



The European Union



# Transforming Conflict and Building Peace in Communities

PEACE AND SECURITY TRAINING MANUAL 2020



© 2020 SOCIAL MINISTRY RESEARCH NETWORK CENTRE (SOMIRENEC)



## Foreword

**In this training manual we have learnt that it's the role of everyone to collectively cultivate peace for social transformation.**

**Local communities, State and Non-State Actors have shared freely and learnt that we can all be Peace Ambassadors.**

The voices are those of the participants in during peace building dialogues and training sessions in Isiolo County. They show the potential of changing perceptions and embracing social cohesion and social transformation. The Peace and Security Training Manual represents the experience of SOMIRENEC through implementation of Peace Building and Conflict Management programmes in Marsabit, Isiolo, Laikipia and West Pokot Counties.

Social Ministry Research Network Centre (SOMIRENEC) was established in 2007 as a local NGO to respond to the emerging societal needs of the most marginalized communities and hence accelerate social transformation. SOMIRENEC has been implementing programmes in Peace Building and Conflict Management, Agriculture, Education and Water and Sanitation in targeted areas geared towards social transformation.

Since the early days of SOMIRENEC's existence, peace building training and research has been a key strategy, used to sensitize SOMIRENEC stakeholders including Local Communities, State and Non – State Actors.

The Peace and Security Manual seeks to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Trainers from SOMIRENEC and outside SOMIRENEC have conducted workshops and training sessions with State and Non-State Actors, Civil Society Organizations (CSOs), Peace Monitors and grass root communities in order to ensure social cohesion among communities.

In this training manual, facilitators can find great insights on how to empower the communities through the different training modules intended to resolve conflict issues that they encounter through dialogue. However, of most important is the need for increased community role in identifying issues of security concerns and coming up with reciprocal measures of collectively addressing them. Peace building efforts must be all inclusive and owned by the communities, who are both victims of conflict and beneficiaries of lasting peace.

Finally, special thanks go to the European Union for co-funding Building Drought Resilience in Isiolo County - DRIC project whose aim is building resilience in the Arid and Semi-Arid Lands of Kenya. This Peace and Security Training manual is therefore anchored in the DRIC project and is aimed at mainstreaming peace building during the project and beyond in search of sustainable peace in Isiolo County and other neighboring counties.

**Mary Wairia**

Director, SOMIRENEC



## Acknowledgments

This manual was developed through funding from the European Union under the Building Drought Resilience in Isiolo County Through Sustainable Livelihoods (DRIC) project. The Member States of the European Union have decided to link together their know-how, resources and destinies.

Together, they have built a zone of stability, democracy and sustainable development, whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders’.

In Kenya EU has supported various initiatives focused on promoting peace and security, democracy and devolution, economic development through trade and investment, environmental conservation and climate change response and adaptation among others.

This manual was conceptualised and developed with the support of the EU through the DRIC Project to promote sustainable peace and security among different communities in and around Isiolo county.

This manual promotes participatory approaches to transforming conflicts into peaceful coexistence, especially among the pastoralist communities in Kenya.

This manual has been produced under the guidance of SOMIRENEC Board of Trustee members whose invaluable contribution is appreciated. Special thanks to Saraphina Njoki Mwangi for writing the manual and Joseph Kirwa for valuable inputs.

SOMIRENEC appreciate the effort of Catalytiks Limited led by Richard Wahiu, for the editing and layout and support in contextualizing the content and training methods based on the working experience the team has in the targeted communities.

The content of this document is sole responsibility of SOMIRENEC and can in no way be taken to reflect the views of European Union.



## Acronyms

<b>ABC</b>	Attitudes, behavior and context
<b>ADR</b>	Alternative dispute resolution
<b>CAG</b>	Community Action Group
<b>CoK</b>	Constitution of Kenya
<b>EU</b>	European Union
<b>JICA</b>	Japan International Cooperation Agency
<b>LCD</b>	Liquid Crystal Display
<b>NGO</b>	Non- Governmental Organization
<b>SOMIRENEC</b>	Social Ministry Research Network Centre
<b>NPS</b>	National Police Service

No part of this document may be produced without full attribution.

©**SOMIRENEC 2020**. All rights reserved.

# TABLE OF CONTENTS

Foreword .....	i
Acknowledgments .....	ii
Acronyms .....	iii
<b>1. INTRODUCTION TO THE MANUAL.....</b>	<b>1</b>
1.1. About SOMIRENEC .....	1
1.2. Purpose of the Training Manual .....	2
1.3. Design of the Manual .....	2
1.4. Running Workshops – a Quick Refresher for Trainers .....	3
1.5. Trainer's Responsibility .....	3
1.6. Key Terms and Concepts used in the Training Manual.....	4
1.7. Greetings, Orientation and the Learning Contract .....	6
1.8. Objectives of the Entire Training .....	6
1.9. Participants' Expectations .....	6
<b>2. MODULE 1: UNDERSTANDING CONFLICT .....</b>	<b>8</b>
2.1. Topic 1: Definition of Term Conflict, and other Related Terms .....	10
2.2. Topic 2: Nature of Conflicts and Their Causes .....	11
2.3. Topic 3: Types of Conflicts .....	12
2.4. Topic 4: Stages of Conflict.....	13
2.5. Topic 5: Causes of Conflict .....	15
2.6. Topic 6: Who is affected by conflict .....	16
<b>3. MODULE 2: CONFLICT ANALYSIS.....</b>	<b>18</b>
3.1. Topic 1: Meaning of Conflict Analysis .....	19
3.2. Topic 2: Conflict Analysis Tools.....	20
3.2.1 Conflict Mapping.....	20
3.2.2 Stakeholders' Analysis Tool.....	22
3.2.3 Conflict Onion Tool.....	25
3.2.4 Pillars: Inverted Triangle Tool .....	26
3.2.5 ABC – Triangle Tool .....	27
3.2.6 Conflict Tree Tool.....	28
3.2.7 Timeline Tool .....	30
3.2.8 Pyramid - Three Level Triangle.....	31
3.3. Topic 3: Conflict Management Strategies. ....	32

<b>4. MODULE 3: PEACE-BUILDING IN COMMUNITIES .....</b>	<b>35</b>
4.1. Topic 1: Understanding Peace building.....	36
4.2. Topic 2: Purpose of Peace.....	38
4.3. Topic 3: Principles of Peace Building .....	39
4.4. Topic 4: Community – Based Peace Keeping .....	41
<b>5. MODULE 4: EARLY WARNING AND EARLY RESPONSE MECHANISM .....</b>	<b>43</b>
5.1. Topic 1: Meaning of an Early Warning .....	44
5.2. Topic 2: Concept and Purpose of Early Warning .....	46
5.3. Topic 3: Identification of Early Warning Signs .....	46
5.4. Topic 4: Stages of Conflict / Crisis Development and Early Warning.....	47
5.5. Topic 4: Ethical Issues in the Early Warning Process .....	48
<b>6. MODULE 5: COMMUNITY DRIVEN INITIATIVES FOR PEACE AND SECURITY 50</b>	
6.1. Topic 1 Introduction to Community-Driven Initiatives .....	51
6.2. Topic 2: Nyumba Kumi Initiative.....	53
6.3. Topic 3: Understanding and Application of Alternative Dispute Resolution .....	55
6.3.1 Arbitration .....	56
6.3.2 Negotiation.....	56
6.3.3 Mediation.....	56
6.3.4 Conciliation.....	57
6.3.5 Adjudication .....	57
6.3.6 Facilitation .....	57
<b>7. MODULE 6: PREVENTION OF TERRORISM, RADICALIZATION AND VIOLENCE EXTREMISM.....</b>	<b>58</b>
7.1. Topic 1: Understanding the Concepts; Terrorism, Radicalization and Violence Extremism.....	59
7.2. Topic 2: Factors Conducive to Terrorism .....	61
7.3. Topic 3: Community’s Role in Preventing and Fuelling Terrorism.....	62
7.4. Topic 4: Benefits of Community Policing in Preventing Terrorism.....	63
<b>8. MODULE 7: WOMEN IN CONFLICT RESOLUTION AND PEACE BUILDING .....</b>	<b>64</b>
8.1. Topic 1 Gender Roles in Conflict (resolution or?).....	65
8.2. Topic 2. Why Women Should Participate in Conflict & Peace Initiatives.....	67
8.3. Topic 3. How Women Contribute to Culture of Violence in Communities.....	68
8.4. Topic 4. Women Involvement in Conflict Resolution and Peace Building.....	71



# 1. INTRODUCTION TO THE MANUAL

## 1.1. About SOMIRENEC

**Social Ministry Research Network Centre** (SOMIRENEC) was founded in February 1999 by Prof. Rev. Francesco Pierli - mccj who is also the founder of the Institute of Social Transformation (IST), at Tangaza University College (TUC). Formation of SOMIRENEC was necessitated by the growing need for Social Transformation within communities through a network of professionals in **Sustainable Peace and Governance, Social Ministry, Social Entrepreneurship and Social Research**.

Over the last 20 years, SOMIRENEC has implemented different programs in different sectors: Peace Building and Conflict Management, Health, Education and Agriculture. In Peace Building and Conflict Management sector, SOMIRENEC has collaborated with Tangaza University College and Administration Police Service (Peace Cops) in carrying out research on Peace Building and Conflict Management in conflict prone areas in the Rift Valley Region.

The past research studies have informed strategies for the implementation of activities in line with the mission of the three partners. The evidence-based intervention strategies including training of peace monitors for early warning and response during the 2007 post-election violence in targeted counties; capacity building of Administration Police through programs run by TUC. This partnership culminated in a signed memorandum of understanding between the Administration Police and TUC on training of Administration Police Officers in TUC that was signed in June 2008 and facilitated by SOMIRENEC.

Other peace building projects implemented by SOMIRENEC together with other partners include Laikipia Peace Caravan. This comprised capacity building of peace monitors, peace and security meetings between the Maasai and Samburu communities, mitigating conflicts between nomadic pastoralists and private ranch owners, forums with women and Boma meetings.



SOMIRENEC has also carried out integrated program for promotion of basic literacy and peace building project for women and morans in Marsabit County. The shepherd schools mainstreamed the aspect of peace building and education through peace sessions and adult education in schools. Additionally, the organization has also led conflict management and peace building initiatives in Samburu County that entailed capacity building of peace monitors and the construction of a peace museum in Baragoi. The Museum serves as historical **peace** initiatives to commemorate the 42 police officers who were killed in 2012 by armed raiders and provide advocacy programs for nonviolent conflict resolution.

Over the years, SOMIRENEC has worked on several other programs that are seeking to promote social transformation and has aligned its work to promote the achievement of Sustainable Development Goals. SOMIRENEC has broadened its partnerships and the professionals have benefited from diverse experiences that inform interventions. The experience with these initiatives among others has informed the content and structure of this training manual.



*Prof. Fr. Francesco Pierli (Left) and His Eminence Cardinal Peter Turkson who inspired SOMIRENEC to start Security and Peace Programme*

## 1.2. Purpose of the Training Manual

Using a simple language and process, the purpose of this training manual is to prepare trainers to present the concepts of transforming conflict situations into and peaceful and sustainable social environments. It is advised that trainers using the manual ensure that they have a good grounding in knowledge relevant to the subject. Suggested programme session objectives, schedules, training methods, activities and materials should be flexible, and adapted to local context and participants' needs as appropriate.

## 1.3. Design of the Manual

This manual is designed for training communities. It is based on the Cycle of Praxis methodology that outlines four critical elements to problem-solving. This methodology has four stages; insertion, analysis, value-based reflection and action. The task of the trainers is to help the participants to learn, understand and own peace and security issues in their environment.

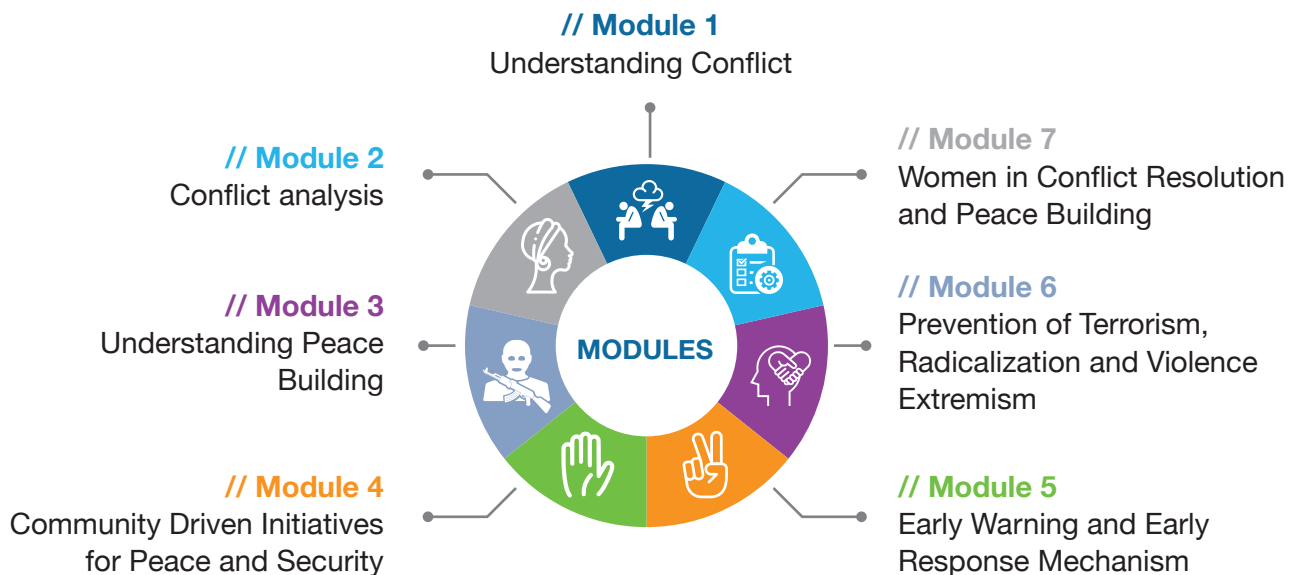
More so, the trainers reflect on peace and security gaps, dilemmas and meanings that are presented by the communities culture, faith, Constitution of Kenya (CoK, 2010) and other legislations. Eventually, the participants are expected to come up with actions to solve peace and security problems that they have identified. The training sessions are carried out in a participatory and dialogical way in respect to adult learning principles.

The manual also uses a mixture of codes, presentations, small group work, plenary discussions, participant presentations, role-plays, and other activities that enhance concentration, participation and motivation of all involved. Each module begins with an introduction by the trainer followed by setting of objectives.

The trainer introduces a reflection which helps the participants to grasp what the module is all about. The manual has tips on how to run the modules. The trainer then introduces the topics and their activities. Notes or handouts are found at the end of each topic.



Trainers will be expected to adapt the content and timing for delivering each module to participants. The content is organized into five modules as follows:



## 1.4. Running Workshops – a Quick Refresher for Trainers

As a trainer, you are familiar and experienced with various training techniques and approaches. But it is useful to refresh some general training practice that particularly informs the style of training that we propose in this manual. Some of these will be introduced and practiced during the first session of Module 1, and then employed throughout this training.

## 1.5. Trainer's Responsibility

As a trainer, you must provide a safe and secure learning environment for participants within which they can explore and discuss conflict-sensitive issues that might impact directly on their lives. To do this there are several steps an ethical and professional trainer needs to take before the workshop begins. These include:

Self-reflection-Spend a little time thinking about your own personal preparation for the workshop.

Good trainers ask themselves questions such as:

- Why are we doing this training and why is it important?
- What difference do I hope that this training will make for the participants in their work and life?
- What are the participants' expectations for the workshop?
- What are my qualifications and motivations for assuming a training role? (The workshop participants will also be interested in this).
- What are my preconceptions about the participants?
- Do I have any prejudices or negative feelings about the training location?
- How might people perceive me?

You can discuss these with your co-trainer(s) if you like.

## Workshop Ground Rules

Some trainers think that a 'learning contract', established at the outset between the trainer and participants, and between the participants themselves, helps to establish 'ground rules' for the workshop. Allow participants to draw up and agree to the list. Ground rules include:

- All participants should start each session promptly.
- Mobile phones should be switched off.
- Digital cameras are not permitted.
- Divergent opinions should be respected, even where other participants do not agree.
- Participants should not be interrupted when they are talking.
- Differing religions and culture should be respected.
- Participants should be gender sensitive.
- Everyone's voice should be heard.
- Side conversations are discouraged.

## 1.6. Key Terms and Concepts used in the Training Manual

**Actors in conflict** refers to people in conflict who have different points of view. There are visible and invisible actors. Visible actors are seen and known while invisible actors are people who are not immediately seen and whose role in conflict management cannot be ignored.

**Civil Society** refers to the range of institutions, groups and associations, which represent diverse interests in society and provides a balance to government.

**Community Based Policing:** this is the approach to policing that recognizes voluntary participation of the local community in the maintenance of peace. It acknowledges that the police need to be responsive to the communities and their needs. Its key elements are problem identification and problem-solving, while respecting the different responsibilities the police and the public have in the field of crime prevention and maintaining order.

**Conflict analysis** is a structured process that leads to an in depth understand of a conflict, including its background/history, the main groups involved and their drivers, perspectives and motivations, the key drivers of the conflict and potential factors for peace.

**Conflict management** refers to actions undertaken with the main objective to prevent the escalation of violence either vertically (intensification of violence) or horizontally (geographic spread) in existing violent conflicts.

**Conflict prevention** activities are undertaken over the short-term to reduce tensions and/or prevent the outbreak or recurrence of violent conflict.

**Conflict-sensitive approach** involves gaining a good understanding through conflict analysis of the context you operate (e.g. key conflict actors, drivers and dynamics) and understanding the ways in which your intervention might impact on these conflict issues (e.g. what positive or negative, intended or unintended impacts might your activities have on these actors, causes and dynamics), and then acting upon this understanding in order to minimise the negative and maximise the positive impacts on peace and conflict.

**Cycle of Praxis:** This is an action and reflection methodology that helps communities to identify an existing peace and security problem. The communities are then helped to analyze the identified problems, reflect on their value systems and come up with practical actions to solve the problems.

**Early warning:** these are different signs or indications that suggest that a conflict is developing or even that a violent conflict is likely. Conflict early warning is important at the early stages of the conflict cycle when there are tensions developing or after the tensions have become visible but before violence has broken out.

**Early response:** This refers to any initiative that occurs as soon as the threat of potential violent conflict is identified and that aims to manage, resolve, or prevent that violent conflict.



Community Peace Dialogue in progress

**Gender** refers to social, economic and cultural attributes associated with being male or female as constructed by the society.

**Gender based violence** refers to harmful acts or threats based on a person's sex or gender identity which includes physical, sexual and psychological abuse, coercion, denial of freedom and economic deprivation whether done in private or public.

**Good governance** refers to the transparent and accountable management of all the resources for the benefit of all. Good governance includes the role of the authorities in promoting a favourable environment for economic and social development, deciding how to equitably allocate resources, establishing an inclusive, power-sharing governance structure, protecting human rights, and ensuring the rule of law.

**Gender sensitivity** means that during activities such as communication, training, programme design and planning, the expectations, needs and circumstances of women and men are carefully thought about and engaged with. It might be that because of social inequalities, vulnerability, discrimination, or violence that particular attention should be given to individuals or a group so that all benefit equally from a programme or training.

**Human rights** refer to universal and interdependent rights which are applicable to everybody. Whether civil, political, economic, social, or cultural in nature, they must be respected and promoted in their entirety. They

are the subject of a series of international and regional agreements and legal acts which constitute an international legal framework.

**Identity Conflict:** Identity conflict involves self- or other-defined groups whose identity is based upon shared racial, ethnic, linguistic, religious, or kinship characteristics.

**Nyumba Kumi:** This is a strategy of anchoring Community Policing at the household level or any other generic cluster.

**Peace work:** We refer to peace work as any conscious (strategic) activity that aims at reducing or ending any form of violence.

**Peace building:** Peace building represents a way to achieve societal reconciliation. It is important to note that peace building is a very widely used term, one that differs according to who uses the term and in what context it is used. As used in this manual, it is a people-centred, relationship-building, and participatory process.

**Radicalization:** Refers to the process through which a person comes to support or be involved in extremist ideologies

**Terrorism:** Refers to unlawful use of violence and intimidation against civilian population for political objectives.

**Violence extremism:** This refers to the beliefs and actions of people who support or use violence to achieve ideological, religious, or political goals

## 1.7. Greetings, Orientation and the Learning Contract

### Resources needed

Flipchart, pens, cards, masking tape

### Aims

- To introduce the training
- To understand participants' expectations and concerns
- To develop an agreed learning contract with participants

### Greeting and orientation

- Welcome participants
- Introductions of participants
- Introduction of trainers

## 1.8. Objectives of the Entire Training

Display workshop aims and give a brief overview of the modules on flipcharts for the entire programme. Make sure that these aims are visible for the entire programme.

- To equip the participants with in-depth knowledge on conflict and its impact in development
- To enable the participants identify their roles in conflict escalation and transformation
- To empower the participants in peace building skills for a cohesive community
- To sensitize the participants on the importance of utilizing local initiatives for conflict resolution
- To equip the participants with the right attitude, knowledge and skills necessary during the early warning of and response to conflict.
- To help the participants appreciate the role played by women in peace building and conflict transformation.

## 1.9. Participants' Expectations

### Exercise

- Ask participants to form groups of three to discuss their expectations for the entire training programme.
- Ask them to think ahead: how might they be hoping to work differently as a result of the learning from the workshop?
- Bring everyone back together and gather their expectations on the flipchart.
- When all the expectations have been displayed, summarize them and identify where their expectations fit into the programme.

Any expectations that will not be met can be set aside on a separate flipchart that will be part of the last session. At the same time, ask the participants to keep these in mind and to think of ways during the week training period that these expectations could be met outside of this workshop.

### Participant concerns

Ask participants to identify any concerns they may have about the workshop. List these on a flipchart. Participants' expectations and concerns will be addressed in the following activity:

What limitations that exist in society could be set-aside for the purpose of learning. For example, how can we ensure that minority voices or women's voices can be heard? How do we limit domination by particular individuals?

**Write the list on the flipchart and display it for the duration of the workshop.**



# Training Modules

Community peace dialogue in progress



## 2. MODULE 1

### UNDERSTANDING CONFLICT

The trainer introduces the module by stating the aims and asking the participants to be attentive for the reflection.

#### Objectives of the Module

- To facilitate the in depth understanding of the term conflict
- To equip participants with knowledge on how conflicts manifest and their causes
- To enable participants to adopt healthy conflict management strategies

#### Reflection // Skit: Who Stole My Maize?

Three people enter the room arguing...

**Person A:** (points at person B and C). You people should stop playing with me. Am not happy at all. You think am stupid! That's what you think? I know you are the ones who stole my two sacks of maize from my store...

**Person B:** (Looks at person A) I think you need to grow up. Do you think I cannot grow my own food? Who said you are the Kenya cereal and produce board?

**Person C:** (moves closer to person B and points at person A). I always tell you that this guy is very

stupid. There is no need to argue with a fool. Let's go where we were going... (B and C start walking away).

**Person A:** you are thieves! I say, you return my maize or else...

**Person B:** ...or else what will you do?

Person A: You keep on provoking me eh (at this time person A is boiling with anger. He bends down to look for a stone or any object to throw at person B)

- What did you see?
- What did you hear?
- What do you think was happening in the skit?
- Does *it* happen in our life situation? If yes, give examples.
- What are the causes of the *problem*?
- What are the consequences of the *problem*?
- What does our a) culture b) faith c) Constitution of Kenya say about the *problem*?
- What can we do to solve such a *problem*?

## Tips for Trainer

**STEP 1:** A brainstorm exercise at plenary is advised to elicit the existing knowledge of the participants about conflict, as this is very important in setting the stage for the session. The use of flipchart paper by the trainer to note these contributions from the participants facilitates responses and their perception of conflict. It will assist the trainer for further clarification and discussion. The trainer is advised to be creative to provide inclusive participation and opportunity for broad perspectives from the participants.




**STEP 2:** Use of graphics and diagrams through Multimedia slide presentations or pasted on a flipchart board to boost participatory learning action is encouraged. It gives opportunity for further interaction, questions and discussions.

**STEP 3:** The use of case studies provides practical examples which helps in deepening the understanding of the participants especially in discussions about the types of conflict. This will further be complemented using graphic illustrations. Participants should be encouraged to provide case studies, which serve as discussion points and the ability of the trainer to evaluate the level of understanding and feedbacks of the participants in this session.

**STEP 4:** Breaking the participants into groups of not more than 5 is encouraged for the simulated exercise provided in the handout. This highlights two key advantages of smaller group discussions and contributions and informal opportunities for participants to discuss the key points of the session. The exercise of each group is recorded in a flipchart paper and presented to the plenary. The trainer should be cautious of managing time at the group exercise and the presentation to provide equal opportunity for all groups to make their presentation at the plenary.

**STEP 5:** Opportunity for questions and comments as a wrap up of the session is necessary to reflect on key points of the session and share experiences.

## 2.1. Topic 1: Definition of Term Conflict, and other Related Terms

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
40 minutes	Flipcharts, pens, markers, LCD projector and computers	Brainstorming

### ACTIVITY

- The Trainer guides participants to define conflict, conflict management and other related terms.
- Participants give their understanding of the terms.
- The Trainer uses key notes in summing up the views of the participants.

### Notes for the trainer

#### Definitions of Conflict

Conflict has been defined differently by different people. There are therefore as many definitions of conflict as there are scholars of conflict issues. Some of these definitions may be explained in a simple manner as follows:




- Discord, hostility, argument, antagonism, strife, friction and disharmony or disunity between two or more people
- Struggle or competition between two or more people over values, status, power and scarce resources
- Incompatible behaviour between two or more parties whose goals or interests are perceived to be incompatible.
- Broken relationships
- A form of deliberate competition over resources in which the competitors seek not only to overcome their rivals but to eliminate them from the competition or injure them, in order to control or deprive them of something against their will (Williams 1970); and
- The expression of disagreement over something important to both sides of a dispute.

Conflict is an inevitable fact of life; it is a phenomenon that is innate to every society irrespective of whether the outcome is violent or not. Generally, conflict tends to be understood as a negative phenomenon synonymous with violence, but this is not always the case.

The paradox of conflict is that it is dual force that can divide or bind relationships. The ambivalence of it is rooted in the same primary challenge conflict resolvers face – coming to terms with the nature of conflict. It may be viewed as a feeling, a disagreement, a real or perceived incompatibility of interests, inconsistent worldviews, or a set of behaviours.



## 2.2. Topic 2: Nature of Conflicts and Their Causes

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flipcharts, pens, markers, LCD projector and computers.	Group Work

### Activity

The Trainer puts participants into groups and tasks the groups to discuss the following questions

- How do you know there is a conflict in the community?
- What are the causes of some of the conflicts you have witnessed?

The Trainer uses key notes in summing up the views of the participants.

### Trainer's Notes

#### Nature of Conflict (3 N's of Conflict)

Conflict has been characterized as natural, normal and neutral.

It is **natural** in the sense that it has existed and still exists with us and therefore cannot be eliminated. Conflicts started during creation and will continue to be with us for the rest of our lives.

It is therefore important that we treat conflicts as natural occurrences that should be addressed as conflict situations unfold.

Conflict is also **neutral** as it affects everybody irrespective of age, social status, colour, race, sex or any differentiating characteristic. It is neither positive nor negative.

Lastly, conflict is **normal** in that it is a usual occurrence and part and parcel of life. The fact is that conflict cannot be wished away but should be dealt with whenever it occurs.

## 2.3. Topic 3: Types of Conflicts

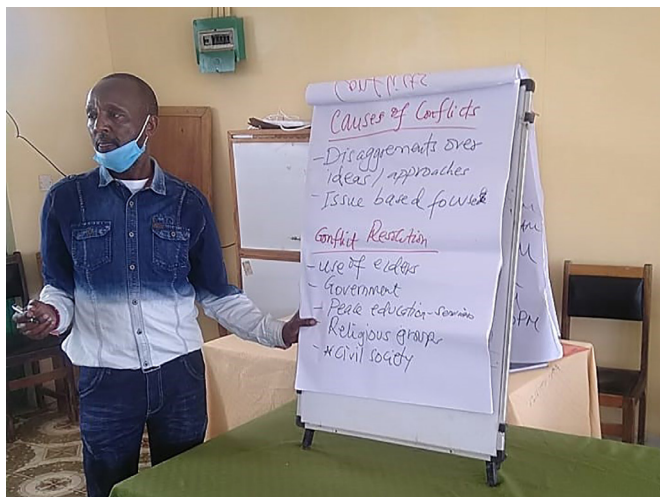
		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flip charts, masking tapes and felt pens	Brainstorming

### Activity

- The trainer asks the participants to mention any type of conflict they are aware of
- The trainer lists down the responses on a flip chart
- The trainer uses the trainer's notes to summarize the discussion.

### Trainer's Notes

It is prudent from the onset to make it clear that due to the amorphous nature of conflict, an absolute standard classification may not be achieved.



Facilitator helping participants to understand and analyse conflict

For the purpose of this manual, the following classification will be adopted:

- **Intra-personal conflict (also known as inner conflict):** This is the conflict that an individual has within the self. It affects attitudes, feelings and the choices one makes;
- **Inter-personal conflict:** This refers to differences between individuals at a personal level;
- **Intra-group conflict:** This involves disagreements within groups. It could be over policy, strategy, values, standards or goals;
- **Inter-group conflict:** It refers to the disagreements between groups; and
- **Inter-state:** This is the conflict between states.

## 2.4. Topic 4: Stages of Conflict

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flip charts, masking tapes and felt pens	Group work

### Activity

- Put the participants in small groups of three to five.
- Ask them to describe one conflict they are familiar with.
- Use the trainer's handout to summarize the discussion.

### Trainer's Handout

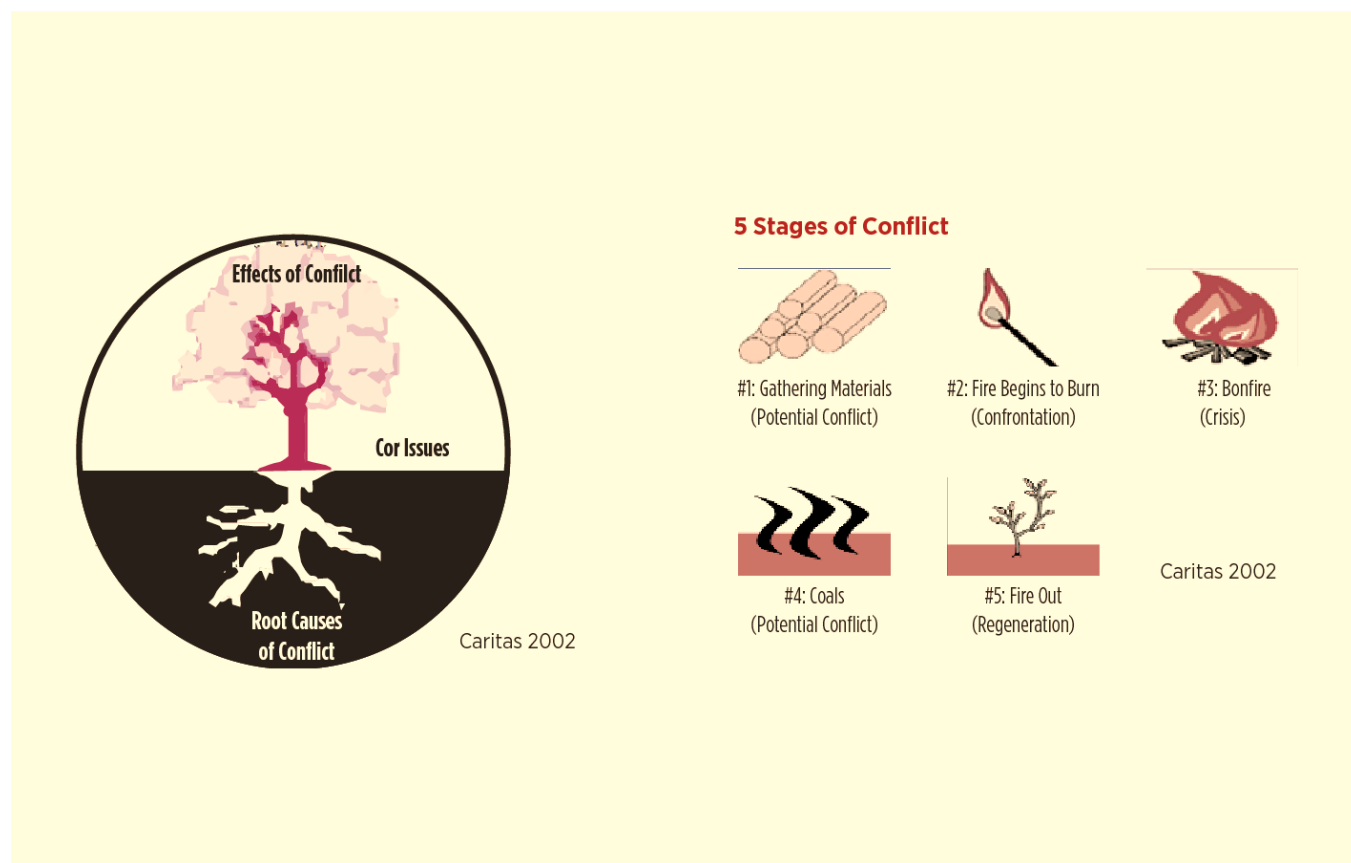
Conflict changes over time, passing through different stages of activity, intensity, tension and violence. It is helpful to recognize these stages and use them together with other tools to analyse the dynamics and events that relate to each stage of the conflict. The basic analysis comprises five different stages, which generally occur in the order below.

These stages are:

- **Pre Conflict:** This is the period when there is an incompatibility of goals between two or more parties, which could lead to open conflict. The conflict is hidden from general view, although one or more of the parties is likely to be aware of the potential for confrontation. There may be tension in relationships between the parties and/or a desire to avoid contact with each other at this stage.
- **Confrontation:** At this stage, the conflict has become more open. If only one side feels there is a problem, its supporters may begin to engage in demonstrations or other confrontational behaviour. Occasional fighting or other low levels of violence may break out between the sides. Each side may be gathering its resources and perhaps finding allies with the expectation of increasing confrontation and violence. Relationship between the sides is becoming strained, leading to a polarization between the supporters of each side.
- **Crisis:** This is the peak of the conflict, when the tension and/or violence is most intense. In a large-scale conflict, this is the period of war, when people on all sides are being killed. Normal communication between the sides has probably ceased. Public statements tend to be in the form of accusations made against the other side(s).
- **Outcome:** One way or another the crisis will lead to an outcome. One side might defeat the other(s), or perhaps call a ceasefire (if it is a war). One party might surrender or give in to the demands of the other party. The parties may agree to negotiations, either with or without the help of a mediator. An authority or other more powerful third party might impose an end to the fighting. In any case, at this stage the levels of tension, confrontation and violence decrease somewhat with the possibility of settlement.

- **Post conflict:** Finally, the situation is resolved in a way that leads to an ending of any violent confrontation, to a decrease in tensions and to more normal relationships between the parties. However, if the issues and problems arising from their incompatible goals have not been adequately addressed, this stage could eventually lead back into another pre-conflict situation.

**Conflict can be compared with fire as shown in the figure:**



Ask the participants to relate the fire stages with the stages of the conflict they described at the beginning of this topic.



## 2.5. Topic 5: Causes of Conflict

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
30 minutes	Flip charts, masking tapes and felt pens	Group work

### Activity

- Sticking to the conflict described by groups in Topic 1.4 above, ask the participants to explore causes of the identified conflicts
- List down all the responses on a flip chart.
- Summarize the discussion with trainers

### Trainer's Notes

- The over-concentration of state powers on the Executive;
- Lack of respect for the rule of law or aggression;
- Competition over (perceived) scarce resources;
- Inequitable distribution of public resources;
- Poor management of resources, notably land and natural resources management and allocation;
- Widespread abuse of human rights;
- Lack of transparency and accountability in the electoral processes;
- A weak judicial system and supremacy of ethnic identity over national identity and citizenship;
- Corruption & Bad governance;
- Nepotism; and favouritism
- Economic conflicts: clannism, attack by rival communities
- Politicization of ethnicity and religion.
- Political instigated
- Economic

## 2.6. Topic 6: Who is affected by conflict

		
TIME	RESOURCES	METHODOLOGY
1 hour	Flip charts, masking tapes and felt pens	Brainstorming

### Activity

- The trainer asks the participants to discuss how different types of conflicts that were discussed early affect different members of the community
- The trainer lists down the responses on a flip chart and map the groups that are susceptible to different types of conflict
- The trainer uses the trainer's notes to summarize the discussion.
- Look out for the vulnerability of each group in the community

### Trainers notes

Conflict affects different people in the society in various ways. Different types of conflict affect various groups in communities differently. Vulnerability levels vary across groups. Identifying the effect of conflict on different groups will help in defining how each group can be involved in conflict management. Below are some illustrations of how different groups are exposed to conflicts.

- **Women:** women are disproportionately affected by conflicts. They are at risk of sexual abuse during conflicts. Conflict over land, particularly involving land access and rights, disproportionately and negatively impacts women. In conflict and post conflict situations many men have either been killed or gone missing, causing a sharp rise in the number of women headed households. In some cases, women may be disposed or exploited and reduced to dependence or total situation of poverty. These inequalities will keep the cycle of conflicts and create resentment, injustice and discrimination leads to future violence and conflict.
- **Children:** children have limited power to agitate and defend their rights. In conflict situations they end up as victims of conflict between adult members of the society. They are sometimes used as child soldiers in fully brown out war, or exposed to child labour or tend to fend for the families when adults are engaged in conflict. Their education and normal life ceases to be when there is conflict. Girls specifically get exposed to sexual violence and rape and are sometime married early and their education disrupted. They suffer trauma and harbour bitterness that projects to the future and leads to perpetuated conflict in future.
- **People living with disabilities:** PLWD are often more exposed to conflict than other groups in society. Those with physical disabilities may have hampered mobility which limits their response to conflict and may not free from conflicted situations.

- 
- **Economically disempowered groups:** people within the lower economic segments have limited influence, and ultimate access to economic opportunities. There are at times exploitation by those with access to economic power and due to power imbalance, these marginalisation fuels conflicts. Those exposed to extreme poverty are more exposed to conflicts and the short-term and long-term effects to their rights and livelihoods makes them more vulnerable.

## 3. MODULE 2

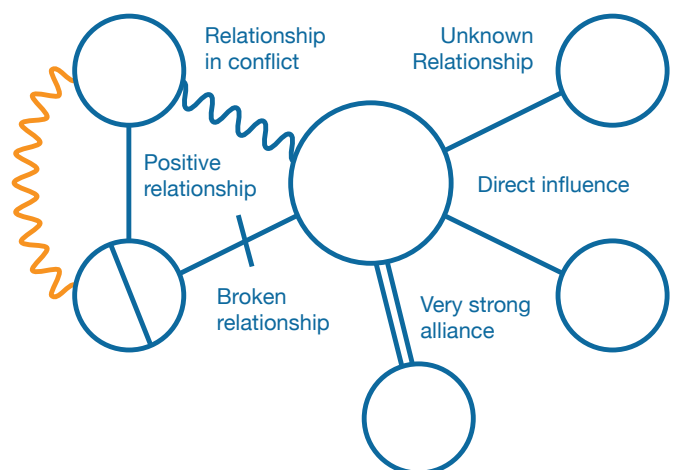
### CONFLICT ANALYSIS

The Trainer introduces conflict analysis module and invites the participants for a reflection.

#### Objectives

- To enable the participants to have a broader understanding of conflicts
- To equip the participants with tools for conflict analysis
- To help participants identify their roles in conflict escalation or/ and transformation.

#### ACTOR MAPPING



#### Reflection: Skit (Elder's Judgement is final!)

*Two ladies have been fighting. Both of them run to the Elder for solution.*

**Lady 1:** Please Elder tell this woman to stop insulting me...

**Lady 2:** (Shouting...) She is the one who started the fight.. you should deal with her..




**Elder:** (looking at the ladies, he points at Lady 2...) you are the one making the loudest noise. You must be the one who started the fight. Go tell your husband to bring ksh 3000 as a fine for your bad behaviour! Both of you can go now!

*(Lady 2 walks away complaining that the elder was unfair)*

- What did you hear?
- What did you see?
- What do you think was the problem?
- Does this problem happen in our community? Give examples
- What are the root causes of such problem?
- What are the consequences?
- What does our culture and faith say about the identified problem?



### 3.1. Topic 1: Meaning of Conflict Analysis

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flipchart, pens, stick notes, masking tapes	Presentation

#### The trainer introduces the topic.

Conflict is inevitable in every human interactions. For conflict to be solved sustainably, conflict analysis is fundamental in helping to identify the root causes and the dynamics of the conflict. This analysis helps the community to develop practical actions to deal with the identified conflict.

Conflict analysis is the process of examining and understanding the reality of a conflict from various perspectives. Analysis describes the systematic study of the profile, causes, actors and dynamics of conflicts to gain thorough understanding of what is happening. Views of different groups are placed in a broad analytical framework.

Conflict analysis can be undertaken at family, group, organization, community, County, national, states and global level. However, appropriate focus for analysis is very important because there are unique issues and dynamics at different levels. For instance, a security issue at a Nyumba Kumi level may be different from the national level although they affect each other.

Conflict analysis helps in providing a deeper understanding of the conflict history, the interactions between the actors, the intervention and the context. The analysis therefore forms a central component of conflict transformation as it informs the strategies to be developed and actions to be planned.

A successful conflict analysis depends on

- Good conflict analysis skills
- A good knowledge and sensitivity of the context
- Representation of different perspectives within the context
- Facilitation/ moderation skills.

#### Activity

- Put the participants in groups of 5 to 6.
- Ask them to identify a conflict they have been involved in.
- Ask them to describe how they analysed the conflict and how the analysis helped them.
- Ask them to report to the plenary.

## 3.2. Topic 2: Conflict Analysis Tools

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flip charts, masking tapes and felt pens	Brainstorming

### Activity

- Ask the participants if they are aware of any tools used in conflict analysis
- How are the tools used?

There are different tools used in conflict analysis. However, the criteria of choosing most useful tools depend on:

- Type of conflict
- The level of conflict
- Stage in which a particular conflict is at
- Expected results or specific issues of the conflict.

Sometimes it may be advisable to use different tools for a particular issue.

### 3.2.1 Conflict Mapping

This is a visual technique for showing specific aspects of a conflict and their relationships.

Aspects to be mapped include:

- **Actors** - involves placing the parties in relation to the problem and each other.
- **Situation** - the context, changes due to intervention, time etc
- Issues these are needs, interests, fears and positions
- Power and alignment of parties

N/B It is important to develop a map for individual aspect. For example, for actors, situation, issues, power and alignment.

The purpose/goal of mapping conflict is to:

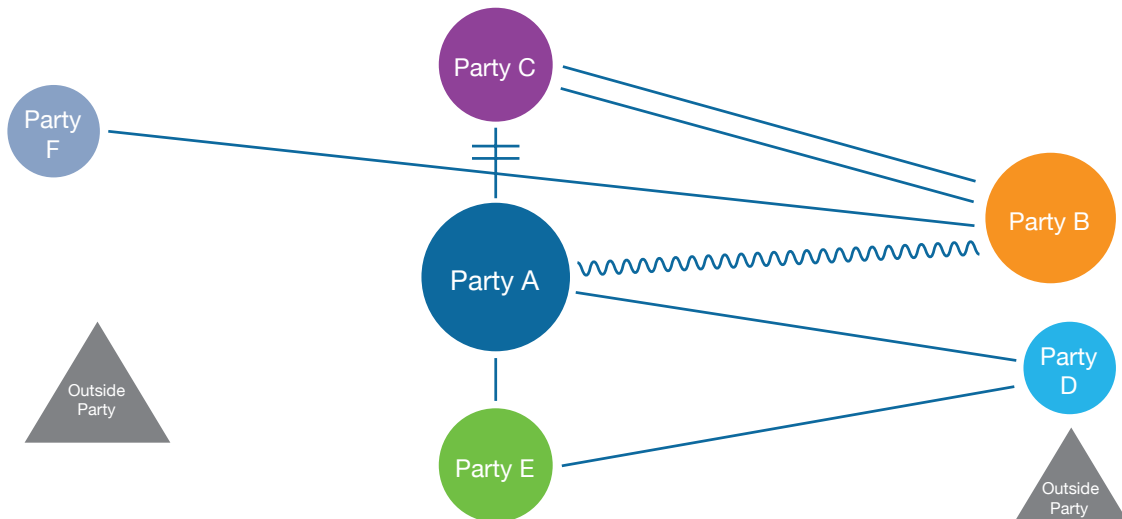
- Understand the situation better
- See the relationship between parties more clearly
- Clarify where power lies
- Check the balance of one's own activity and contact
- Identify openings for intervention or action
- Evaluate what has been done already
- Provide insight into the nature of a conflict.

#### How to use the conflict mapping tool:



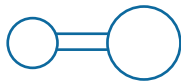


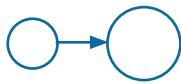

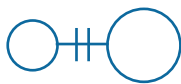
Decide which aspect you want to map when and from what viewpoint. Note that developing several maps of the same situation from different viewpoints can be helpful.

This tool is used during the early stages of conflict analysis process. Alternatively, the tool can be used later in a conflict process to identify possible entry points for action/ intervention or to help in shaping the process of strategy building.

Different symbols are used as shown below:



Decide on the meaning of symbols for example,

- 
 Circles symbolize the different actors. The size of the circles symbolizes each actor's power in relation to the issue of the conflict.
- 
 A solid line symbolizes a close relationship
- 
 A double line symbolizes an alliance.
- 
 A dotted line symbolizes a weak relationship
- 
 Zigzag symbolizes conflict
- 
 An arrow symbolizes the domination of one actor over the other.
- 
 A triangle symbolizes actors who are not directly involved and who might contribute constructively to the transformation of the conflict.
- 
 A crossed-out line symbolizes broken connection/ relationship.

### 3.2.2 Stakeholders' Analysis Tool

This is a simple tool of developing a conflict profile of all the stakeholders. The tool involves listing the primary and secondary parties, and then identifying, for each one, their stated (public) positions or demands, the interests that lie behind those demands, the basic needs that might be involved and their beliefs. The process continues to identify the key issues in the conflict, the sources of power and influence of the party, and finally an estimate of the willingness of the party to negotiate.

The purpose/ goal of stakeholders analysis tool is to:

- To understand each party and their relation to the conflict;
- To develop a deeper understanding of the motivations logic of each group;
- To understand the belief system of the stakeholders and the role the beliefs play in the conflict.
- To identify the power dynamics among the parties;

#### When to use it

The tool is used before working directly with the parties. It can also be used during the preparation of a negotiation process and later during the negotiation to provide information necessary in breaking a deadlock.

#### How it is used

- Brainstorm a list of the parties to the conflict,
- Categorize them into primary groups or individuals and secondary groups.
- Mark the list, showing which groups/ individuals are primary parties and which ones are secondary. Primary parties are the main individuals or groups involved and without which the conflict or dispute cannot be resolved. The secondary parties may have some influence or interest but are not directly involved. They also may be those deeply affected by the conflict. Example: In a dispute over land, the tribal elders and the people

who have been using the land or claiming ownership might be primary parties, while the Chief or other neighbors might be secondary parties.

- Place the groups on the stakeholder analysis table, (Note: if you are working in a training, you might draw the table on a whiteboard or blackboard or with flip chart paper.)
- Take the groups one by one and fill in the additional columns, using the following definitions of the categories as shown in the table below:
  - **Positions:** These are stated demand(s) or public declaration by the party or stakeholder. A teachers' Union group might say, "We demand a 10% increase in the hourly wage!" "A nomadic tribal group might state, "This has been our grazing land for thousands of years. You have no right to take it for a ranch."
  - **Interests:** This is preferred way to get a party's/ individual's needs met—or concerns and fears that drive a position. The teachers' Union group cited above might have an interest in making sure that wages keep up with inflation, or they might be afraid that they will not be able to support their families. The tribal group has an interest in protecting open grazing rights.
  - **Needs:** these refer to basic human needs that are required to live and prosper. These include material/physic, social and cultural elements. When basic needs are threatened, people often react forcefully. The teachers' union is concerned with the wellbeing of their families, related not only to making sure they have housing and food, but also social status and other intangible factors. The nomadic group might be fearful that establishing ranches will deprive them of their traditional livelihood and culture, which, in the extreme case, might be associated with actual survival.





- [illegible]

### 3.2.3 Conflict Onion Tool

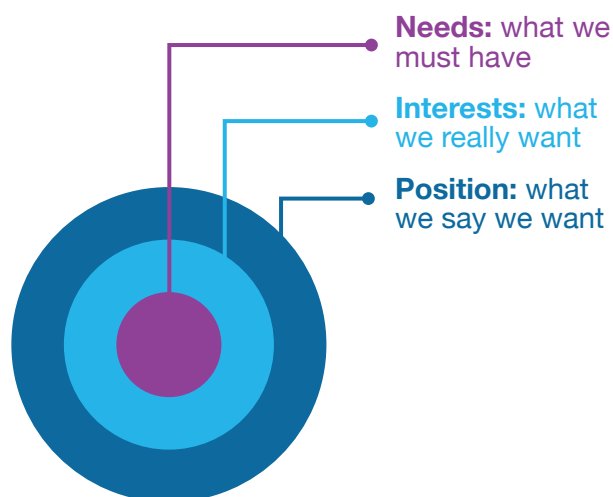
The conflict onion is a way of analyzing the different conflict parties' position, interests and needs. The tool used is based on the assumption that conflicts have different layers like an onion.

Purpose/goal of Conflict Onion Tool is to:

- Move beyond the positions and understand each party's interests and needs.
- Find common ground (improve communication and trust) between groups, which can become the basis for further discussions.
- Clarify needs, interests and positions in situations where parties are already in negotiation.

#### When to use it

The tool can be used as part of an analysis to understand the dynamics of a conflict situation. Alternatively, it can either be used in preparation to facilitate dialogue between the opposing groups or as part of a mediation or negotiation process.



**Positions:** *what we say we want*

What we take publicly for all see and hear.

**Interests:** *what we really want*

What we want to achieve from a particular situation

**Needs:** *what we must have*

What we require to be satisfied, needs at the core and the most important issue.

N/b one onion must be produced for each party involved.

#### Activity: Group work

- Identify a conflict experienced in your community
- Identify parties involved
- Fill in the table below

	Party A	Party B	Party C
Position			
Interest			
Need			

### 3.2.4 Pillars: Inverted Triangle Tool

This tool is used to analyse conflict based on the premise that some situations are not stable but they are held up by a number of factors and forces. Factors here are referred to as “pillars”. Pillars can be actors, issues, fears or unmet needs. The tool is a graphic illustration of the elements that sustain unstable situations.

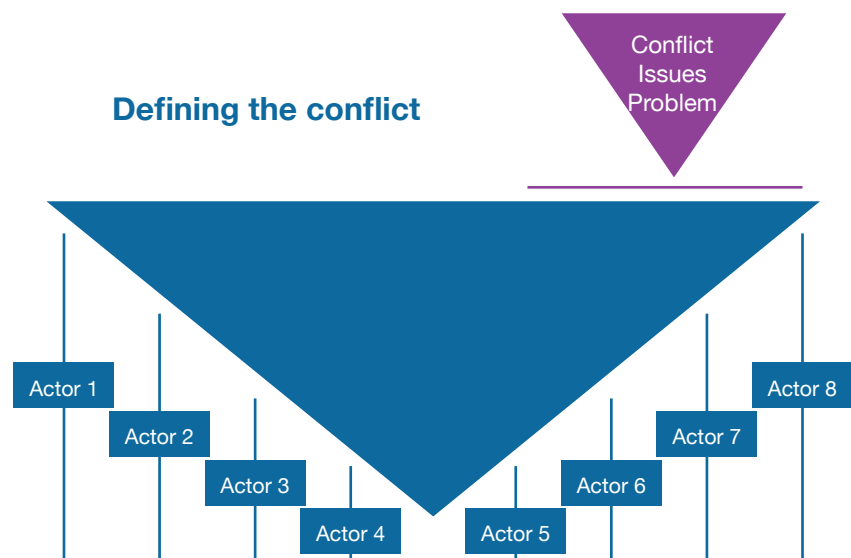
Purpose/ goal of Inverted Triangle Tool is to:

- Describe how structures are maintained (identify the individual pillars)
- Identify the factors sustaining an undesirable situation (this can be the various actors as shown in the graphic below. But it could also be other issues that keep the conflict ongoing)

- Consider ways to weaken (or remove) negative factors or change them into positive forces
- Minimize the effects of the negative forces and/or make the situation stable and peaceful
- Consider which of the pillars could become allies and learn of constructive actions already taking place (if actors are the pillar you might find out which individuals or groups have already started to cooperate)

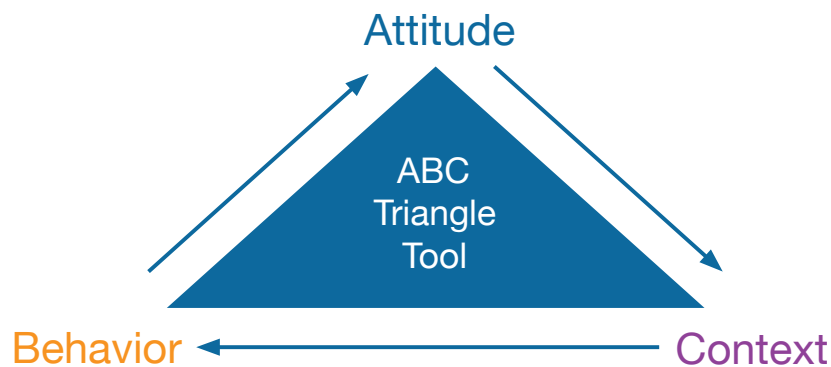
#### The tool is used:

- When the forces in a conflict are not clear.
- When the situation seems stuck in a kind of structural injustice.
- As a basis for further steps, for instance to brainstorm on solutions for every pillar that supports the unstable situation and then to decide on how to take action





### 3.2.5 ABC – Triangle Tool



This is a tool to analyse the three major components in a conflict; the **Context or Situation**, the **Behaviour** of those involved and their **Attitudes**. The three corners of a diagram represent these three factors.

The arrows leading from one to the other signify that individual factors influence each other.

Purpose/goal of ABC Tool is to:

- Identify the three factors for each party,
- Analyse how the factors influence each other,
- Relate the factors to needs and fears of each party,
- Identify a starting point for intervention (by e.g. identifying the energy that is used to attack each other while maybe there are similarities of needs and fears),
- Help everyone involved to see that all the different issues are part of the same problem.

ABC Tool is either used early in a process to gain insight, later in a process to identify intervention possibilities or to reveal how a change of one aspect might affect another one.

How to use the ABC Triangle tool

- Produce one separate triangle for each major party involved in the conflict.
- Identify and list the key issues relating to attitude, behaviour and context from the viewpoint of each party.
- Indicate the most important needs (or fears) inside the middle of each triangle.
- Compare the triangles of the different parties, note similarities and differences between the perceptions of the parties.

### 3.2.6 Conflict Tree Tool

This is a graphic tool that uses an image of a tree to identify and sort key issues in a conflict. The conflict tree offers a method for a team, organization or group to identify the issues that each of them sees as important in a specific situation: causes (roots), core problem (trunk), effects (branches).

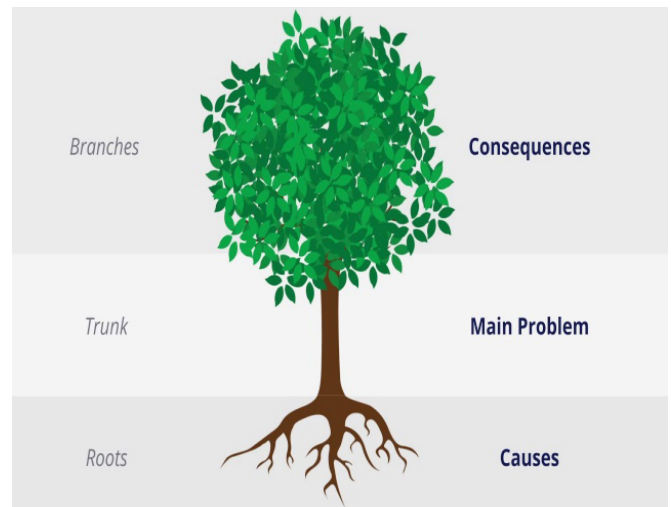
**Purpose/goal of Conflict Tree Tool is to:**

- Stimulate discussions about causes and effects of conflicts,
- Help groups to achieve consensus on the core problem,
- Assist groups in taking decisions about priorities for addressing issues,
- Relate causes and effects of a conflict to each other.

The tool is either used when a group has difficulties in agreeing about the core problem in their situation, or with a group who needs to decide about which issues of the conflict to address (priority).

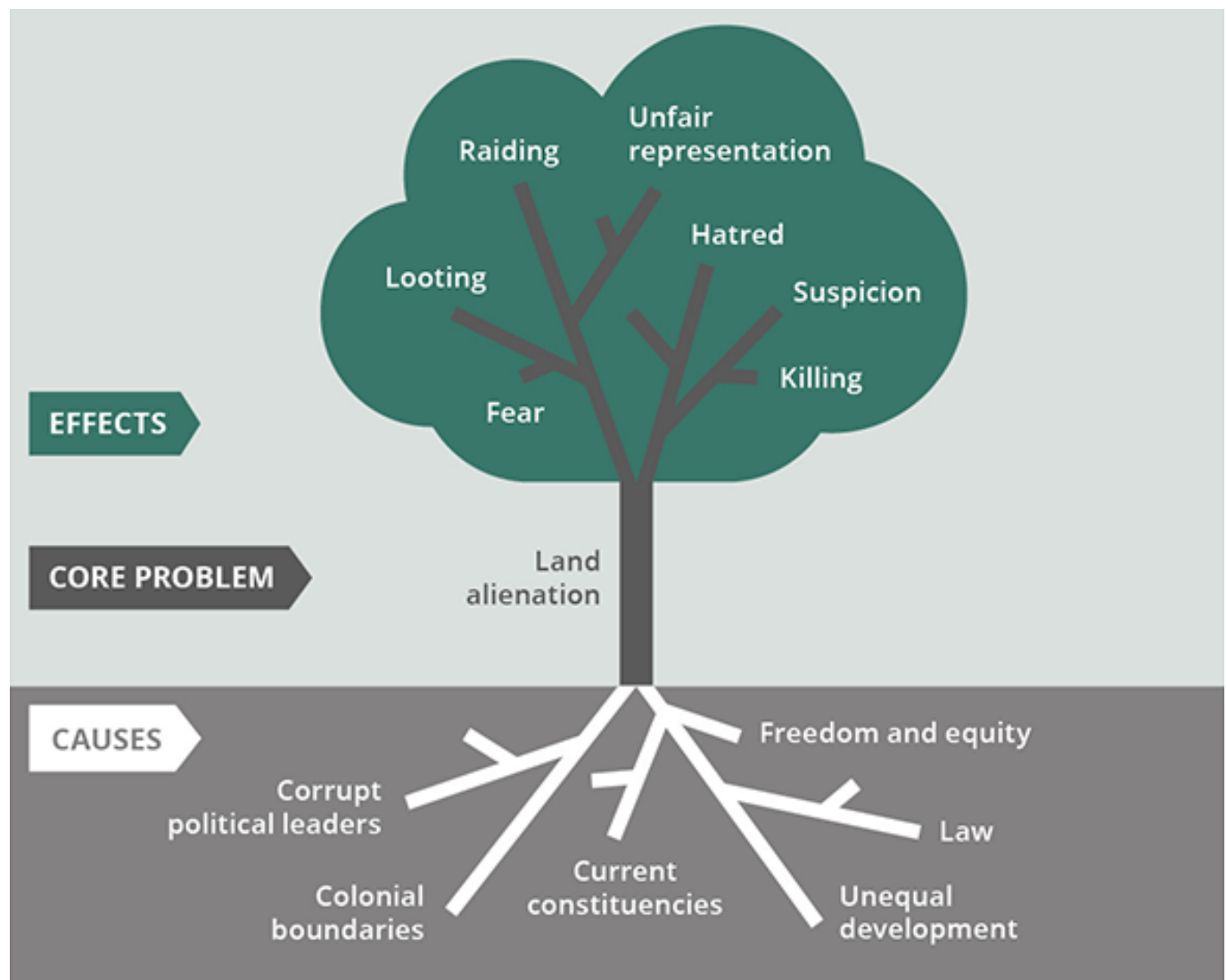
N/B: various issues can be causes and effects at the same time. This might be a fruitful starting point for discussion.

**How to use the conflict tree tool:**



- Draw the outline of a tree (roots, trunk, branches, leaves...)
- Write the questions you want to raise on a flipchart e.g. What is the core problem? What are the root causes? What are the effects that have resulted from this problem? What is the most important issue for our group to address?
- Brainstorm on the questions and note what is mentioned. You can use different methods, for example: brainstorm and have one person write directly on the drawing, let every person write down their own ideas, or distribute stick notes and ask the members to write down their issues (one issue/word per stick note) and place the stick notes on the respective area. Let the group members discuss and add, correct or agree as appropriate.
- Discuss the issues/problems to be addressed first (prioritize).

An example of conflict tree tool used to visualize conflict causes in Kenya



Source: Fisher, et al. {2000:29}





### 3.2.8 Pyramid - Three Level Triangle

The pyramid is a graphic tool showing different levels of stakeholders in a conflict.

Identify the key actors at each level. Every conflict is influenced by the perceptions, feelings, interests, issues and needs of people at different levels in the society. The pyramid has three levels

- Top level (elites)- these are handful high level leaders of the parties involved in the conflict such as military, police, religious leaders and government. They are perceived to have greater influence due to their positions and status in the society. They maintain an image of strength which makes it difficult for them to accept anything less than their publicly stated goals. They give a list of irreducible minimum requirements for peace negotiations to take place.
- Middle level this include middle range leadership such as leaders respected in sectors, ethnic and religious leaders, academics and professionals, NGO-leaders. They are more numerous than the top level leaders. Their influence is derived from the relationship they have with the local communities and the top level leadership. They also serve as important connection between the top level leadership and the communities.
- Grassroots level: this involves leadership at the grassroots level such as local leaders and elders, NGOs, community workers, group leaders, activists. These leaders represent masses who struggle with getting basic needs especially during the times of violence. Usually local communities are split into groups during conflicts therefore the grassroots leaders experience the first-hand the deep-rooted hatred and animosity associated by the conflict.

During conflict analysis, it is important for the facilitator to:

- Decide which level one belongs to (working, dealing with, operating) and how one might include other levels (e.g. resource people) for intervention or specific activities.

- Identify approaches appropriate for each level.
- Consider ways to build bridges and links between the different levels.
- Identify potential allies at each level.






This tool can be used when the conflict involves more than one level; to identify the key parties or actors at each level. The tool can also be used when analysing a situation that seems to include actors at different levels, when planning actions addressing a multi-level-conflict and when deciding where to focus one's energy.

#### Activity - Gallery Walk

- Put the participants in groups of 5.
- Ask each group to identify a conflict experienced in their community.
- Ask the participants to pick a tool of analysis of their choice to analyse the identified conflict.
- Each group to put their analysis on a flip chart and pin the flip charts up on the wall.
- Each group to nominate one participant to explain how they analysed the identified conflict to the rest of the participants and why they chose the tool for analysis.

### 3.3. Topic 3: Conflict Management Strategies.

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flipcharts, pens, markers, LCD projector and computers	Brainstorming

#### ACTIVITY

- Question: How do people manage conflicts in your community?
- The Trainer notes all the responses on a flip chart.
- How do the participants manage conflicts in their lives?
- The trainer uses the animal behaviour charts on how different people manage conflicts.
- The trainer invites the participants to pick the animals behaviour they identify with in managing conflicts.

#### Trainers Notes

##### Strategies of Conflict Management

##### a. Avoidance

Individuals avoid conflict by flight or running away, which implies denial or withdrawal from a conflict situation. When individuals avoid, they do not satisfy their own concerns or those of the other party. This is a negative approach which culminates into a lose/lose situation.

In the animal world, a tortoise denies there is trouble by withdrawing its tender body to its shell while the proverbial ostrich hides its head in the sand. A person who avoids addressing a problem in the family will still find the same problem the following day.

A person who avoids addressing the problem of alcoholism or drug addiction by continuing to overindulge in the vice will still have to live with the vice.

##### b. Accommodation

This is the willingness to give the other what they want by going along with the group rather than own beliefs and convictions. This is a lose/win situation, because one party gives in to the demands of another with least consideration of his/her interests/needs.

##### c. Competition

This involves the use of force to overpower others in decision-making in order to get what one wants by all means. The aim is to win and make the other party lose by placing high value on one's opinions and desires and very little on those of the other party. This is a win/lose situation.



##### d. Compromise

This is a win/win situation where conflicting parties settle for partial satisfaction of their own concerns by winning a little and losing a little at the same time.

### e. Collaboration

Here parties in conflict strive to satisfy their concerns by looking for alternatives that would best bring maximum benefits that leave them satisfied. This is a win/win situation. The animal chart below may help each participant to characterize his/her conflict management style.

#### What is your conflict Management Style (CMS)?

CMS	Explanation	Comparison
<b>Competing</b>	<p>"I value the point being made more than our relationship."</p> <p>"It is them or me" "I've got to win this one!" "I'm sure they will see it my way if they just think about it." "I know I'm right." This is the "I win, you lose" position</p>	
<b>Avoiding</b>	<p>"I will be quiet and listen." "It is not that big a deal." "I'd rather just forget it." "It's not worth the trouble." "What difference could I make anyway?" "I lose, you lose."</p>	
<b>Accommodating</b>	<p>"I value our relationship more than this point." "Let's just get this over with so we can get on to other things." "This tension is very uncomfortable. I'll just do what they want."</p> <p>"Fine I give in, have it your way." "I lose, you win."</p>	
<b>Collaborating</b>	<p>"I'm sure if we work together we can come up with a better answer than either of us individually." "I'm not giving in yet, but I am willing to hear your opinion, and give you mine." "I win, you win."</p>	
<b>Compromise</b>	<p>"This isn't important enough to fight over." "I don't want to be unreasonable." "If I give her this, maybe she'll give me that." "We could both live with that."</p>	

Source: [www.thepentecostalfamily.org/managing-conflict.html](http://www.thepentecostalfamily.org/managing-conflict.html)

### Application of Conflict Management Styles

None of the conflict management styles is wrong to use, but there are right and wrong times to use each. The table below illustrates how different conflict management styles can be applied in life situations.

Conflict Management Styles	Advantages	Disadvantages
Competing	Can be applied in situations where the other party is more powerful and is not willing to shift ground (e.g. the quest for independence by African countries from colonial masters, or women's movements confronting male-dominated societies for the right to vote).	One of the forms of confrontation is violent confrontation, and this in most cases leads to more violence.
Compromising	This situation gives a little and loses a little and this avoids jeopardising relationships.	The parties lose half of their bargain and gain half.
Collaborating	Parties show respect for each other. They work together for mutually beneficial outcomes. This approach creates room for "win-win outcome".	This approach is usually painstaking and often very tedious for those involved. It requires dedication to the process and patience, which many parties in conflict do not have.
Avoiding	It can be used in cases where there is no existing relationship between the parties or the chance of a future relationship.	It cannot work in close relationships. It only delays the inevitable. Parties will come back to conflict issues sometime in the future if it is ignored and "swept under the carpet".

### References:

- CAMP and Saferworld. (2014). *Training of Trainers Manual: Transforming Conflict and Building Peace*.
- Catholic Relief Services. (2018). *Peacebuilding Fundamentals: Participant's Manual*.
- Schilling, K. (2012). *Peacebuilding & Conflict Transformation: A Resource Book*.

## 4. MODULE 3

### PEACE-BUILDING IN COMMUNITIES



#### TIME

40 minutes



#### RESOURCES

Flipcharts, papers, projector, masking tape and coloured pens



#### METHODOLOGY

Reflection

The Trainer introduces the module and asks the participants to participate in the reflection

#### Objectives of the Module

- To enable the participants to understand the concepts of peace and peacebuilding
- To help the participants identify their role in violating or/and building peace
- To empower the participants with knowledge on how to build peace in the community

#### Reflection: Story - *the Hare and the Hyena*




Once upon a time, both the Hare and the Hyena were great friends. Both of them were married and had families. They used to meet at the village well where all animals were drinking water to quench their thirst and to share about the challenges they were encountering in their families. One day, during their usual sharing, they agreed that their marriage problems were brought about by their wives. That day, they resolved to teach their wives a lesson at night. The Hyena went home with enough canes while the Hare bought a new

drum. When he got home, the hare instructed the wife to scream and wail every time he hit the drum. At the Hyena's home however, the wife screamed and wailed due to the thorough beating she was receiving. The following day, both the Hare and the Hyena met at the usual meeting place. They shared about how they battered their wives. The Hare let the Hyena give his report first. The Hyena shared how he beat his wife until she could not walk. When it was his turn, the Hare laughed loudly and told the Hyena, "you are the biggest fool I have ever met. How could you hurt your wife? I did not beat my wife, I beat a drum and asked her to scream and wail during each drumbeat!" the Hyena felt cheated and was very disappointed. That is how their friendship ended.

- What did you hear?
- What broke the relationship between the Hyena and the Hare?
- When do we behave like the Hare? the Hyena?
- What happens in the community?
- What are the results/ consequences of our actions?



## 4.1. Topic 1: Understanding Peace building

		
TIME	RESOURCES	METHODOLOGY
40 minutes	LCD Projector, screen, flip charts, felt pens	Brainstorming

### Tips for Trainers

**Step 1:** The trainer introduces the session in Plenary by reflecting on the meaning of peace building with the participants, using multimedia projector to further enhance the understanding of the participants. The participants are encouraged to give examples from their environment, which will increase interaction and deepen their understanding of the session.

Discussion questions:

- When did you feel lack of peace in your life?
- How do we violate peace for others?
- How have we been involved in building peace in our community?

**Step 2:** A multimedia presentation on peace building activities, provides improved knowledge for the participants. The trainer gives the participants the opportunity to interact and brainstorm on what peace building entails. Key points of the brainstorm session are highlighted on the flipchart paper.

**Step 3:** Questions and Comments provide an opportunity for the participants and trainer to discuss and clarify any misunderstood aspects of the presentation or the session as a whole.

**Trainer's Handout: Understanding Peace building**

**What is Peace building?** Peace building is defined as employment of measures to consolidate peaceful relations and create an environment, which deters the emergence or escalations of tensions which may lead to conflict. Peace building assumes that conflict is a natural part of human existence and that the goal is to transform the destructive ways we deal with conflict to lead to more constructive outcome.

It is a collective term used to describe all activities and actions taken towards strengthening peace, while preventing a future relapse to conflict. It usually involves restructuring while advancing measures towards harmony. Peace building is a long-term process that covers all activities intended to build, promote peace and overcome violence.

Peace building approaches aim at preventing violent outbreaks of conflicts or to make a sustainable transformation of violent conflict into peaceful actions. Peace building measures aim at preventing conflict from re-emerging through the creation of mechanisms that enhance co-operation and dialogue among different identity groups.

These measures can help parties manage their conflict of interests through peaceful means. These include building institutions that provide procedures and mechanisms for effectively handling and resolving of conflict.




Peace building seeks to prevent, reduce, transform and help people recover from violence in all forms, even structural violence that has not yet led to massive civil unrest, as well as empower people to foster relationships at all levels that sustain them and their environment. Approaches to peace building fundamentally have different opinions about how peace building should be approached. One approach categorizes peace building into prescriptive and elicitive approach.

In a prescriptive model, a peace building process work through a top-bottom approach to intervene in a specific issue. The solution or strategy for change wholly depends on an 'outside' expert who utilizes his/her skills and techniques to offer alternate solutions to the conflict without major recourse to the prevailing techniques or opportunities in the target community. Elicitive model, on the other hand, addresses conflict through a popular participatory process, thereby giving target communities' opportunity to utilize existing local resources to resolve their conflict or bring about sustainable peace and development.



Engaging a community in peace building dialogue

## 4.2. Topic 2: Purpose of Peace

		
TIME	RESOURCES	METHODOLOGY
30 minutes	Resources: LCD Projector, screen, flip charts, felt pens	Brainstorming




- Ask the following question to the participants:
  - Why do we need peace?
- Write the responses on a flip chart
- Summarize then discussion with following input.

Basically the main purpose of peace is to end conflict. This is done by creating good relationships and keeping identity by creating mutual respect. Peace also creates good environment for help and development. Peace has three basic elements:

- **Safety:** this entails eliminating danger to human life/ existence. For instance, if one member of the family experiences violence, all the other members are adversely affected.
- **Justice:** when there is fairness in the community, the relationship among the people is good and therefore it is easy to work and live together. This helps in creating peaceful environment for growth.
- **Freedom:** chapter Four of the Constitution of Kenya (CoK) 2010, elaborates on the rights and freedoms of all Kenyans. However, for peaceful coexistence, it is important to note there are freedoms, rights and responsibilities. Freedom creates human respect.



### 4.3. Topic 3: Principles of Peace Building

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
20 minutes	LCD Projector, Screen, laptop	Presentation

The main task of peace building is to create positive peace or social environment where new disputes do not escalate to violence and war. Sustainable peace is characterized by self-sustainability, absence of physical and structural violence and elimination of discrimination.

Peace building agents therefore work towards fixing the core problems that cause the conflict and change the patterns of interaction of the involved parties. Peace building is based on the following principles:

**Comprehensiveness:** this is the ability to see the broad picture and effect change. It means identifying the felt needs of those involved, developing a vision of what should be worked towards and coming up with actions to achieve them. The community should be involved throughout this process.

**Interdependence:** this involves the engagement of different stakeholders/ actors. Therefore, the role of the peace building agent is to improve the quality of relationships within the community. Peace building supports the interdependent relationships that are necessary to effect and sustain the desired changes.

**Sustainability:** peace building is a long-term prospect. Conflicts often affect generations and erupt periodically into violence. Sustainable peace means paying attention to the direction of violence activities and energies. This means creating ongoing capacities within the context in order to transform recurring cycles of conflict and crisis by identifying and strengthening resources in the context of the conflict.

**Strategic:** this involves responding proactively to emerging social situations and meeting immediate and specific concerns and needs at the same time reinforcing a larger and longer-term change process. Peace building actions should be related to immediate and relevant needs and desired ideals for future changes.

**Infrastructure:** this entails necessary logistical requirements, social space and institutions that support the peace building process and implementation of the envisioned changes. Relationships and social spaces need to transform from violence to increased respect, interdependence, involvement and acceptance of individual responsibility for building peace.

**Peace building dimensions:** peace building involves all levels of the society and state structures. Peace building must be driven by the community and not the external forces (who may be involved sometimes). Involved parties must replace the spiral of violence and destruction with spirals of peace and development.

**The structural dimension:** this focuses on the social, economic, political and cultural conditions that nurture violent conflicts. These may be caused by unfair distribution of resources, environmental degradation due to climatic changes, or unequal political representation. The social, economic, political and cultural foundations should serve to satisfy the needs of the community. Therefore, the parties must analyse the structural causes of conflict and initiate social structural changes.

**The relational dimension:** this focuses on reconciliation, forgiveness, healing and building trust and future vision. It entails reducing the negative effects of conflict by repairing and transforming relationships.

**Personal dimension:** this focuses on desired changes at personal level. The affected individual should be able to undergo a healing process in order to avoid social, political and economic repercussions. This process involves post trauma counselling and support. Lack of such a support may force the victim to be at risk of becoming a perpetrator of violence in future. Community activities that deal with trauma include rebuilding community structures, performing rituals or ceremonies, constructing memorial sites to commemorate pain and suffering, peace museums, building safety net facilities and establishing professional training.



*Working with County Peace Actors for sustainable peace*



#### 4.4. Topic 4: Community – Based Peace Keeping

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flip charts, masking tape, projector, laptop, etc.	Group work

**Put the participants in groups of 5 and ask them to discuss the following questions:**

- Have you ever been involved in peace building activity?
- Share your experience
- What would you say were the achievements in the peace building activity?
- What challenges did you encounter during the peace building activity?
- How did you deal with the challenges?
- As a leader, how would you encourage your community to maintain peace?

Ask the groups to choose a rapporteur from each group to report to the plenary.

After the presentation, summarise the session with the following input.

##### Facilitators Notes

Traditionally peace keeping was the preserve of the United Nations as missions involving military personnel but without enforcement powers. The aim of the UN peace keeping is to help maintain or restore international peace and security in areas of conflict. Over time, this approach of peace keeping has evolved into peace keeping operations that are seen as non-military or unarmed peace operations. Peace missions envisage stability obtained through cease fires and preventing the escalation of new outbreaks of violence hence creating an opportunity for peace building. While this approach is necessary in a conflict area, the strategy is more of conflict management rather than conflict resolution.

Civilian or community peace keeping involves unarmed individuals placing themselves in conflict situations in an attempt to reduce inter group violence. Community peace keeping works at the grassroots level offering the possibility of reducing conflict and preventing violence through engagement with communities. It is informed by the premise that people and culture form the best resource for building and sustaining peace.

Community based peace keeping is primarily concerned with strengthening the role of the local communities, civil society and other institutions as a way of promoting peace. The socio-cultural resources for peace provide shared responsibility for constructive transformation of conflict to prevent violence. Community based peace keeping aims at leading people at the community level on how to deal with violence and ultimately build sustainable peace.

Community peace keeping involves

- Proactive presence (accompaniment and protection) by monitoring the compliance to human rights in the conflict affected / vulnerable areas.
- Monitoring the security situation through community based early warning mechanisms and conflict prevention.
- Cross community dialogues
- Use of relationships and communication skills
- Use of diplomacy to persuade and convince conflicting parties to adopt non- violence means of settling disputes
- Election monitoring
- Ceasefire monitoring
- Establish and monitor peace zones
- Carrying out humanitarian and relief assistance
- Help in re-establishment of rule of law
- Creating spaces for local peace initiatives at the community level, shielding targeted or at-risk groups, linking grassroots with service providers and the policy makers
- Local leaders have a major role in ensuring sustainable peace. This is because they are actively involved in maintaining peace in families as well as within and without communities. Many leaders work closely with government leaders and are therefore actively involved in reporting early warning signs to respective authorities. The leaders are key in creating an atmosphere that helps in removing animosity, fear, mistrust and leading to conflict resolution.

How Ensure Sustainable Peace in the Community

#### **At personal level**

- Be virtuous and patient and avoid harming others using hands and tongue.
- Respecting justice, recognizing our and other people's rights and respect the law.

- Respecting rights of children; respect elders and imitating good actions in other people.
- Recognizing the imperfection in ourselves and others and accepting positive criticism.
- Restraining from tribal, racial, linguistic and regional discriminations.

#### **At Family level**

- Imparting and learning religious and family values
- Providing basic needs for proper growth
- Participating in family activities
- Taking care of other members in family and their property
- Creating a peaceful environment for family members' growth.
- Controlling and monitoring all our family members' activities.

#### **At Community**

- Relating well with people in the mosques, churches, schools and workplaces.
- Respecting other people's rights and taking responsibility when we wrong them.
- Restraining ourselves from harming others and taking part in violence related activities. Avoiding prejudice and violence.
- Consulting with people when we are making a decision and utilize peaceful methods while solving a conflict.

Adapted from JICA Support Programme for Reintegration and Community Development in Kandahar (2009).

#### **References**

- Caritas International. (2002). *Peacebuilding: A Caritas Training Manual*. [www.caritas.org/upload/pea/peacebuilding\\_1.pdf](http://www.caritas.org/upload/pea/peacebuilding_1.pdf)
- International Alert. (1996). *Resource Pack for Conflict Transformation*. Parts I-V, London
- JICA. (2009). *JPRS Model Peacebuilding Training Manual*.
- Tshiband S.A.N. (2010). *Peacekeeping: A Civilian Perspective? In journal of Conflictology on Dialnet-peacekeepingAcivilianPerspective-5587393.pdf*

## 5. MODULE 4

### EARLY WARNING AND EARLY RESPONSE MECHANISM



#### TIME

40 minutes



#### RESOURCES

Flipchart board, papers, projector, index cards, masking tape and colored pens



#### METHODOLOGY

Reflection

The Trainer introduces the module and invites the participants for reflection

Objective of the Module:

- To equip the participants with knowledge on early warning
- To help the participants differentiate between an early warning and the traditional intelligence gathering
- To enable the participants to appreciate the importance of gender in early warning




#### Reflection: Story: Pendo and Riziki

Pendo and Riziki are good friends. Both of them come from different ethnic communities. One day they were walking to the market to sell their farm products as they updated each other on what was happening in their community. All of a sudden, they started arguing about whose ethnic community was better than the other. Riziki turned to Pendo and told him that his community was the best because it had more educated people who could reason better than

all the others in her country. Pendo became furious and invited three other members of his ethnic community who were standing by to hear what Riziki had said. Pendo's group also started to praise their ethnic community. With time, the argument drew many people from the two ethnic communities. It became a confrontation with Pendo's group asking Riziki's group never to be seen in the market. Pendo's group reminded Riziki's group that they only settled there recently and that they were supposed to go back to where they came from.

- What did you hear from the story?
- What kind of conflict is presented in the story?
- Does such a conflict happen in your community? Give examples
- What are causes of the conflict?
- What are the consequences of the conflict?
- What does our culture, faith and the Constitution of Kenya say about the conflict?
- How can we deal with the identified conflict?

## 5.1. Topic 1: Meaning of an Early Warning

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Resources: projector, screen, laptop, flip charts, felt pens, index cards etc	Buzz Group Discussion

- Ask the participants to find a partner and discuss what early warning means to them. When they hear early warning, what does it mean?
- They should take a turn to discuss it.
- Ask them to share any experience of early warning? What does early warning look like? They should spend 5 – 7 minutes discussing it.
- Give participants index cards and ask them to write two words that come to mind when they think of early warning.
- Stick these painting around the room.
- Facilitate a discussion on early warning using the words as a foundation.
- Make a presentation on early warning

### Trainer's Notes



*A moran alerting the community of a danger*

### Introduction to Early Warning Systems

Early warning systems are proactive; they involve the systematic collection and analysis of information to anticipate an escalation of conflict. It involves the reading of specific indicators as signals and patterns of signals and translating those patterns into some kind of anticipation of the likelihood of the emergence or escalation of the violent conflict. Gender sensitivity is important in early warning because neglect might lead to the selection of indicators that are rooted in negative gender relations and patriarchy.

The neglect of gender may lead to interventions that are harmful to women or unfavorable collaborative gender relations and may overlook important female stakeholders with capabilities for conflict prevention and peacebuilding. Early warning was first introduced to relief agencies in the 1980s for use in humanitarian crises to predict famine and a refugee crisis.

It was used to alert and improve preparedness in the relevant areas including adequate food, shelter, medication, etc. The previous use was in predicting natural disasters and stock market crashes, it has its origin within the military cycles in the gathering of strategic military intelligence. There has been an evolution in the application of early warning from less emphasis on forecasting to anticipating the potential for conflict.




This has also led to a change to a knowledge-based model to help decision makers formulate policies that can thwart or reduce the disparaging effect of violent conflict. Early warning can be used in pre-conflict, conflict, and post-conflict. When conflict has started, in this case, it is not for conflict prevention but for conflict containment, minimizing of suffering and avoiding the spread of the conflict. In the post-conflict phase, it is used to prevent the resurgence of conflict.

Components of Early Warning are as follows:

- Collection of information using specific indicators.
- Analysis of information - attaching meaning to indicators, setting it into context, recognizing crisis development.
- Formulation of best and worst case scenarios and response options.
- Communication to decision-makers.

The integration of early warning in conflict prevention is distinct from intelligence gathering analysis that is only interested in state interest.

## 5.2. Topic 2: Concept and Purpose of Early Warning

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
40 minutes	Index cards, felt pens, flip charts, etc	Reflection

- Give the participants about 5 minutes to reflect and think about any experience they have encountered they might refer to an early warning
- Distribute index cards to all the participants and ask them to answer the following questions on the card. One card for each question.
- Why did they feel it is early warning? What concepts make it an early warning?
- Five Flipchart papers are placed at different parts of the room and the participants are to stick their answers to corresponding papers.
- The participants make a gallery walk to read the responses to the questions.

Facilitate a discussion based on the 5 points that the participants answered on the flipchart paper.

## 5.3. Topic 3: Identification of Early Warning Signs

### Trainer's Notes

#### Potential Early Warning Signs includes:

- Sudden demographic changes and population displacement;
- Rising unemployment rates and destabilizing referenda or elections;
- Economic shocks or financial crises;
- Destruction or desecration of religious sites;
- Discrimination or legislation favoring one group over another;
- A rise in “societal” intolerance and prejudice;
- An increase in demonstrations or rallies and Government “clamp-downs”; and
- An influx of refugees and foreign intervention.



## 5.4. Topic 4: Stages of Conflict / Crisis Development and Early Warning

### ACTIVITY: Brainstorming.

- The Trainer guides participants to outline **the stages of conflict / crisis development**.
- Participants attempt to outline the stages.
- The Trainer uses key notes in summing up the views of the participants.

### Stages of Conflict or Crisis Development

#### 1. Structural Tensions or Instability

Potential crises at this stage may be identified through tracking background or structural conditions that constitute root causes of tension and crises. Examples include a history of state repression, exclusionary ideologies, and lack of democratic experience, increasing gaps in income and economic opportunity, land desertification, and increasing population pressures. These structural conditions tend to change slowly, and so form the basis for long term risk assessments. At this stage, there is high probability that a crisis will occur in several years or decades. Therefore, there is need for preventive peace-building or peace-making initiatives and long-term planning.

#### 2. Escalation

Potential crises at this critical stage may be identified through tracking dynamic factors or “accelerators,” which may exacerbate the underlying conditions, driving up tensions. Examples include arms or resource acquisitions, incidents of aggressive posturing or low-intensity violence, new discriminatory and repressive policies, crop failures, and major currency devaluations. These are events that unfold rapidly and provide the basis for a dynamic early warning mechanism.




These indicators show the probability of a crisis within coming months or weeks. Therefore, last minute preventive diplomacy and containment efforts, or planning for humanitarian aid and peace-keeping are essential.

#### 3. Crisis/War

The transition to a full-blown humanitarian crisis or war may be marked by trigger incidents such as a coup attempt, assassination, or declared state of emergency that may act as a match to ignite the flammable mix of dry trees or logs (structural factors) with dry brush or lighter fluid (accelerators). At this stage, the opportunity for prevention has passed, but the need for relevant information and (comparatively high-risk, high-cost) reaction is necessary.

Early warning and early response systems require both structural risk assessments processes to point to opportunities for appropriate and well-planned preventive action to address structural problems and linked dynamic early warnings to flag the need for more immediate containment efforts.

## 5.5. Topic 4: Ethical Issues in the Early Warning Process

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
40 minutes	Flip charts, felt pens, projector, screen and laptop	Discussion and Presentation

**Put the participants into buzz groups of 3 and ask each group to discuss the following question:**

- What ethical issues are associated with early warning and early response mechanisms?

The Trainer uses key notes in summing up the views of the participants.

### Trainer's Notes

#### Ethical issues in Early Warning and Early Response

##### 1. Impartiality

Persons involved in early warning need to be impartial at all times. This means that they should be willing to deal with issues in the same manner regardless of whether it affects them or their friends and relatives. It could also mean that they should not take sides with any actors in a conflict set up that will jeopardize chances for peace.

##### 2. Credibility

Early warning, being an important aspect of peace building, requires that the people involved be of high moral standing in society. Persons involved should therefore be trustworthy and sincere at all times.

##### 3. Reliability

Early warning requires the participation of individuals who can be relied upon to be available consistently for this noble course. These individuals need to be reliable in collecting information regardless of the challenges they may face and deliver expected results.

##### 4. Confidentiality

Early warning is a sensitive process which involves handling crucial information. Mishandling such information can lead to disastrous effects.

One way of avoiding this is to put confidentiality into practice. Sources of information need to be protected so as to remain relevant to the system and under no circumstance should these sources be revealed to parties outside the reporting structure of the conflict early warning and early response system.

## 5. Voluntarism/Selflessness

Early warning systems around the world over rely on individuals who in recognizing the importance of such mechanisms to their community or nation, offer their services for minimal or no pay at all as part of their contribution towards peace. While in some situations early warning may see the need to compensate those involved for their time and resources, the aspect of volunteerism needs to be an important driving force as it guarantees ownership and participation at community level.

## 6. Compliance with the Law

Participation in early warning does not exempt one from observing the law. In fact, as part of the ethical issues that require strict observance, all those involved must always ensure that they are on the right side of the law. This also involves respect for government administration and all its functions. The involvement of government administration



A group of morans after a community dialogue

## References:

Babaud, S. & Ndung'u, J. (2012). Early Warning and Conflict Prevention by the EU: Learning Lessons from 2008 Post Election Violence in Kenya on [www.saferworld.org.uk/downloads/pubdocs/IfPEW\\_Kenya.pdf](http://www.saferworld.org.uk/downloads/pubdocs/IfPEW_Kenya.pdf)

## 6. MODULE 5

### COMMUNITY DRIVEN INITIATIVES FOR PEACE AND SECURITY



#### TIME

40 minutes



#### RESOURCES

Flip chart, pens, lap top, projector, screen, masking tapes, etc



#### METHODOLOGY

Reflection

The Trainer introduces the module and invites the participants to be attentive during the reflection.

#### Objectives of the Module

- To reinforce the importance of community driven initiatives in maintaining peace and security.
- To encourage the participants to utilize available community-driven initiatives in resolving conflicts.
- To explore alternative dispute resolutions that can be used in settling disputes.

Resources: Flip chart, pens

#### Reflection: Story: The Thief in our Village




John is a very presentable young man. He moved to Bidii Village one year ago. To the villagers who know him, he is a watchman in a nearby factory. One day, residents of Bidii village noticed that their chicken were disappearing without trace. One day, when the residents had left for work in the city, John went to his neighbour's compound and stole five chicken.

This was a bad day for John because the neighbour had not gone to work on that day. The neighbour saw John running away with the chicken and immediately alerted other villagers who gathered at Johns compound. John was thoroughly beaten and was give twenty minutes to leave the village.

- What did you hear?
- What do you think was the problem in that village?
- Does such a problem happen in our community?
- What is the root cause of the problem?
- What could the problem lead to?
- What does our culture, religion and Constitution of Kenya teach us about the problem?
- How can we solve such a problem?



## 6.1. Topic 1 Introduction to Community-Driven Initiatives

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flip chart, pens, projector, screen, laptop, etc	Presentation

### The Trainer introduces the topic

This module builds on the work undertaken in previous modules. The focus of this module is how we can now put our learning into practice. We call this 'learning by doing'. The accompaniment process will help to develop community-driven initiatives for peace and security promoting greater cohesion among communities and it will enable participants to use their new skills.

The approach of community-driven initiatives for peace and security seeks to make sustainable improvements to local community experiences of peace and security. In doing so, it actively engages communities in the identification and prioritization of the local peace and security concerns, as well as in the development of appropriate and effective responses jointly with local authorities, security and justice service providers and civil society.

This promotes confidence and reconciliation between security providers and communities, and supports conflict-affected and marginalized groups in articulating and addressing their pressing and immediate peace and security concerns. It generates a positive social development benefit as well as greater community cohesion and improved perceptions relating to peace, security and reconciliation.

### Plenary discussion: Why is this approach important?

Facilitate plenary discussion to identify existing practice of this approach-the community peace driven initiatives.

- Participants to give examples of peace building initiatives that are driven community that they are aware of.
- Explain how the initiatives have been of benefit to the community
- State why the community peace driven initiatives are important.
- Summarize and note down responses and feedback on a flipchart

## Trainer's Notes

### Community-Driven Initiatives for Peace and Security

Purpose of a community-driven approach to peace and security

The purpose of a community-driven approach to peace and security is to strengthen a community's capacity to address their own peace and security needs. We do this through:

- Creating a Community Action Group (CAG) – trained in how to help communities identify peace and security needs and how to communicate these needs with relevant actors.
- Helping communities to identify their peace and security needs through a series of community meetings, organised and supported by the Community Action Group.
- Helping communities to analyse and plan solutions to their peace and security needs in several selected communities. These 'community-driven action plans should lead to improvements in the local peace and security situation.
- Providing a forum for engagement between communities and providers. Community representatives will hold meetings with local service and security providers and officials to discuss their needs and how the providers can respond to them. In the first instance, the focus of these meetings will be the 'community-driven action plans.

### Why is this approach important?




- It promotes ways of delivering peace and security that are more responsive to community needs and priorities.
- It ensures that all peace and security responses in place are accountable to the communities they serve.
- It provides early warnings of conflict and security risks in communities affected by conflict, by generating more information about peace and security concerns and sharing this information more effectively.

How Community Policing Committees are established

- A police officer in charge of an area in consultation with stakeholders, is responsible for and facilitate the establishment of area Community Policing committees and other administrative structures.
- An area Community Policing committee consists of representatives of Community Policing forums in the area concerned who are elected for that purpose by such policing forums.
- A Station Commander and the members elected by the community from time to time become members of the area Community Policing committee concerned.
- Where appropriate, both the Administration Police and the Kenya Police Officers establish joint committees or other structures.



## 6.2. Topic 2: Nyumba Kumi Initiative

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flipcharts, pens, markers, LCD and computer	Group Work

- Have you heard of Nyumba Kumi Initiative?
- Do you belong to a Nyumba Kumi initiative in your area?
- What are some of the activities that Nyumba Kumi initiative engage in?
- What has been the benefit of belonging to Nyumba Kumi initiative in your area?
- How can you make Nyumba Kumi initiative in your area stronger?
- The groups report back in the plenary.

The Trainer uses key notes in summing up the views of the participants.

### Trainer's Notes

According to National Police Service (2017), Nyumba Kumi - is a strategy of anchoring Community Policing at the household level or any other generic cluster. These households can be in a residential court, in an estate, a block of houses, a manyatta, a street, community of interest, a gated community, a village or a bulla.



*A homestead of a pastoralist's family*

### Importance of Nyumba Kumi Initiative

#### Trainer's Notes

Nyumba Kumi initiative is one of the community policing initiatives that has been initiated in Kenya in the recent past. Community policing is an approach to policing that recognizes voluntary engagement of the local community in the maintenance of peace. The approach acknowledges that the police need to be responsive to the communities and their needs.

It involves joint problem identification and problem-solving, while respecting the different responsibilities the police and the public have in the field of crime prevention and maintaining order. (NPS, 2017).




**Difference between traditional policing and Nyumba Kumi**

Traditional Policing	Nyumba Kumi
Police-centered	Citizen-centered
Crime-centered	Security-driven
Reactive	Proactive
Policing work of security agencies	Community police partnerships
Enforcement/arrests and punishment primary tool	Problem solving jointly with local communities
Crime reduction	Focuses on crime prevention
Relies on informers	Relies on citizen participation

**Benefits of Nyumba Kumi**

- Increased trust between police and the community.
- Reduced complaints against the police.
- Effective utilization of resources.
- Increased crime reporting.
- Ultimate reduction in the criminal justice system budget.
- Reduced fear of crime.
- Maintenance of social fabric through mentorship programs.
- Reduction in antisocial behaviors.
- Sustainable development; and
- Improved quality of life.

### 6.3. Topic 3: Understanding and Application of Alternative Dispute Resolution

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
1 hour	Flip charts, projector, screen	Brainstorming

**Guide the participants to understand and apply Alternative Dispute Resolution to conflict situations.**

#### Brainstorming

- The Trainer guides participants to Understanding and application of Alternative Dispute Resolution

Questions for the plenary

- Have you ever been involved in a conflict that did not end in a police station?
- What was the conflict about?
- How was it solved?

The Trainer uses key notes in summing up the views of the participants.

#### Trainer's Notes

Alternative Dispute Resolution (ADR) are common ways used by members of the community in conflict resolution without involving the courts. However, Article 159 of the Constitution of Kenya 2010 introduced alternative dispute resolution and traditional dispute resolution to be recognized by law.

According to ADR Bill 2019, alternative dispute resolution means “conciliation, mediation, traditional dispute resolution or any other mechanism of resolving disputes in which a person assist parties to resolve a dispute otherwise than through the normal judicial

process or arbitration. Traditional dispute resolution means a process in which parties attempt to reach a mutually acceptable settlement agreement to resolve their dispute by the application of customary law of the community concerned and with the assistance of a third party called a traditional dispute resolver.

Local leaders should be well equipped with knowledge on ADR because they are ones who are usually involved in resolving conflicts in the communities.

The objectives of ADR as stated in the ADR Bill 2019 include:

- Provision of an effective mechanism for amicable dispute resolution
- Promotion of a conciliatory approach to dispute resolution
- Facilitation of timely resolution of disputes at a relatively affordable cost
- Facilitation of access to justice
- Enhancement of community and individual involvement in dispute resolution
- Fostering peace and cohesion.

**The following conflict resolution mechanisms are recognized by the Alternative Dispute Resolution (ADR):**

### 6.3.1 Arbitration

This is a process where parties in dispute agree to present their grievances to a third party for resolution. The parties agree on the third party who will arbitrate them.

**Note:** Trainer to pick local examples that bring out how arbitration is/can be done in local communities

Advantages include:

- Most cases the arbitrator has expertise in dispute resolution
- Any person can be an arbitrator as long as both parties agree
- It is flexible and cost effective
- Confidentiality is observed
- Speed is agreed upon

Disadvantages:

- Proceedings in arbitration are private unlike in the courts
- Similar cases cannot be consolidated without the agreement of both parties
- Arbitration in Kenya is increasingly becoming formal and expensive as more lawyers play the role of arbitrators. Sometimes they drag the resolution process.
- Arbitration becomes a court process because once it is over, an award has to be filed in court.

### 6.3.2 Negotiation

This involves the parties in dispute meeting to identify and discuss issues at hand. Ultimately, the parties arrive at mutually agreed solution without the help of a third party. Negotiation process involves parties with equal power meeting to discuss shared or opposed interests. The negotiations focus on interests instead of power. The negotiating parties may agree to disagree resorting to bargain and negotiation of core issues. Mostly, negotiations end up as mediation because the negotiations reach deadlocks.

**Note:** Trainer to pick local examples that bring out how negotiation is/can be done in local communities

### 6.3.3 Mediation

This is a voluntary, informal, consensual, strictly confidential and non-binding conflict resolution in which a neutral third party helps the parties in dispute reach a negotiated solution.

**Note:** Trainer to pick local examples that bring out how mediation is done in local communities

Advantages

- It is a faster process since the timing of the process is within the control of the parties.
- It is informal, flexible, cost effective, confidential and efficient
- It preserves relationships
- It provides a range of solutions
- There is autonomy over the process and the outcome.

Disadvantages

- Where there is power imbalance, the powerful party dominates the process
- The non-binding nature means that the parties might decide to stop the mediation process after the first meeting. Non-binding nature may also mean decisions cannot be imposed on the party.
- It may lead to endless proceedings
- It may not be suitable if one party needs urgent protection like an injunction.

### 6.3.4 Conciliation

This is the process in which a third party restores damaged relationships between parties. The third party (conciliator) brings the disputing party together, identifies misconceptions and clarifies perceptions. Unlike the mediator, the conciliator may not be totally neutral. Conciliation reduces tension, opens communication channels and facilitates continued negotiations. It is used when parties are unwilling, unable, or even unprepared for any bargain. Conciliation is commonly used in labour disputes.

**Note:** Trainer engages participants in a discussion about how to use conciliation

### 6.3.5 Adjudication

This is an informal process in which an impartial, neutral third person (adjudicator) makes a fair, rapid and inexpensive decision on a given dispute arising under a construction contract. The process operates under very tight time scales with the adjudicator expected to reach a decision within 28 days or the period stated in the contract. The positive aspect of this process is that it is flexible and inexpensive. It also allows the power imbalance in relationships to be dealt with so that weaker subcontractors have an opportunity to deal with more powerful contractors. The decision made by the adjudicator is binding unless the matter is referred to arbitration or taken to court.

The disadvantage of adjudication is that it is not suitable to non-construction disputes. More so, the choice of the arbitrator is important as his/ her decision is binding and that it does not enhance relationships between the parties.

### 6.3.6 Facilitation

This is an informal process where a neutral (Trainer) provides direction to enable the group to effectively move through negotiation towards agreement. Facilitation therefore plays a crucial role in improving the flow of information within a group or among disputing parties. The Trainer only focuses on the procedural assistance to conflict resolution, without getting involved with substantive like a mediator.

### References

- Republic of Kenya. (2010). *The Constitution of Kenya*. Nairobi: Government Press.
- \_\_\_\_\_. (2019). *Alternative Dispute Resolution Bill*. Nairobi: Government Press.
- National Police Service. (2017). *Community Policing Information Booklet: Building Safer Communities Together*.
- Maigua, K. (...). *Alternative dispute resolution and Article 159 of the Constitution*.

# 7. MODULE 6

## PREVENTION OF TERRORISM, RADICALIZATION AND VIOLENCE EXTREMISM



### TIME

40 minutes



### RESOURCES

Flipchart board, papers, projector, post it cards, masking tape and coloured pens



### METHODOLOGY

Reflection

The trainer introduces module six.

### Objectives

- To enhance the participants understanding of terrorism, radicalization and violence extremism
- To equip the participants with knowledge on how curb terrorism, radicalization and violence extremism

Resources: Flipchart board, papers, projector, post it cards, masking tape and colored pens

### Reflection: Story: Wedding Preparations




Amani and Juma were preparing for their wedding ceremony. They decided to go and buy gifts in a nearby shopping mall in the city. While they were negotiating for their wedding rings, they heard a commotion near the gift shop. Then they hear loud sounds of gunshots inside the mall. They could not run because the gunshots could be heard from all directions. When they decided to leave the gift shop and run away for their lives, Amani was shot dead.

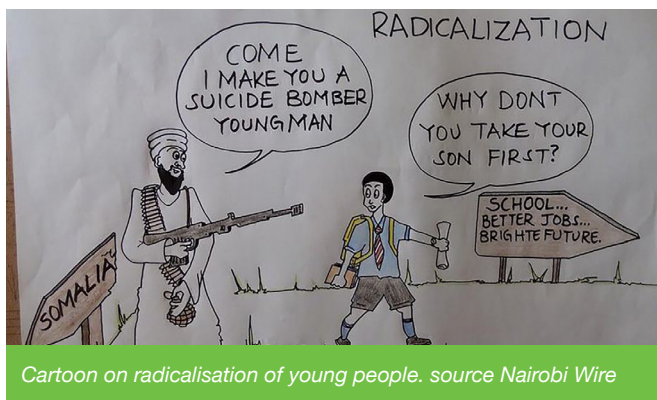
Juma could not believe what he saw but death was staring on him right before his eyes. He quickly laid down next to Amani. His body was covered by the blood from Amani. Juma did not die. However, after the ordeal that took 36 hours, he wished he wished that this was a long dream. It was a sad moment for relatives and friends to have Amani's funeral on the day that was meant to be their wedding day.

- What did you hear from the story?
- What do you think was happening?
- Does this happen in our community? Give examples
- What are the root causes of this problem?
- What are the consequences of this problem?
- What does our a) culture, b) faith and c) the Constitution of Kenya say about the problem?
- What can we do as a community to solve this problem?



## 7.1. Topic 1: Understanding the Concepts; Terrorism, Radicalization and Violence Extremism

		
TIME	RESOURCES	METHODOLOGY
1 hour	Flip charts, post it cards, felt pens, projector, laptop, screen, etc	Brainstorming, debate and presentation



### a) Terrorism

Methodology: Brainstorming

- The trainer gives each participant a post card
- The trainer asks each participant to write on the post it cards what comes to their mind when the word terrorism is mentioned.
- The trainer writes the responses on the flip chart
- The trainer helps to identify main words coming from the responses and helps to define the word terrorism.

### Trainer's Notes

Terrorism is a serious crime. It is not associated with a specific religion, ethnic community, race or nationality. There is no single definition of terrorism.

However, terrorism has the following characteristic:

- Any act that poses a danger to life or property
- An attempt to intentionally undermine a democratic community either by trying to influence policy or law makers, and
- An indiscriminate approach to targeting with purpose of inspiring fear and terror throughout a population.

Acts of terrorism include actions such as: high jacking of planes, bombing of critical government institutions, such as embassies and military bases, bombing of big malls and other big buildings, kidnapping people (particularly of one gender) for a purpose, among others.

### b) Radicalization

**An introductory statement to the bulletins or a subheading is required...it can even be the methodology**

- The trainer introduces the topic on radicalization
- After the definition, the trainer organizes a debate "*radicalization is important in our society*". This will take 20 minutes
- The trainer summarizes the points from both the opposing and proposing sides.

## Trainers Notes

Radicalization is defined as the process through which a person comes to support or be involved in extremist ideologies. Radicalization is not a threat to the society if it is not connected to violence or unlawful acts. In fact, radicalization has been beneficial to communities where human rights advocates for abolition of any form of slavery, or when a section of population push for self-determination and independence.

Terrorist radicalization is the process whereby an individual accepts terrorist violence as a possible and legitimate course of action. This leads to individual's participation in terrorist actions. Terrorist radicalization happens when an individual is exposed to external influences and terrorist propagandists or through internet.

Any practical examples? Misconceptions that people have?



SOMIRENEC Staff at an installed water point in Isiolo County




## c) Violence Extremism

### Methodology: Presentation

Violence extremism can be defined as the beliefs and actions of people who support or use violence to achieve ideological, religious, or political goals. This includes terrorism and other forms of politically motivated and communal violence. Perpetrators of violence extremism have the following characteristics:

- A deliberate targeting—with the objective of inflicting harm—of civilians, both individuals and communities, based on their identity.
- A lack of tolerance for multiple narratives that challenge their fundamentalist belief system.
- A related and violent disregard for civic discourse, culture, scientific or rational thought, human rights, due process, and for the traditional and modern embodiments of law and authority.
- A reference to symbols, whether religious (Sharia law, the Bible) or other (e.g. the Swastika);
- In some cases, a rejection of the nation - state or at least of the existing boundaries;
- A glorification of the nation - state linked to a rhetoric of supremacy of one people/ class over others (this was the case of the Nazis, the Pol Pot regime, the Knights of the Ku Klux Klan (KKK)).
- The statement of individual or group objectives in nihilistic, millenarian, or apocalyptic terms, rather than as realizable political objectives (albeit with the caveat that for many leaders of violent extremist groups, these lofty statements often disguise more practical aspirations for power or territorial control).
- The systematic discrimination and abuse of women and their subordination through rape, enslavement, abduction, denial of education, forced marriage, sexual trafficking, which has been part of the ideology or practice of several violent extremist groups.

## 7.2. Topic 2: Factors Conducive to Terrorism

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
40 minutes	Flip charts, felt pens, projector, screen, laptop, etc	Buzz groups

### Exercise




- Put the participants in groups of 3.
- Ask the groups to discuss the question:
  - Why do you think some people join terrorist groups?
  - The groups write down the responses and later reads them out during the plenary.
- The trainer summarizes the discussion.

### Trainers Notes

There are structural and socio-economic factors that support terrorism. These include:

- Prolonged unresolved conflicts
- Dehumanization of victims of terrorism
- Lack of rule of law
- Violations of human rights
- Ethnic, national and religious discrimination
- Political exclusion
- Socio-economic marginalization
- Lack of good governance
- Lack of access to education

### 7.3. Topic 3: Community's Role in Preventing and Fuelling Terrorism

		
TIME	RESOURCES	METHODOLOGY
50 minutes	Flip charts, felt pens, masking tape, etc	Gallery Walk

The trainer puts the participants in groups of women, men, youth, community leaders, etc

- The trainer then gives each group the following questions for discussion:
  - What role do we play in supporting terrorism? How can individuals or community contribute to enhanced terrorist activities?
  - How can we prevent terrorism acts from happening in our community?
- Each group writes their responses on a flip chart and pins the flip chart on the wall.
- All participants walk to each group's presentation in turns.
- The trainer summarizes the discussions.



National Police Service - Administration Police during peace monitors training

#### Facilitator's Notes




Women, men, youth and community leaders have contributed in fuelling terrorism in different ways.

Everyone in the community has different capacities and positions to prevent terrorism

The government through the community-based policing has called upon everyone in the community to know their neighbor and their day to day activities each one is involved in.

Community Leaders are at strategic point to receive any information regarding terrorism and know where and how to report for action.

## 7.4. Topic 4: Benefits of Community Policing in Preventing Terrorism

		
<b>TIME</b>	<b>RESOURCES</b>	<b>METHODOLOGY</b>
40 minutes	Flip charts, felt pens, etc	Brainstorming

### Ask the plenary the following questions:

- What according to their understanding is community policing?
- what is the importance of community policing in preventing terrorism?
- What are the challenges they have experienced with community policing?
- The responses are written on a flip chart
- The trainer summarizes the discussion

### Trainers Notes

Community policing is critical in fighting terrorism. Terrorism is a complex phenomenon and it requires communities' participation in ensuring their own safety. This means that the community need to partner with the security agents in order to give the required information of any perceived terrorist activities. This approach however works very well where there is trust between the police and the communities.

Benefits of community policing in preventing terrorism include:

- Anchoring policing into respect for human rights and the rule of law;
- Improving public perceptions of, and interaction with, the police;

- Improving communication with the public on counterterrorism;
- Increasing public vigilance and resilience;
- Enhancing police understanding of communities as a basis to better engage and co-operate with them;
- Helping to identify and address community safety issues and grievances; and
- Facilitating timely identification and referral of critical situations

### References

- OSCE. (2014). Preventing Terrorism and Countering Violent Extremism and Radicalization that Leads to Terrorism: A Community Policing Approach: Vienna, OSCE.
- UNDP. (2016). Preventing Violent Extremism Through Promoting Inclusive Development, Tolerance and Respect for Diversity: A development Response to addressing Radicalization and Violent Extremism: New York, UNDP.



# 8. MODULE 7

## WOMEN IN CONFLICT RESOLUTION AND PEACE BUILDING



### TIME

40 minutes



### RESOURCES

Flipchart board, papers, projector, index cards, masking tape and coloured pens



### METHODOLOGY

Reflection

The facilitator introduces the module and invites the participant to listen to the reflection

### Objectives

- To help participants understand gender roles in conflict and peace building
- To equip the participants with knowledge and right attitudes on why women should participate in conflict and peace initiatives
- To enable participants to explore spaces for women involvement in promoting culture of peace

### Reflection: Skit: Return My Clothes

Noise of women is heard.... Two women have sharp argument while others watch from a distance

Woman A: ... stop telling me to keep quiet. You have disrespected me for a long time now. I should teach you a lesson.

Woman B: .... Who said that am afraid of you. I stole your clothes and so what? You think you can go telling everyone I stole your clothes?

Woman A: You are going to return my clothes. They were very new...




Woman B: I will not return the clothes. Go tell your husband to pay back my money first.

Woman A: You will return my clothes right now

Woman A runs to Woman B, holds her neck in an attempt to strangle her. Woman B retaliates by giving Woman A strong blow on the face until Woman B falls down and the fight continues...

- What did you see?
- What did you hear?
- Does such a scene happen in your community? Give examples
- What are the root causes of such a scene?
- What are consequences of such a scene?
- What does our faith? Culture and the constitution say about such a problem?
- How can we solve the above problem?

## 8.1. Topic 1 Gender Roles in conflict resolution

		
TIME	RESOURCES	METHODOLOGY
60 minutes	Flip charts, felt pens, masking tape	Brainstorming

### Exercise

Put two flip charts on the board in front of the participants.

Name them flip chart “A” and “B”.

- At the top of flip chart ‘A’ write the word MAN and on flip chart ‘B’ write the word WOMAN.
- Welcome the participants to say words that describe a man. Write the responses on the flip chart with written MAN.
- Repeat the same for the WOMAN flipcharts.
- Going through the MAN list, ask the participants whether those words can be used to describe women.
- Repeat the same for the WOMAN list.
- Underline the biological traits as you go through the traits

Explain that the two lists show the difference between sex and gender. Sex refers to biological traits. Gender refers to social, economic, and cultural attributes associated with being male or female as constructed by the society. It varies between cultures.

- Put the participants in groups of 5 (single sex)
- Give each group a flip chart
- Ask the men group to draw a man and list the qualities, roles and behaviour that society expect of men.
- Ask the women group to do the same.
- After 5 minutes, bring the groups back to the plenary.

- Ask the following questions
  - Are these pictures representative of your community? (ask men about the women picture and vice versa)
  - What similarities and differences do you see?
  - Do you think these differences are fair?
  - What happens when a woman does not follow these expectations?
  - What happens when a woman does not follow these expectations?

### Facilitator's Notes

- These two pictures present the gender role expectations of boys, girls, men and women.
- These expectations are set by the family, elders, peers, media, etc
- These expectations influence the way men and women behave in regard to conflict and peace building
- There are consequences if an individual does not behave according to societal expectations on gender roles

### Men and Women Expectations in Conflict and Peace



- Put the participants in groups of 5 (single sex).
- Give each group a flipchart
- Men group to fill the following tables:

How men are expected to behave during conflict	Consequences if they do not behave according to expectations
How men are expected to behave in peace building	Consequences if they do not behave as expected

Do the same for the women groups

After the exercise, ask the participants to identify similar responses in both men and women flip charts.

## 8.2. Topic 2. Why Women Should Participate in Conflict & Peace Initiatives

		
TIME	RESOURCES	METHODOLOGY
30 minutes	Flip charts, felt pens, masking tape, etc	Group discussion

- Put the participants in groups of 5 (mixed sex)
- Ask them to discuss the following questions:
  - Why should women be involved in conflict resolution and peace initiatives?
  - What happens when women are excluded from conflict resolution and peace initiatives?



**After the groups presentations, summarize the session with the following notes:**

### Facilitators' Notes:

- Women play both positive and negative roles in conflicts as victims, combatants, peace activists, formal peace brokers, coping and surviving actors, supporter of their fighting husbands and sons, heads of households, etc
- Women suffer more than men because they are unable to run and leave their children behind.
- They are sexually assaulted and exploited during any armed conflict.
- Women suffer from victimization, alienation, unwanted pregnancies, rape, sexually transmitted infections and prolonged emotional trauma.
- Women have to struggle to keep their families together during violence. Men and sons are coopted into war leaving women to provide for their families.

### 8.3. Topic 3. How Women Contribute to Culture of Violence in Communities

		
TIME	RESOURCES	METHODOLOGY
50 minutes	Flip charts, felt pens, masking tapes, etc	Role Plays

- Put participants in groups of 8
- Ask them to come up with a role plays on how women contribute to a culture of violence in their communities.
- Give the groups 10 minutes to prepare
- After 10 minutes, ask each group to present their role play in 5 minutes.
- Ask the other participants watching the role plays to note lessons from the presentations.

#### Facilitator's Notes

##### How Women Contribute to Culture of Violence Among the Pastoral Communities

- Among the pastoral communities, women use proverbs, poems and songs. They sing and dance for young men after they return from cattle raiding.
- Among the Pokot and Marakwet, women put on *Leketio* (a belt made of cowrie shells) that signifies fertility and motherhood. If a woman removes this belt during a violent conflict, the youth from both ethnic groups immediately stop fighting.
- Young women trigger raiding by praising raiders who bring the largest number of cattle and ridicule those who fail leading to a cycle of cattle raids by young males.
- Women encourage youth by preparing meals and amulets after successful raids. For women with sons, successful raids mean receiving a share from the spoils of conflict in form of livestock. The woman controlling over the livestock is seen as important because she assumes the role of the custodian of her son's future inheritance.
- Among the Rendille, there is a belief that a young man never feeds from the hands of a woman unless they commit a raid or kill in order to get a privilege and respect from the community and the recognition as a warrior.
- Among the Karamajong, a woman wears a special cloth when her man is out on a raid. Pokot women put on Leketio belt that is believed to protect her son from any external harm. Before any warrior sets out for a raid, each of them inform their mother to wear the belt.
- There were ceremonies to welcome the hero after a raid. Among the Gabra, warriors carry the private parts of their victims' home to an arousal welcome from their women. The Dasanech combatants take-home blood-stained clothes of the slain warriors to their women in an elaborate ceremony. Pokot women reward their brave warriors by decorating them with jewelry. Women in Mandera use a genre called *Saar* to praise their clans and to demean rival clans. Borana women use jokes or plays called *Qoosa taapa* to verbally attack males.



## Women involvement in Violent Extremism

There have been cases of women seen as violators in violent extremism in Kenya. However, this has been supported by limited data on women's direct contribution in the crime. This could be attributed to:

- Some socio-cultural and religious norms in Kenya which may limit the role of women in extremist organizations. More so, Kenya is a male dominated society and therefore women are nurturers of peace within a domestic context.
- Some extremist groups have learnt to use women and children to their advantage. This is because both are not under the scrutiny of the security agencies as attackers.
- Women involvement as violent actors is deliberately kept hidden.
- Cultural and religious factors also define whether women are free to discuss such matters with outsiders.
- Women may be too fearful to speak out due to fear of attack by state actors and stigma by their communities.

### Indirect roles women play in violent extremism

- Women are more active in indirect or non- combative role that include enabling, supporting and facilitating violent extremism.
- Some are involved in recruiting and participating in logistics of recruitment for Al-Shabab. Women use their positions as mothers, wives and sisters to recruit for violent extremist organizations.
- Mothers use their influence in the home as the familial custodians of cultural social and religious values.
- Temptresses from refugee camps lure young men with false promises.
- Women play operational roles as intelligence gatherers and spies for the Al-Shabab. Women collect information surveillance because they are viewed with less suspicion and pass the information to others.

Women play supportive role for men fighting for violent extremist groups. These roles include:

- Providing shelter to or hiding terrorists or family members involved with extremists' groups
- Taking food to family members who have been arrested on terror- related charges or preparing food for violent extremist organizations
- Providing medical care to extremists' fighters who have been injured
- Facilitating financial transactions to fund violent extremist organizations
- Cooking and cleaning in al-Shabaab training camps
- Radicalizing their own children
- Providing "company" to or "comforting" terrorists through marriage among the networks of extremists' own relatives and friends.

## Gender Based Violence (GBV)

This refers to harmful act or threat based on a person's sex or gender identity which includes physical, sexual and psychological abuse, coercion, denial of freedom and economic deprivation whether done in private or public. GBV affects girls, boys, women and men and has long-term social, psychological and emotional repercussions.

GBV violates human rights that are founded on respect for dignity and worth for each person. GBV violates:

The right to life;

- The right to personal security
- The right to equal protection under the law
- The right to freedom from torture and the cruel inhumane or degrading treatment

### Categories of Gender Based Violence

There are various categories of GBV including physical, sexual, social (mental or emotional), economic and harmful traditional practices.

**Physical gender-based violence** refers to the intentional use of physical force with the potential of causing death, disability, injury or harm. This form of violence includes assault, domestic violence, and harmful cultural practices.

**Sexual gender-based violence** refers to use of physical force to compel a person to engage in a sexual act against his/ her will. This include harassment, rape, sodomy, defilement, attempted rape among others.

**Emotional gender-based violence** involves trauma for the victim caused by acts, threats of acts, coercive tactics when there has already been physical, sexual or threat of physical or sexual violence. This form of violence coexists with other forms of violence. For example, a woman who is beaten and coerced into sexual.

**Harmful traditional practices:** entails ways of life of people which is harmful for others. These include, female genital mutilation, early marriages, wife inheritance, among others.

Causes of gender-based violence

#### Exercise:

Ask the participants in groups of 5 to use a problem tree conflict analysis tool (module 2: unit 2.2.6) to analyze the causes and effects of GBV.



## 8.4. Topic 4. Women Involvement in Conflict Resolution and Peace Building

		
TIME	RESOURCES	METHODOLOGY
40 minutes	Flip charts, felt pens, masking tapes, etc	Brainstorming

### Exercise

Ask the participants the following questions:

- Who is your woman role model in conflict resolution and peace building?
- Why is she a role model to you?
- How can we involve more women in conflict resolution and peace building in our communities?

After the discussion, summarize the session with the following points

### Facilitator's Notes:

Even if women have more opportunities to act during conflict, they tend to be marginalized and disempowered. Their access to power in post-conflict processes is restricted. Women have to use their feminine power to negotiate peace. They are able to influence peace by using kinship relationships. This is because many women belong to two families; where they are born and where they are married. Women have used available spaces to reach out for peace in Kenyan communities. These spaces include:

- Informal initiatives that provide monitoring and early warning through peace dialogues
- Women in inter- ethnic marriages are able to become mediators in their husbands' communities
- Economic empowerment groups such as micro- saving groups serve as spaces of encountering dialogue in which peace is discussed.

To ensure more participation by women, state and non-state actors should:

- Ensure that women play key role in the design and implementation of post- conflict resolution and peace building activities.
- Support and strengthen women organizations in their peace building efforts by providing enough and sustainable financial and technical support.
- Strengthen the protection and representation of refugees and displaced women by paying special attention to their health, rehabilitation and training needs.
- Practicing rule of law and ensuring redress of crimes committed against women, enforce and bring to justice culprits involved in any form of gender-based violence.
- Leaders have great influence in the communities. They have the capacity and authority to influence the community members to break unhealthy gender roles and cultural practices that inhibit women participation in peace building. Leaders can also develop laws and policies that will encourage women participation in conflict resolution in communities.

### References

Agbajobi D. 2010. The Role of Women in Conflict Resolution and Peacebuilding. In eds. Bowd R. and Chikwanha. A. B. Understanding Africa's Contemporary Conflicts, African Human Security Initiative, pp. 233-254

De Zwaan, N. and Feenstra, E.D (2015). "Gender, Peace and Conflict Training Manual". Cooperative for Assistance and Relief Everywhere, Inc. (CARE).

## NOTES







The European Union

### **Social Ministry Research Network Center**

Somirenec Centre, Hardy Karen  
P.O. Box 15635 - 00509, Nairobi  
Tel: +254 702 444 666  
Email: [somirenec.po@gmail.com](mailto:somirenec.po@gmail.com)

