

# **FACILITATOR'S GUIDE**

**ON CIVIC ENGAGEMENT FOR PEACE BUILDERS**

**KENYA TUNA UWEZO PROJECT**

**Produced by**

**Kituo Cha Sheria**

**(Center for Legal Empowerment)**

**With support from USAID and CHF International**

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## Acronyms

<b>IEBC</b>	Independent Electoral Boundaries Commission.
<b>Q &amp; A</b>	Question and answer.
<b>KCS</b>	Kituo Cha Sheria.
<b>CHF</b>	Cooperative Housing Foundation.
<b>USAID</b>	United State Agency International Development.
<b>KTU</b>	Kenya Tuna Uwezo

## WIMBO WA TAIFA

1. Ee Mungu nguvu yetu,  
Ilete baraka kwetu,  
Haki iwe ngao Na mlinzi,  
Natukae na undugu,  
Amani na uhuru,  
Raha tupate Na ustawi.
2. Amkeni ndugu zetu,  
Tufanye zote bidii,  
Nasi tujitoe Kwa nguvu,  
Nchi yetu ya,  
Kenya tunayoipenda,  
Tuwe tayari kuilinda.
3. Natujenge taifa letu,  
Ee ndio wajibu wetu,  
Kenya istahili heshima,  
Tuungane mikono pamoja kazini,  
Kila siku tuwe na shukrani.

## NATIONAL ANTHEM

1. O God of all creation,  
Bless this our land and nation,  
Justice be our shield and defender,  
May we dwell in unity  
Peace and liberty,  
Plenty be found within our borders.
2. Let one and all arise  
with hearts both strong and true  
Service be our earnest endeavor,  
And our Homeland of Kenya,  
Heritage of splendor,  
Firm may we stand to defend.
3. Let all with one accord  
In common bond united,  
Build this our nation together,  
And the glory of Kenya,  
The fruit of our labour  
Fill every heart with thanksgiving.

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## **Foreword**

This training manual has been done with the objective of helping facilitators make Kenyans understand and appreciate their constitution of Kenya ( 2010).It is intended for use by trainers who will take participants through the constitution of Kenya 2010, peace building and conflict management skills and techniques.

This training manual further acknowledges the fact that it is important for Kenyans to understand their fundamental human rights and freedoms. The understanding of rights enables one to participate in reforms going on in the country and be in a better position to fully exercise their democratic rights.

Finally, it's my hope that this training manual would enable both the trainer and the trainee embrace human right based approach strategies in their course of accessing justice.

### **Gertrude Angote**

Executive Director

Kituo Cha Sheria

## About the Guide

This guide is to aid facilitators in delivering a participatory training to community paralegals and peace agents practitioners. It will build the capacity of county paralegals and peace agents to integrate law, governance, peace building and conflict resolution as tools to engage in meaningful social change initiatives. Their constituents will in turn be able to make informed choices during the election period including constructively responding to conflict, shunning violence, withstanding political manipulation and making informed choices

The training course envisaged in this guide is to take five days. Each of the 12 modules should take between 1 ½ to 2 hours to deliver. The first 6 modules are aimed at building the knowledge base of the participants whilst the last 6 modules aim at skill building. The guide provides for each module an introduction, the objectives, methodology, session duration, training materials and reference materials necessary for effective delivery.

The guide assumes that the facilitators are familiar with the content and are only being guided as to how to deliver a participatory training with optimum results to an adult audience.

Facilitators are advised to use the guide to prepare the content and the training materials and aids in advancing the training. They are expected to make adjustments particularly in the time allocations as circumstances and proficiency of the participants' demands.

The guide has been made to assist in aiding trainers carry out effective capacity building initiative under Kenya Tuna Uwezo project. Kenya Tuna Uwezo is a Kiswahili term meaning "We have the power". The project seeks to create opportunity and increase demand and skills for cooperative action among conflicting groups in Nairobi informal settlements through civic education, strengthening of social networks and capacity building.



# **MODULE 1:**

## **SITUATION ANALYSIS**

## Introduction

Participants usually come to a training course with many and varied issues in relation to the situations they are faced with at personal, community, national and global levels. Their expectation is that the course will empower them to deal with some of these issues effectively, to make the world a better place. It is necessary to set the stage for the course by focusing the participants to their issues and their role to enable them respond effectively to the concerns and cares they are grappling with.

## Objective

By the end of the module, the participants will be able to:

1. Understand better / validate the context and issues of concern
2. Prioritize issues of concern at all levels of community
3. Identify resources required to influence positive change
4. Dream and visualize their model community
5. Feel inspired to contribute to attaining the model community

## Topics

1. Identifying issues of concern in the community
2. Prioritizing the identified issues of concern
3. The resources to deal with the issues

## TOPIC 1: Identifying Issues of Concern in the Community

**Time:** 30 minutes

**Methodology:** Group discussion, plenary session

**Materials:** Flip charts, pens, lesson notes

### Activity

- *The facilitator divides participants in groups of 5 – 8*
- *The facilitator asks the participants to validate the issues summed up in **the survey report by KTU partners**, citing whether they were well captured and if there are additional issues emerging*
- *The groups brainstorm to reach a consensus on the issues affecting the area and Kenya in general*
- *Groups present their responses in the plenary*

## TOPIC 2: Prioritizing issues of concern

**Time:** 30 minutes

**Methodology:** Group discussion, plenary session

**Materials:** Lesson notes, Flip charts, pens

### ACTIVITY

- i. *On a flip chart, the facilitator guides participants to group the issues into personal, community, national and global*
- ii. *The facilitator asks participants to identify from the list the issues they have a direct influence to change*
- iii. *The facilitator asks participants to identify issues they have an indirect influence on and how*
- iv. *Receive group feedback and build consensus in plenary*

## TOPIC 3: Resources to deal with the issues

**Time:** 30 minutes

**Methodology:** Brainstorming, discussion

**Materials:** Flip charts, pens, lesson notes

### Activity

- *The facilitator asks participants to identify resources (e.g. people, skills, attitudes etc) needed to influence the issues in a positive way*
- *The facilitator guides participants to identify methods of harnessing the resources*
- *Finally the facilitator asks participants to draw a model community they would wish to dedicate themselves to building*

### References

1. Survey report by Kenya Tuna Uwezo partners

# **MODULE 2:**

## **KENYA CONSTITUTION 2010**

## Introduction

The Constitution of Kenya was promulgated (declared) on 27<sup>th</sup> August 2010. It is the supreme law of the land that provides the framework of rules as to how a country should be governed. It also protects the rights of the people and indicates their responsibilities to the state. It is therefore an important tool for paralegal practitioners and peace agents as they strive to educate the citizenry.

## OBJECTIVE

By the end of the module, participants will be able to:

1. Understand the meaning and importance of the constitution
2. Have a general knowledge of the content of the Constitution

Understand how to use the constitution as a tool to improve the wellbeing of citizens

## Topics

- i. Meaning and Importance of the Constitution
- ii. Walk through the Constitution
- iii. Gains in the Constitution

## TOPIC 1: Meaning and importance of the constitution

**Time:** 20 minutes

**Methodology:** Brainstorming, short lecture (PowerPoint presentation), Question & Answer

**Materials:** Flip charts, pens, lesson notes

## ACTIVITY

- *The facilitator asks participants what they understand about the constitution, what it is, why it is needed and what it is for*
- *The facilitator uses the preamble to the Constitution to fill in the missing gaps or misinterpretation in of participants views to summarize the topic*

## TOPIC 2: WALK THROUGH THE CONSTITUTION

**Time:** 1 Hour 20 minutes

**Methodology:** Brainstorming, short lecture (PowerPoint presentation), Question & Answer

**Materials:** Flip charts, pens, lesson notes

## ACTIVITY

- *Through a simple lecture aided by PowerPoint presentation the facilitator gives participants summary of the contents of the constitution, from the preamble to the*

*schedules.*

- *The facilitator allows for questions and comments*

### **TOPIC 3: GAINS IN THE CONSTITUTION**

**Time:** 40 minutes

**Methodology:** Brainstorming, short lecture (PowerPoint presentation), Question & Answer

**Materials:** Flip charts, pens, lesson notes

#### **ACTIVITY**

- *The facilitator asks participants what they view as the gains for them in the constitution and lists down the answers on a flip chart*
- *The facilitator return participants back to the circles of concerns in module 1 and lets them brainstorm on how they can use the constitution as a tool to address those concerns*
- *The facilitator summarizes the session.*

#### **References**

1. The Constitution of Kenya
2. *Wanjiku's Power: Understanding the Constitution of Kenya* By Constitution & Reform Education Consortium (CRECO)
3. The Civic Education Manual 2012 by Independent Elections & Boundaries Commission( IEBC)
4. Constitution Working Paper Series by Society for International Development (SID) [www.sidint.org/publications/](http://www.sidint.org/publications/)

# **MODULE 3:**

## **ELECTION SYSTEMS, LAWS AND PROCESSES**

## INTRODUCTION

The constitution of Kenya 2010 has laid the framework for major reforms in the election laws, procedures and practices in Kenya. Based on the framework, parliament has made laws to implement the provision of the constitution. This is a key area that goes a long way in entrenching democracy, rule of law and constitutionalism. The citizens need to be enlightened on these provisions as they are key stakeholders.

## OBJECTIVES

By the end of this module, participants will:

1. Increase knowledge on electoral system of Kenya
2. Understand election laws & offences
3. Understand election process & procedures

## Topics

1. Electoral system of Kenya
2. Election laws & offences
3. Election process & procedures

## TOPIC 1: ELECTORAL SYSTEM OF KENYA

**Time:** 40 minutes

**Methodology:** Brainstorming, short lecture (PowerPoint presentation), Buzz groups, Question and answer discussions

**Materials:** Flip charts, pens, lesson notes, relevant statutes

## ACTIVITY

- *The facilitator asks participants what they understand by the word elections, and the types of systems that are used to conduct elections*
- *The facilitator makes a short lecture presentation on democratic ideals and how elections are one attempt at meeting this ideal*
- *The facilitator educates the participants on the electoral system of Kenya as enshrined in the constitution and the Elections Act*
- *The facilitator asks participants to discuss in buzz groups the advantages and disadvantages of Kenya's electoral system*
- *The facilitator allows for feedback from buzz groups*



- *Facilitator allows for questions, answers and comments*

## TOPIC 2: ELECTION LAWS & OFFENCES

**Time:** 40 minutes

**Methodology:** Brainstorming, short lecture, group discussions, question and answer sessions

**Materials:** Flip charts, pens, lesson notes, relevant statutes

### ACTIVITY

- *The facilitator asks participants what they know about the election laws in Kenya*
- *The facilitator makes a presentation on the laws that govern elections in Kenya*
- *The facilitator asks participants to name the institutions that are responsible for elections in Kenya*
- *The facilitator makes a presentation on the role and responsibility of the key institutions including the independent elections and boundaries commission(IEBC), the Judiciary, and the Registrar of political parties*
- *The facilitator discusses with participants the main election offences and their penalties*
- *The facilitator asks participants to form groups and discuss their role in ensuring free and fair elections*
- *The facilitator allows for feedback, questions and comments*

## TOPIC 3: ELECTORAL PROCESSES AND PROCEDURES

**Time:** 40 minutes

**Methodology:** Brainstorming, group work, short lecture (PowerPoint presentation), Question & Answer

**Materials:** Flip charts, pens, lesson notes, relevant statutes

### ACTIVITY

- *The facilitator asks the participants to describe the electoral processes and procedures, from voter registration through voting, counting, declaring winners, petitions etc*
- *The facilitator asks participants to identify all the key players in the entire election process and what their respective roles are*
- *The facilitator asks participants to discuss in small groups the role they can play to ensuring the election processes and procedures are followed as per the law*

- *The facilitator receives feedback and allows for questions and comments*

## **References**

1. Constitution of Kenya 2010
2. Elections Act 2011
3. Election Offences Act 2011
4. Political Parties Act 2011

# **MODULE 4:**

## **CIVIC RIGHTS, DUTIES & RESPONSIBILITIES**

## INTRODUCTION

The Kenya Constitution 2010 recognizes citizens as key rights holders and makes the government the key duty bearer. This democratic ideal posits that power belongs to the people and they have only delegated it to leaders to exercise it in delivering common good for all citizens. This philosophy is a paradigm shift from the previous dispensation in which leaders focus on serving their own interest in total disregard of public interest and demand. The citizens need to arise and take up their role in demanding their civic rights from their government. Rights go with responsibilities, so the new laws also place a huge responsibility on citizens to exercise their respective duties and responsibilities.

## OBJECTIVE

By the end of the session, participants will know:

1. Their constitutional and civic rights
2. Their civic duties and responsibilities as citizens
3. Methods of enforcing their civic rights

## Topics

- i. Civic Rights and Duties
- ii. Responsibilities of duty bearers
- iii. Civic actions

## TOPIC 1: CIVIC RIGHTS AND DUTIES

**Time:** 40 minutes

**Methodology:** Brainstorming, short lecture, group discussion, question & answer

**Materials:** Flip charts, pens, lesson notes, relevant statutes

## ACTIVITY

- *The facilitator asks participants what they understand by civic rights and duties*
- *The facilitator helps the participants to fully understand what civic rights and duties are*
- *The facilitator asks the participants to discuss in groups specific civic rights and duties of citizens*
- *The facilitator receives feedback from groups and sums up the session*

## TOPIC 2: RESPONSIBILITIES OF DUTY BEARERS

**Time:** 20 minutes

**Methodology:** Brainstorming, short lecture (PowerPoint presentation), question & answer

**Materials:** Flip charts, pens, lesson notes

### ACTIVITY

- *The facilitator asks participants what they understand by duty bearers*
- *The facilitator explains through a short lecture the concept of duty bearers, and its interface with that of rights holders*
- *The facilitator allows for questions and comments*

## TOPIC 3: CIVIC ACTIONS

**Time:** 60 minutes

**Methodology:** Brainstorming, short lecture, video clip, group work, question & answer session

**Materials:** Flip charts, pens, lesson notes

### ACTIVITY

- *The facilitator shows a video clip of citizen movement or demonstration of people power*
- *The facilitator asks participants to discuss in groups what they have learnt from the clip*
- *The facilitator allows for feedback from groups*
- *The facilitator forms several groups and assigns them work to discuss the role of civic actions in fostering a democratic society*

### References

1. Video Clip
2. 198 methods of civic action, The Politics of Nonviolent Action, Vol. 2: The Methods of Nonviolent Action
3. The Kenya Constitution, 2010

# **MODULE 5:**

## **YOUTH, LEADERSHIP AND GOOD GOVERNANCE**

## INTRODUCTION

The Kenya constitution places citizens at the heart of governance. It particularly brings on board hitherto sidelined groups like the youth, among others. Good leadership promises good governance. Its tenets include transparency and accountability, respect for fundamental rights and freedoms, and equitable distribution of resources. Within a good governance model, the people and the government work together to develop and implement programs that catalyze development and thus better quality of life for all citizens.

### OBJECTIVE:

By the end of this module the participants will be able to:

1. Understand the foundation, values and principles of governance
2. Understand the role of leadership in promoting good governance
3. Appreciate the qualities of good leaders
4. Appreciate role of youth in leadership

### TOPICS

- i. National values and principles of governance
- ii. Governance and good governance
- iii. Attributes of a good leader
- iv. Youth leadership in governance

### TOPIC 1: NATIONAL VALUES AND PRINCIPLES OF GOVERNANCE

**Time:** 40 minutes

**Methodology:** Brainstorming, discussions

**Materials:** Flip charts, felt pens, copy of Constitution

#### ACTIVITY

- *The facilitator introduces the topic broadly in plenary, explaining why values are the foundation of good governance*
- *The facilitator asks the participants to discuss in groups the values contained in chapter 6 of the constitution*
- *The facilitator receives feedback and sums up the topic*

## TOPIC 2: DEFINING GOVERNANCE AND GOOD GOVERNANCE

**Time:** 30 minutes

**Methodology:** Brainstorming

**Materials:** Flip charts, felt pens, Constitution, lesson notes

### ACTIVITY

- *The facilitator sends participants into groups to define governance ,good governance and its role in development and well being of citizens*
- *The facilitator receives feedback and uses lesson notes in summing up the session*

## Topic 3: ATTRIBUTES OF AN EFFECTIVE LEADER

**Time:** 20 minutes

**Methodology:** Brainstorming, group discussions

**Materials:** Flip charts, felt pens, lesson notes

### ACTIVITY

- *The facilitator guides participants to discuss in groups the attributes of an effective leader drawing from the Constitution of Kenya 2010*
- *The facilitator receives feed back in plenary*
- *The facilitator opens up a discussion on why Kenya often do not have good and effective leaders, and what can be done*
- *The facilitator challenges participants on their role in putting in place good leaders*

## Topic 4: Youth leadership in governance

**Time:** 30 minutes

**Methodology:** Brainstorming, discussions

**Materials:** Flip charts, felt pens, copy of Constitution

### ACTIVITY

- *The facilitator asks participants to form groups to discuss why youths should lead in governance, what challenges they face and what leadership opportunities there are for them*
- *Facilitator receives feedback in plenary and sums up the session*

### Resources:

1. Saffold, G.S. *Strategic Planning: Leadership through vision*. Nairobi: Evangel Publishing



- House, 2005
2. Kouzes J.M & BZ Posner: *The Leadership Challenge*: San Francisco, Jossey - Bass, 1995
  3. *National Cohesion and integration Training Manual*, Ministry of Justice, National Cohesion and Constitutional Affairs, November, 2011

## **OBJECTIVE:**

By the end of the module, participants' will be able to:

1. Understand conflict and violence and how they manifest
2. Understand causes and effects of conflict
3. Identify responses in conflict mitigation and management

# **MODULE 6:**

## **GENDER AND GOVERNANCE**

## INTRODUCTION

The concept of gender enables us to understand and appreciate the roles of men and women in the affairs of the society in which they live. Understanding gender as a key variable in development helps determine men and women's access to their fundamental rights, access and control over resources and ability to access available opportunities. Gendered governance takes into account and puts emphasis on the role of men and women in society.

Women are generally absent in governance due to factors such as socialization, inequality, discrimination, patriarchy and the burden of triple roles. The role of women in governance is important and critical in development. The women's voices require to be heard. It is only through their participation in governance that they can be empowered to join in efforts that seek to influence decisions that affect their lives and that of their families. The inclusion of women is an indicator of good governance and is essential.

## OBJECTIVES

By the end of this module the participants will be able to:

1. Understand the gender and related concepts
2. Describe how gender based discrimination can lead to inequality and exclusion in governance

## TOPICS

1. Basic gender and related concepts
2. Gender and governance
3. The role of women in governance

**Time:** 1 hour

**Methodology:** Brainstorming, presentation, small group discussions, exercise

**Materials:** Flip charts, felt pens and hand outs.

### TOPIC 1 : Basic gender and related concepts

#### ACTIVITY

- *The facilitator introduces the module and asks participants to explain their understanding of the concepts of gender, gender equality, equity, gender discrimination and human rights. The facilitator notes major points on flip chart.*
- *The facilitator distributes the hand out on the "gender game" to each participants and gives them five minutes to read respond to the statements*
- *The facilitator explains how our socialization shapes our perceptions and the way we conduct the affairs of society.*
- *The facilitator summarizes and concludes this activity*

### TOPIC 2: Gender and Governance

#### ACTIVITY

- *The facilitator asks participants to form and work in groups of 5 to discuss why women should be included in governance, identify the challenges that they face and the available*

*opportunities for their inclusion in major governance structures*

- *Groups present the results of their work and these are discussed*
- *The facilitator summarizes the key issues and concludes the session*

### **TOPIC 3: The role of Women in Governance**

#### **ACTIVITY**

- *The facilitator asks participants to discuss in buzz groups of two to identify the gaps in women's inclusion in governance*
- *The facilitator explains why gender considerations are important in governance structures such as the household, community, county and national government.*
- *Participants work in groups of five to seven to review and discuss the opportunities available for women's inclusion in governance structure as identified in activity 2.*
- *The facilitator summarizes and concludes the session.*

#### **Resources:**

1. Oxfam, The Oxfam Gender Training Manual, 1992
2. Alyson Brody, Gender and Governance: Overview Report for BRIDGE, Institute of Development Studies April 2009
3. Range & Phoebe, Leadership Training for Pioneering Women, Women Ink, 2000

### **AT THE END OF THE MODULE**

#### **HANDOUT 1: 'GENDER GAME'**

1. Women give birth to babies, men do not. ( )
2. Little girls are gentle, boys are tough. ( )
3. Amongst Indian agricultural workers, women are paid 40-60 per cent of the male wage. ( )
4. Women can breastfeed babies, men can bottle-feed babies. ( )
5. Most building site workers in Britain are men. ( )
6. In Ancient Egypt, men stayed at home and did weaving. Women handled family business. Women inherited property and men did not. ( )
7. Men's voices break at puberty, women's do not. ( )
8. In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the house-building. ( )
9. According to UN statistics, women do 67 per cent of the world's work, yet their earnings for it amount to only 10 percent of the world's income. ( )

**Source:** *Variation of Class, Gender and Race Inequality and the Media in an International Context. Focus for Change, 1992 in the Oxfam Gender Training Manual © Oxfam UK and Ireland*

# **MODULE 7:**

## **UNDERSTANDING CONFLICT, VIOLENCE AND RESPONSES TO CONFLICT**

## INTRODUCTION

Conflict is seen as a normal occurrence in human interactions. When it occurs, it provides opportunity for dialogue on issues affecting the parties involved. If they communicate effectively and have the right motives, the parties will often emerge with a resolution that will improve their relationship. If conflict is not handled in a constructive way, it will degenerate to violence. Because of the obvious danger of the impact of violence, conflict must be well managed so that it does not escalate to violence and other destructive action. Civic educators have the central duty of helping people and communities engage in conflicts constructively so as to build bridges for sustainable peaceful peace

## TOPICS

- I. Definition of conflict and violence
- II. Causes of Conflict
- III. Stages of conflict
- IV. Responses to conflict

### TOPIC 1: DEFINITION OF CONFLICT AND VIOLENCE

**Time:** 20 minutes

**Methodology:** Brainstorming, discussions

**Materials:** Flip charts, felt pens, note books, lesson notes

#### ACTIVITY

- *The facilitator asks participants to form groups and come up with words that are used to describe conflict and violence in different languages*
- *The list of names is put on the wall and shared to find meaning in the concepts*
- *The facilitator helps participants to appreciate the inevitability, neutrality and beauty of conflict*
- *The facilitator helps participants to appreciate the destructive nature of violence*
- *The facilitator summarizes the topic using lesson notes*

### TOPIC 2: CAUSES OF CONFLICT

**Time:** 40 minutes

**Methodology:** Brainstorming, Group work, plenary discussions

**Materials:** Flip charts, felt pens, note books, lesson notes

#### ACTIVITY

- *The facilitator asks to form groups and discuss causes of conflict*
- *The facilitator receives feedback from groups and the larger group is allowed some time to discuss the identified causes of conflicts*
- *The facilitator then draws a 'conflict tree' which is used to understand the nature of conflicts*
- *The facilitator summarizes the topic using lesson notes*

## TOPIC 3: STAGES OF CONFLICT

**Time:** 30 minutes

**Methodology:** Brainstorming, plenary discussions

**Materials:** Flip charts, felt pens, note books, lesson notes

### ACTIVITY

- *The facilitator guides participants in to define the concept of ‘early warning’ and outline and stages of conflict*
- *The facilitator uses lesson notes to summarize the topic*

## TOPIC 4: RESPONSES TO CONFLICT

**Time:** 30 minutes

**Methodology:** Group discussions, plenary discussions

**Materials:** Flip charts, felt pens, note books, lesson notes

### ACTIVITY

- *The facilitator asks participants to form groups and discuss the obvious ways in which people respond to conflict and the reasons behind each of the responses.*
- *The facilitator receives feedback from the groups and the larger group puts the responses into broad categories like attack, flee, compromise, engage*
- *The larger group further discusses the advantages and disadvantages of each category of response*
- *The facilitator sums up the session by emphasizing the benefits of positive responses*

### References

1. National Cohesion and integration Training Manual, ministry of Justice, National Cohesion and Constitutional Affairs, November, 2011
2. Training manual on Peace building and conflict resolution, ACA
3. Training of trainers manual, conflict transformation and peace building in Rwanda  
[http://pdf.usaid.gov/pdf\\_docs/PNADM806.pdf](http://pdf.usaid.gov/pdf_docs/PNADM806.pdf)

### Objective:

By the end of the module participants will:

1. Gain knowledge and understanding of the concept of peace and why it is important
2. Gain knowledge and deepened understanding of the concept and practices of peace building
3. Explore challenges and opportunities to build peace in their communities

# **MODULE 8:**

## **PEACE AND PEACEBUILDING**



## Introduction

Peace is a very personal experience, and it means different things or conditions to different people. The common denominator about the concept of peace is that it is an important condition and ideal for personal and collective wellbeing. There are many varied ways of building peace. All have their share of challenges as well as opportunities for increased involvement. Civic educators have the inevitable duty to engage in peace building as one way of achieving their goal for justice and common good of all in a given society.

## Topics

- I. Exploring the meaning of peace
- II. Understanding peace building
- III. Challenges and opportunities for peace building

## TOPIC 1: Meaning of Peace

**Time:** 20 minutes

**Methodology:** Brainstorming, plenary discussion

**Materials:** Flip charts, felt pens, note books, lesson notes

### Activity

- *The facilitator asks the group to define “peace” using words, symbols, and metaphors from their own cultures*
- *The responses are shared in plenary and deductions made as to what connotes peace*
- *The facilitator uses lesson notes in summarizing the participants’ views.*

## TOPIC 2: Peace Building

**Time:** 40 minutes

**Methodology:** Brainstorming, plenary discussions, short lecture

**Materials:** Flip charts, felt pens, note books, lesson notes

### Activity

- *The facilitator asks participants to discuss in groups concrete ways people build peace in the community and nation, both within traditional and modern cultures*
- *The responses are shared in the larger group and the facilitator ties them up using lesson notes*
- *The facilitator gives a short lecture explaining the tools required for effective peace building including skills, resources, capacities and strategies*

- *The facilitator asks participants to form 4 groups and gives each group a tool for peace building to discuss with examples ( skills, resources, capacities and strategies)*
- *The groups provide feedback and the facilitator sums up session using lesson notes*

### **TOPIC 3: Challenges and Opportunities for Peace Builders**

**Time:** 30 minutes

**Methodology:** Brainstorming, plenary discussions

**Materials:** Flip charts, felt pens, note books, lesson notes

#### **Activity**

- *The facilitator asks participants to discuss in groups the challenges they face as peace builders and also how they can turn those challenges into opportunities*
- *The groups give feedback and the facilitator summarizes the session*

#### **Referencd**

1. Training manual on Peace building and conflict resolution, ACA
2. Training of trainers manual, conflict transformation and peace building in Rwanda  
[http://pdf.usaid.gov/pdf\\_docs/PNADM806.pdf](http://pdf.usaid.gov/pdf_docs/PNADM806.pdf)

# **MODULE 9:**

## **COMMUNICATION SKILLS**

## Introduction

Communication enables transmission of information and understanding through sharing of facts, thoughts, feelings, ideas, and values. Communication requires skills including listening and responding appropriately. Effective communication is a key factor in stimulating desired behavior towards set goal. It is therefore a tool in addressing pertinent issues that threaten the peaceful coexistence of members of a given community. Civic educators require well developed communication skills so as to be effective social change agents.

### Objective:

By the end of the module, participants will:

1. Appreciate the role of communication in influencing positive behavior change and building peace.
2. Increase the sense of how communication skills helps to address issues of mutual concern and build or strengthen relationships
3. Identify and deal with barriers to effective communication

### Topics

- i. Meaning ,types and effect of communication
- ii. Principles and practices of good communication
- iii. Barriers to effective communication and methods of dealing with them

## TOPIC 1: Meaning, Types and Effect of Communication

**Time:** 30 minutes

**Methodology:** Simulations, plenary discussions, short lecture

**Materials:** Flip charts, pens, lesson notes

### Activity

- The facilitator uses a brainstorm to elicit views on the meaning of the word communication
- The facilitator builds on the responses in a short lecture to reach a fuller understanding of communication
- The facilitator asks participants to form pairs and demonstrate ‘not listening’, ‘partial listening’ and ‘active listening’
- In the large group, participants identify verbal and nonverbal cues in communication and how these hinder or enhance communication

- The facilitator sums up the session by underlying the importance of communication skills for Civic educators

## TOPIC 2: Principles and Practices of Good Communication

**Time:** 30 minutes

**Methodology:** Brainstorming, plenary discussions

**Materials:** Flip charts, pens, lesson notes

### Activity

- *Using the 5cs , the facilitator leads the participants in exploring the principles needed for effective communication*
- *The facilitator groups participants and asks them practical ways each person feels understood when in a conversation*
- *In plenary, the participants develop “ best practices communication chart” ( with dos) for effective communication and they post it on the wall*

## TOPIC 3: Barriers To Communication

**Time:** 30 minutes

### Activity

- *In a circle, the facilitator narrates an incident to a participant who whispers the incident in the ears of the next participant and the narration is passed it gets back to the facilitator.*
- *The facilitator narrates the incident as first given, and the rest marvel at the distortion with the final version that was told.*
- *The facilitator uses the simulation to get participants to draw lessons on the barriers to effective communication*
- *The group summarizes the barriers to communication with a “ bad practices for effective communication “ (the don’ts) and the chart is posted on the notice board*

### References

1. A training manual on Communication: Facilitators guide: [http://www.childfund.org.au/downloads/RESOURCES/4\\_TOOLS/Communication\\_Training\\_Manual.pdf](http://www.childfund.org.au/downloads/RESOURCES/4_TOOLS/Communication_Training_Manual.pdf)

# **MODULE 10:**

## **DIALOGUE SKILLS**

## Introduction

Dialogue goes beyond communication to be understood to deep listening to understand the other person or group. Dialogue provides an opportunity to increase understanding of oneself and others through an open and frank discussion. Dialogue challenges individual and group assumptions, judgments, perceptions, biases and stereotypes. It creates empathy and compassion for others thereby setting the stage for mutual understanding and peaceful co-existence. Civic educators require dialogue skills especially when working in complex contexts.

### Objective:

By the end of the module, participants will:

1. Understand the principles of dialogue and appreciate it as a resource for building strong, healthy and mutually beneficial relationships across diversity
2. Explore practical ways dialogue can and has been used to manage diversity

### Topics

- i. Understanding Dialogue and its principles
- ii. Definition of ethnicity and cultural diversity
- iii. Challenges in managing ethnic and cultural diversity
- iv. The role of dialogue in promoting ethnic and cultural diversity

### References

1. National Cohesion and integration Training Manual, ministry of Justice, National Cohesion and Constitutional Affairs, November, 2011
2. Robbins S. et al. (2007) Organizational Behavior, Prentice-Hall, New Delhi.

## TOPIC 1: Understanding Dialogue And Its Principles

**Time:** 20 minutes

**Methodology:** Brainstorming, group discussions, plenary discussion, short lectures

**Materials:** Flip charts, felt pens, lesson notes

### Activity

- *The facilitator asks participants to form triads, and brainstorm on the meaning of a dialogue*
- *The facilitator uses the responses to reach a mutually acceptable definition in the bigger group.*
- *The facilitator gives a short lecture on the values and principles of dialogue.*

- *The facilitator allows for questions and comments and using lesson notes, sums up the session*

## **TOPIC 2: Defining Identity And Diversity**

**Time:** 30 minutes

**Methodology:** Group work, discussions, presentations

**Materials:** Flip charts, felt pens, note books, lesson notes

### **Activity**

- *The facilitator leads a brainstorm in plenary in finding a meaning of identity*
- *The facilitator leads a brainstorm in plenary finding a meaning of diversity*
- *The facilitator helps the group in plenary to develop a common definition of both identity and diversity*

## **TOPIC 3: Managing Identities And Diversities**

**Time:** 40 minutes

**Methodology:** Group work, discussions, presentations

**Materials:** Flip charts, felt pens, note books, lesson notes

### **Activity**

- *The facilitator asks the participants to form groups and explore *sources of identity and sources of diversity**
- *The facilitator asks participants to brainstorm in groups the positive and negative aspects of different identities and diversities*
- *In plenary, the groups share their responses and the facilitator helps them explore how the impact of the negatives and how to deal with them*
- *In plenary, the groups share their responses and the facilitator helps them and the facilitator helps them to celebrate their identities and diversities and how to use these to further their peace building work*



# **MODULE 11:**

## **MEDIATION SKILLS**

## Objective:

By the end of this module participants will be able to:-

1. Understand the nature and process of mediation
2. Acquire some practical skills and techniques of a good mediator

## Introduction

There is a general, albeit, slow shift towards embracing positive conflict resolution mechanisms like mediation. This is a clear departure from the less constructive dispute resolution mechanisms like litigation and violence that were inherited at colonialism from the western models. Mediation posits that it is more constructive to pursue interests as opposed to rights. Civil educators and Peace agents will find mediation a viable and attractive way of resolving conflicts that resonates well with the African culture of restorative justice and reconciliation

## Topics

- i. Defining mediation
- ii. Mediation process and role of mediator
- iii. Mediation skills and techniques
- iv. Attributes of a mediator

## References

1. A choice for Peace? The story of 41 days of mediation in Kenya. [http://responsibilitytoprotect.org/kenyamediation\\_epub.pdf](http://responsibilitytoprotect.org/kenyamediation_epub.pdf)

## TOPIC I:

### Defining Mediation

**Time:** 10 minutes

**Methodology:** Group discussions, brainstorming, role play, plenary discussions

**Materials:** Flip charts, pens, lesson notes

### Activity

- The facilitator puts up a flip chart with the definition of mediation on it.

The participants discuss the key words in the definition and adopt the same as it is or modify as they agree

## **TOPIC 2: Mediation Process**

**Time:** 20 minutes

**Methodology:** Lecture, discussions

**Materials:** Flip charts, pens, lesson notes

### **ACTIVITY**

- *The facilitator takes the participants through the process of mediation, highlighting the steps and stages as they do generally unfold.*
- *The facilitator allows for questions and comments and closes the session*

## **TOPIC 3: Mediation Skills and Techniques**

**Time:** 60 minutes

**Methodology:** Lecture, Role plays, discussions

**Materials:** Flip charts, pens, lesson notes

### **ACTIVITY**

- *The facilitator divides participants into groups of 5 – 6 for role play*
- *Each group identifies a mediation scenario for a role play*
- *The group's members rotate roles as a mediator, each of the parties to the dispute and an observer.*
- *The facilitator and observers take note of the skills being applied to resolve the issues in conflict*
- *The facilitator recalls the participants and in plenary, they explore the skills and techniques that a mediator needs to help parties resolve a conflict*

## **TOPIC 4: The Role and Attributes of a Mediator**

**Time:** 20 minutes

**Methodology:** Brainstorming, discussions

**Materials:** Flip charts, pens, lesson notes

### **ACTIVITY**

- *The facilitator asks participants to discuss in groups the role of a mediator in the mediation session*
- *The facilitator also asks participants to discuss in groups the attributes of a mediation that would make a mediation session be effective*
- *The group reports on the two questions*

- *The facilitator uses the lesson notes in summarizing the session*

## **References**

1. A choice for Peace? The story of 41 days of mediation in Kenya. [http://responsibilitytoprotect.org/kenyamediation\\_epub.pdf](http://responsibilitytoprotect.org/kenyamediation_epub.pdf)

# **MODULE 12:**

## **HEALING AND RECONCILIATION**

## Objective;

By the end of the module, participants will be able to:

1. Appreciate the nature and elements of healing and reconciliation
2. Be inspired to work towards healing and reconciliation at all levels of society

## Introduction

Reconciliation is the heart beat of relationships, as often times, good relationships are fractured and need to be restored. In addition to reducing pain and suffering, reconciliation also breeds healing and restoration. Though peace agreements may stop violence and conflict between individuals and groups, this in itself does not of necessity change feelings of enmity, hatred, fear, mistrust and sense of betrayal and vengeance. Lasting peace requires people to work on their wounds, foster forgiveness and restore broken relationships. Peace agents will have to find themselves in the midst of reconciliation work amidst hostilities among broken societies.

## Topics

- I. Understanding the concepts of healing and reconciliation
- II. Pillars of reconciliation
- III. Challenges and benefits of healing and reconciliation

## TOPIC 1:

### Understanding Concepts

**Time:** 20 minutes

**Methodology:** Brainstorming, group discussions, skit, plenary

**Materials:** Flip charts, pens, lesson notes

### ACTIVITY

- *The facilitator lists down the terms healing, reconciliation and asks participants to discuss their meaning in groups*
- *The facilitator gathers the responses in plenary and a common understanding of the terms is arrived at*

## TOPIC 2:

### Pillars Of Reconciliation

**Time:** 40 minutes

**Methodology:** Group work, mock debate and plenary sessions

**Materials:** Flip charts, pens, lesson notes, placards.

## Activity

- *Prior to the session, the facilitator labels four large sheets of paper each with the following words: Truth, Justice, Forgiveness and Peace.*
- *The papers are placed at different corners of the meeting room*
- *Facilitator asks members to choose which of the 4 themes they wish to advocate for.*
- *In their thematic groups participants discuss the importance of their theme as a pillar in attaining reconciliation*
- *4 representatives of each group pin their theme on their chests and present their groups points*
- *Facilitator then allows a heated debate by the four representatives as the rest note important points and lessons*
- *The facilitator guides the participants in summing up the session, highlighting the lessons learnt and best practices to foster healing and reconciliation*

## TOPIC 3:

### Challenges and Benefits of Reconciliation

**Time:** 30 minutes

**Methodology:** Brainstorming, discussions

**Materials:** Flip charts, pens, lesson notes,

## Activity

- *The facilitator asks participants to form 3 groups and each group discuss the challenges, demands and benefits faced in working for healing and reconciliation*
- *The groups re converge and share their responses*
- *The facilitator sums up the session*

## References

1. Healing, reconciliation, forgiving and the prevention of violence after genocide or mass killing an intervention and its experimental evaluation in Rwanda: Journal of Social and Clinical Psychology, Vol. 24, No. 3, 2005, pp. 297-334 <http://world.std.com/~gubin/Rwandafiles/Staub,%20Pearlman,%20Gubin%20and%20Hagengimana.pdf>
2. National Cohesion and integration Training Manual, ministry of Justice, National Cohesion and Constitutional Affairs, November, 2011

The constitution of Kenya is a revolutionary document that provides enormous opportunities for citizens to influence the implementation of policies and laws that will improve their wellbeing. The conscious intervention for change is usually driven by citizens with strong conviction and will power. It is a long and demanding process that requires planning, mobilizing, strategizing, engaging, evaluating and sustaining the actions for change. Specific knowledge and skills for social change for leaders or agents are necessary to achieve the desired change

# **MODULE 13:**

## **DESIGNING A CONSCIOUS INTERVENTION FOR CHANGE**



## Objective:

By the end of this 2 part- module, participants will:

1. Explore the values and principles for leading social change
2. Understand the process of leading social change
3. Exploring strategies for leading social change
4. Developing vital skills to lead social change

## TOPICS

- I. Exploring values and principles for leading social change
- II. Understanding the process of leading social change
- III. Strategies for leading social change

## Part 1:

### TOPIC 1:

#### Exploring Values and Principles for Leading Social Change

**Time:** 30 minutes

**Methodology:** short lecture, brainstorming, group discussions, plenary discussions

**Materials:** Flip charts, pens, lesson notes

- *The facilitator introduces the topic through a short presentation*
- *The facilitator asks participants to form groups and discuss the values they consider necessary for a change agent.*
- *The facilitator gathers the responses in plenary and a common understanding of the values is arrived at*
  
- *The facilitator uses lesson notes in summing up the session*

### TOPIC 2:

#### Understanding the Process of Leading Social Change

**Time:** 30 minutes

**Methodology:** Short lecture, case study, discussions

**Materials:** Flip charts, pens, lesson notes

## Activity

- *The facilitator gives a short presentation on the process of leading social change*
- *The facilitator provides a case scenario to participants and asks them to form groups and work out an intervention plan*
- *The groups make presentations on their intervention plans*
- *The facilitator allows for a short discussion on the experience*
- *The facilitator uses lesson notes in summing up the session*

## TOPIC 3: Strategies for Leading Social Change

**Time:** 30 minutes

**Methodology:** Brainstorming, group discussions, plenary

**Materials:** Flip charts, pens, lesson notes

## Activity

- *The facilitator asks participants to give examples of methods or strategies that have been used to lead social change*
- *In groups, the participants explore the pros and cons of the various strategies*
- *The facilitator gathers the responses in plenary and allows a discussion on what methods suit the participants context*
- *The facilitator uses lesson notes in summing up the session*

## Part 2: Skills for Leading Successful Interventions

**Time:** 2 hours

**Methodology:** Short lecture, practical session

**Materials:** pens, lesson notes, flip charts, felt pans, Manila paper, fullscap papers,

## Activity

- *The facilitator gives a short presentation on the following skills required to carry out a successful social change intervention:*
  - *Lobbying and advocacy*
  - *Developing advocacy messages*
  - *Message management skills*
  - *Mobilizing and networking skills*
  - *Media management skills*
- *The facilitator divides participants into five groups and assigns each group an advocacy skill. Using facilitators notes, each group prepares a scenario and develops a skit in which*

- they demonstrate how to use the assigned skill*
- *At the plenary, each group makes a 8 – 10 minutes presentation of their skit.*
  - *The facilitator allows for feedback and sums up the session*

**References:**

1. *Gender and Diversity Training Manual, International Women’s Partnership for Peace and Justice, March 2004*
2. *Reflective Peace building, a Planning, Monitoring, and Learning Tool Kit, Catholic Relief Services.*
3. *Every Trainers Handbook, Devendra Agochiya, 2001*
4. *Inclusive security: A Curriculum for Women Waging Peace*