers and the resulting complications this creates when these individuals attempt to fulfill their professional responsibilities. Kanyeki stated that trauma is an issue that has never been addressed, not even in the most recent police reforms. Kanyeki has come to the United States of America to visit a trauma hospital in Orlando, Florida and has studied military trauma counseling.

Kanyeki is working to sensitize senior officers about what trauma is and what are its effects, how to identify it, and what can be done to treat it. In this effort, the NPS has partnered with Amani Counseling to train 48 officers through a two-day workshop on trauma and basic counseling. The need is high and Kanyeki favors expanding this program to train significantly more officers, focusing on training and sensitizing higher ranking officers first. Traumatized officers and their families, who are themselves often traumatized, often discourage others from joining the police, impacting the force's recruitment efforts.

A number of organizations were mentioned as potential partners to develop a psychosocial support program including Tangaza, Nairobi University, Kenyatta University, USIU, and St. Paul's. There was also a suggestion to consider Islamic educational institutions as well.

Sasha Kinney

Monday, February 22

Orth and CYU staff met with Sasha Kinney to discuss possible funders of joint IPJ-CYU work. The majority of USAID funding is currently focused on democratization and the upcoming elections. The organization Making All Voices Count (MVC) was mentioned as a potential funder. Applications were currently being accepted on an open, rolling basis. To be competitive a proposal must include a technology component and would be strengthened by including language about civic engagement, perhaps by building in a loop by which civic engagement leads to engagement with public officials, including police. The Japanese Embassy was also mentioned as a possible partner because of their interest in police capacity building. If the IPJ is interested in submitting a proposal to the Japanese it's important to find a way to include the Japanese in some way in the program activities.

Linet Aguma and Mathare Peace Clubs

Monday, February 22

On Monday, February 22, Orth traveled to Mathare to visit three school peace clubs run by Linet Aguma of Caritas. Orth had the opportunity to speak with students and staff at each of the three schools who participate in Caritas' peace clubs. At each of the schools, students performed work produced as part of their peace club activities, in one instance singing a song, in another reciting poetry, and at the third performing a play. In all instances students spoke about the importance of the peace clubs in reducing violence in their schools and in helping the students learn how to productively deal with and address conflict.



Figure 11 Students perform a play about peace and conflict

Dr. Ella King and Pius Kakumu, USIU⁸

Friday, February 25

Aker and Orth went to the United States' International University to meet with Dr. Ella King and Pius Kakumu to discuss a number of areas on which USIU could support IPJ-CYU programming. Specifically there was discussion about the possibility of having graduate students in the university's counseling program provide psychosocial support to the police and youth involved in IPJ-CYU programming. The meeting also included a discussion of having USIU students serve as interns with CYU to provide meaningful, practical experience for students while also improving the capacity of the organization. Lastly King shared an opportunity available at USIU for youth to attend a training on creating small business enterprises. The training would bring youth with whom the IPJ is working to the USIU campus for a multiday training on starting and running small businesses. The opportunity seemed promising, but would need to have external funding as the university does not currently have any resources to commit to the project. Orth also got to speak with a current USIU student focused on political science and peacebuilding who expressed interest in potentially facilitating some roundtable discussions around the IPJ's upcoming defying extremism regional dialogue to take place in Kenya in summer 2016.

Alice Nderitu, WPM

Monday, February 29

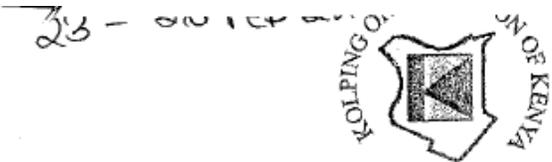
Aker and Orth were able to meet with 2012 IPJ Woman PeaceMaker Alice Nderitu to discuss planning and preparations for the July 2016 defying extremism regional dialogue. Nderitu was able to share some limited information about preparations that had already been made, but much of the work still needed to be completed.

⁸ Aker had been the Vice Chancellor of USIU from 1979 to 1984 and during the visit to the campus she took part in a ceremony to unveil a portrait of her that will be part of an exhibit about the school's leaders.

Appendices

Appendix A – Training Participants

	Name	Notes
1	Awatt Awatt	Part of LEAD Initiative; lives and works outside of Nairobi
2	Abdulla (Abdul) Mahmud	Peace champion and climate change ambassador; came to training hoping to share ideas and access resources while building a network
3	Salim (Cha Cha)	From Mathare; goal to learn about leadership, partnerships, and peace; Peace ambassador
4	Wakasa Barasa	Born and raised in Korogocho; brings opportunities; wants to promote unity and bring everyone together before the 2017 election
5	Siyama Ismail	Cultural ambassador for East African Affairs; personal change began at Kilimambogo at a CYU training where Siyama became an agent for peace;
6	Esther Mabeya	Born and raised in Kisumu; victim of post-election violence; wanted to learn about conflict resolution, human rights, and how to heal; currently volunteering with Usalama; graduate student who knows theory but wants to learn the practice
7	Stabua Yusuf (Hadijah, “Star”)	From Kibera; represents young women and works with the Young Mothers Association where she does beadwork and teaches other practical skills to young mothers
8	Mwanamgeni Abdallah	
9	Evaline Nyaaga	From Kibera; also representing young mothers; this was her first meeting/training of this kind
10	Sudeis Ali	From Kibera; administrator of a GBV organization; connected to an urban slums development group; works for women’s empowerment while also working for men
11	Jenipher Atieno	From Kangemi; works with youth; very quiet, shy participant
12	Veronica Njeri	Married mother of two; experience working with youth and children who believes in the power of changing young people; experience with street theater and puppets
13	Fred Odwiambi	Believes that work with communities matters; has worked on lots of different issues including youth and health; likes to use theater, recognizing the importance of grounding theatrical performance in the actual lived experience of a community; doesn’t believe in giving solutions but helping to spark discussions; part-time CYU staff member
14	Julius Maina Njoka	Kariobungi; founder of the Brotherhood Foundation that works with youth and women; wanted to exchange information
15	Aggrey Oringo Amwomo (Saul)	CYU Programme Manager for Governance, Security and Safety
16	Dola Nicholas Oluoch	CYU Programme Manager for Training
17	Rev. Anthony Jami Sasaka	CYU Programme Manager for Inter Religious Dialogue
18	Otieno Ombok	CYU founder and former executive director



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 Date: 28/02/2016

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Thika- Kenya E-mail: kolping@kolpingkilimambogo.org +254202045114/128

WORKSHOP PARTICIPANTS LIST

GROUP NAME: CHEMCHEMI YA UKWELI / KROC INST. FOR PEACE & JUSTICE
 P.O. BOX: 14370 TEL NO: 0720571842 INV NO: 0100
 DATE: 25-02-2016 LPO NO: _____

NO	NAME	ID NUMBER	SIGNATURE	BREAKFAST	10 AM TEA	LUNCH	4 PM TEA	DINNER	ACCOMMODATION
1	Jami Sasaka Rev	9444581	[Signature]	✓	✓	✓	✓	✓	✓
2	Ango Anwano	11824582	[Signature]	✓	✓	✓	✓	✓	✓
3	OLUDICH DOLA	21265378	[Signature]	✓	✓	✓	✓	✓	✓
4	EKALINE NYAGA	24601570	[Signature]	✓	✓	✓	✓	✓	✓
5	WAKASE BARASA	12500476	[Signature]	✓	✓	✓	✓	✓	✓
6	STABUA YUSUF	25218398	[Signature]	✓	✓	✓	✓	✓	✓
7	JULUS MATHA NJIKA	23568352	[Signature]	✓	✓	✓	✓	✓	✓
8	Sudels Ahi	83193895	[Signature]	✓	✓	✓	✓	✓	✓
9	Siyama Ismail	8892950	[Signature]	✓	✓	✓	✓	✓	✓
10	Selim Chacha	25390769	[Signature]	✓	✓	✓	✓	✓	✓
11	Avott Awatt	2150937	[Signature]	✓	✓	✓	✓	✓	✓
12	GENIPHER ATIENO	26989594	[Signature]	✓	✓	✓	✓	✓	✓
13	Veronica Njeri	21542346	[Signature]	✓	✓	✓	✓	✓	✓
14	Fredrick Odwisamba	22263481	[Signature]	✓	✓	✓	✓	✓	✓
15	Abdulai Mahmud	25159879	[Signature]	✓	✓	✓	✓	✓	✓
16	Murungani Pocholohi	24927182	[Signature]	✓	✓	✓	✓	✓	✓
17	Daniel Orth	451388272	[Signature]	✓	✓	✓	✓	✓	✓
18	Dennis Akize	530990131	[Signature]	✓	✓	✓	✓	✓	✓
19	Esther Mabeya	28123668	[Signature]	✓	✓	✓	✓	✓	✓
20	OLIND OMBOK	105249570	[Signature]	✓	✓	✓	✓	✓	✓
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Appendix B – Meditation Scenarios

Scenario #1⁹

Party A

You work for an NGO and have recently been promoted. You are now the manager of people who used to be your peers. You feel the need to establish yourself in your new position, but one particular person seems to be constantly trying to challenge your authority and is influencing the other employees to make your life difficult. You have had a number of rows with this person and feel it is time to sort things out. Your manager has asked you to set up a meeting.

You just want a quiet life and for your new authority to be accepted. Reluctantly, you feel you have to arrange a mediation session with this person to try and sort things out. The manager is willing to set up a mediation session. You want an outcome that meets your needs and takes account of the other person's feelings.

Party B

You work for an NGO. You were expecting to be promoted but instead one of your colleagues got the job. You are very disappointed and to make matters worse you feel that he/she is being very insensitive and ordering you around when there is no need to do so. He/she also accuses you of influencing the other works to challenge his/her authority. The two of you have had a number of rows and he/she has suggested that the two of you meet to sort things out and your manager is willing to set up a mediation session.

You agree to the meeting. You just want a quiet life, but you do want him/her to stop behaving so badly towards you. You want an outcome that meets your needs and takes account of the other person's feelings.

⁹ For all three of the mediation groups the role of Party A (i.e. the individual who had been promoted) was given to a woman while Party B was played by a man. Doing so introduced an interesting gender dimension to the simulation especially because of the general tendency in Kenyan society to favor the interests of men over women.

Scenario #2

Party A

You are a young widow, a mother of two who lives in Kibera. You lost your husband through a tragic road accident. This happened when you were just six years into marriage. For the first time in your life, you experienced the judicial system in Kenya working promptly and properly. It took only one year for the court to rule in your favor and the other people who lost their friends, relatives, and loved ones during the accident. You were compensated with money you used to build some rental rooms in Kibera. To date this is your only source of income.

One of your tenants is a 3rd year law degree student at the University of Nairobi. He is a beneficiary of the University Mtaani program, a campus which the university opened in Kibera. He is months behind on his rent payments and you think it may be necessary to kick him out.

Party B

You are a 3rd year law degree student at the University of Nairobi. You are a beneficiary of University Mtaani Program, a campus which the university opened in Kibera. You have rent arrears for the last 4 months and your landlady has been pushing you to clear the arrears. You have already postponed the payment date, promising to pay when you can. You and your landlady have a conflict situation. You can no longer settle the matter amicably. For some time now she has been trying to throw you out of the house. The situation became even worse when she mentioned that she was considering taking you to court. "That sounds like a great option since I know how to defend myself in the court of law," you told her. On second thought, she suggested to invite the elders to resolve the dispute. "They can help us in this situation," she suggested. But you feel like the elders lack skills, knowledge and the ability to resolve the issue. As a young, enthusiastic student lawyer, you cannot imagine listening to uneducated, old men. Instead you suggest a mediator and your landlady agrees with you.

Appendix C – Training Evaluation

TRAINING EVALUATION – Youth Leaders of Nairobi

Chemchemi Ya Ukweli & the Joan B. Kroc Institute for Peace and Justice

Kolping Kilimambogo, Thika, Kenya – 23-26 February 2016

	Strongly Agree	Agree	Disagree	Strongly Disagree
This training was useful for me				
I have gained useful tools and skills that I can use in my daily life and work				
I feel more confident as a leader or more prepared to take on a leadership role following this training				
I feel prepared to engage with others in my community because of this training				
This training helped me better understand my own emotions, strengths, and abilities				

1. What were the most valuable and/or useful aspects of this training?
2. How will you use the skills, knowledge, and content of this training in your community?
3. How would you change this training to be more useful in the future?
4. Would you be interested in attending and participating in future IPJ programs? If yes, what topics would you like these programs to cover? If no, why not?

Name (Optional): _____

Please use the back of this page for additional comments and questions.

Appendix D – CYU Communication Strategy

Documentation & Communication Strategy – Chemchemi Ya Ukweli

February 2016

Format	Audience	Observations and Considerations	Next Steps
Website	Youth, Beneficiaries, Potential Funders	<ul style="list-style-type: none"> - Website is visually very attractive with good, clear layout - The “Chemchemi News” section is good but needs to be regularly updated to communicate all the work that CYU is doing (Note: This could be done by more regularly posting to the blog which is where it appears the “News” on the website homepage comes from.) - It could just be formatting on my computer, but right now I have to scroll down to see the quotes that appear with the photos on the homepage. Is it possible to resize so the quotes appear on the screen when the page first loads? - I love the Dalai Lama quote, but it seems a little out of place. I think it would be better to have 3 “News” items here and perhaps relocate the Dalai Lama quote and photo. 	<ul style="list-style-type: none"> - Add photos of “Our Team” - Create “Programs” dropdown menu in top navigation bar similar to “About Us” - Update copyright (2013→2016) - Consider adding more BIG background photos to the homepage. The two photos that are there are good (e.g. the four young women and the Arch Bishop) but it would be nice to get a little more variety, especially if some of the photos could be of CYU in action. - Embed the “Champions for Peace” video somewhere on the website. Maybe on the “Programs” page?
Facebook	Youth, Beneficiaries	<ul style="list-style-type: none"> - Low number of followers (75 likes) - Currently inactive – Last post from 2012 - Gallery needs more photos - No videos currently uploaded 	<ul style="list-style-type: none"> - Build follower base through outreach <ul style="list-style-type: none"> o “Like” other organizations o Ask all staff, board members, trustees, and friends to “Like” CYU FB page - Create series of “Throwback Thursday” (TBT) posts about CYU’s past activities and create a schedule for posting these every week (Bonus: A good way to document past activities) - Plan to post at least 2-3 times per week - Use the FB page to draw attention to important issues in the news that are related to CYU’s work - Add more photos

			<ul style="list-style-type: none"> - Upload “Champions for Peace” in the videos section
Twitter	Youth	<ul style="list-style-type: none"> - Currently 2 Twitter handles - @chemchemi and @cyukenya = Confusion - Currently inactive – Last tweet Sept 2012 (@chemchemi) and Sept 2014 (@cyukenya) - @chemchemi Following 721 with 260 Followers and @cyukenya with many fewer 	<ul style="list-style-type: none"> - Suggest consolidating and deleting one of the two Twitter handles to avoid confusion (Preferably @cyukenya as it has a lot fewer connections) - Update who you are following – Unfollow people not relevant to the work, reach out and follow other people and organizations who work on CYU’s issues - Update profile with important info (i.e. website url)
Blog	Potential Funders, Beneficiaries, Youth,	<ul style="list-style-type: none"> - Currently inactive – Last post Sept 2014 - Blog is visually attractive and has good articles 	<ul style="list-style-type: none"> - How often can CYU publish new articles on the blog? Really need to have at least one per week. - Articles on the blog would be a good way to document CYU’s ongoing work with the added benefit of auto-populating the “News” section on the homepage of the website -
Electronic Newsletter	Potential Funders; Beneficiaries	<ul style="list-style-type: none"> - Important to consider the frequency of publication – Quarterly? Biannually? - When was the last of these published? - Are they available online? 	
Printed Newsletter	Beneficiaries lacking internet access	<ul style="list-style-type: none"> - Again, consider frequency - Are there resources to consistently print the newsletter? 	
Annual Report	Funders		

General Observations and Considerations

1. Important to do an assessment of the priorities for documentation/communication in relation to CYU’s resources. What is necessary and what is possible?
2. Put in place a schedule for frequent, regular postings to whatever online and social media platforms will be used (e.g. website, Facebook, Twitter, and the Blog)
3. Possible to designate a specific individual(s) for one or more of the formats OR, less desirably, rely on everyone posting items