



A WORKING REPORT



Launching of the Mentorship Program

Report Submitted To
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OVERVIEW

Children in school and also students in madrassa are targets of extremist organizations for recruitment seeking support for their political, religious, racial or ethnic ideologies, or conducting acts of targeted violence within our communities. As such, schools must remain vigilant in educating their students about catalysts that drive violent.

Effectively, mentorship programs in schools play key roles in preventing and countering violent extremism and radicalization. The program fosters shared values and critical thinking, and they help students develop basic life skills and social competences essential for living in a peaceful society that embraces coexistence. Education can help young people develop the communication and interpersonal skills they need to dialogue, public speaking, debate, research, agree to disagree and learn peaceful approaches to changes, beliefs, develop their critical thinking to investigate legitimacy of radical narratives, develop the resilience to resist extremist narratives, engage constructively in society without having to resort to violence and to constructively engage in peaceful collective action.

Parents and teachers should aim to educate children towards peaceful coexistence and to have respect for the rights of others and to tolerate beliefs that are different from their own, the education that young people receive cultivates beliefs and dispositions that oppose radicalism and extremism. At this level of generic prevention, students are given tools and skills for boosting resilience against social polarization and radicalization. Not only can schools cultivate different skills necessary for social and life development, but they are also places where early signs of radicalization can be noticed.

The theme of the mentorship program is ***“The effects of violent extremism and Radicalization of the young people in Kamukunji, Eastleigh.”*** The program is to engage teenagers and the youth in the prevention of all forms of violence and to embrace peaceful co-existence. The focus is on young primary and high school students. The emphasis on young students is to identify the issues that lead or attract them to crime, drugs and radical groups in society particularly young boys and what can be done by the society composed of schools, teachers, community elders and the government in prevention of these issues, the school consists of both Muslims and Christian students.

The event started at 1039hrs and ended at 1739hrs. This was a deviation from the intended and programmed start and end time as we had planned for the event to start at 0900hrs and end at 1600 hrs. The venue was at



the Agents of Peace Offices, and was ready and set to safely accommodate all the participants. During the arrival, registrations were done by Ms. Basra Hassan and Ms. Kadra from Agents of Peace.

Introduction and Training Basis

Agent of Peace supported by Rosa Luxemburg Stiftung (RLS) undertook a training program for 12 schools both Primary and High Schools, Agents of Peace trained them in building peace and resilience to violent extremism and terrorism attacks, and helping vulnerable groups and individuals particularly youth and teenagers on identifying radical narratives and how to respond in a soft way, and being resilient the long-term effects of violent extremism and conflict for sustainable development. The emphasis on young students was to identify the issues that lead them to be attracted to crime, drugs and radical groups in society particularly young boys and what can be done by the society composed of schools, teachers, community elders and the government in prevention of these issues.

The training was to impart knowledge and skills on how to prevent violent extremism and radicalization while aiming at improving Peaceful coexistence' managing conflict and preventing any forms of violent in their schools, homes and work as they implement to serve their community in their respective vicinity. The training was informed by a consultative meeting with agent of peace volunteers and some stakeholders who Pointed out some of the concerns pertaining peaceful coexistence, peacebuilding and conflict management, the relevant topics which were relevant and related to Preventing and countering violent extremism to the Peace agents and it will add value to their work as the country is on the process of preparing for forth coming general election in early august 2022. The training program built the capacity of two hundred and thirty-three (233) young people who are peace ambassadors to address and response to issues and areas revolving around P/CVE activities in Kamukunji sub-county in Nairobi County, twenty (20) students and two (2) teachers from each school from twelve (12) schools.

Brief Rational guiding focus on children

As the world witnessed that many young children around the world have been recruited by extremist groups, where the boys were used as combatant and forced to attack their own families; some were given weapons like guns to attack people while girls were forced to get married. In the year 2015 United Nation verified 274 cases having been recruited by Islamic state in the Iraq and Levant. The UN verified that there are centers in the country which provided military training to at least 124 boys between 10-15 years of age. The abducted children are forced to act as spies, transport military equipment and supplies, plant explosive devices as well as to actively engage in attacks. Children recruitment is also practiced by the Al-Shabaab in Kenya and Somalia. Some children join the terrorist group with their own will without being forced. And this is mainly brought by children experiencing family problems, children dropping out of school.

Strategic Position of Protection & Prevention as Tools in Protecting Children



Children are vulnerable to radicalization for a wide range of factors that are not fully understood by both practitioners and professionals some of the factors are; marginalization either by state or community, lack of access to proper educations, poverty, financial inducements, exposure ideology and search for identity. Some of effective tools to protect children from the recruitment of violent extremist groups in the context of radicalization is through prevention. The UN Committee on the Rights of the Child's General Comment No. 10 draws attention to the need for countries to consider prevention when tackling the issue of child criminality, stating that 'a juvenile justice policy without a set of measures aimed at preventing juvenile delinquency suffers from serious shortcomings'. This is because preventing crime is better for children, their families, their communities and society as a whole.

Key Thematic areas in the Mentorship Program

The Mentorship program is premised on the need to build their voice and agency to openly talk about critical social issues that affect them directly or can cause them to seek opportunities within radicalized groups and establishments. As such, the program empowers them to engage critically on issues such as;

1. Promotion of the rule of law and human rights-based approach.
2. Enhancement of the fight against corruption.
3. Enhancement of participatory decision-making and increasing civic space at national and local levels.
4. Provision of effective socio-economic alternatives to violence for groups at risk.
5. Strengthening of the capacity of local governments for service delivery and security.
6. Supporting of credible internal intermediaries to promote dialogue with alienated groups and reintegration of former extremists.
7. Promotion of gender equality and women's empowerment.
8. Engagement of youth in building social cohesion.
9. Working with faith-based organizations and religious leaders to counter the abuse of religion by violent extremists.
10. Working with the media to promote human rights and tolerance.
11. Promotion of respect for human rights, diversity and a culture of global citizenship in schools and universities.

Training Methodology

The training involved presentations, group discussions, question and answer sessions and the participants were taught how to undertake a Participatory Systemic Inquiry which is an approach to learning and deliberation which involves the participants in generating profound insights into the dynamics of the systems that they are trying to change. Some of the things that were highlighted by the participants to have stood out were, understanding that definitions are not the same and could vary based on different perspective. Also, it came out the extremism does not necessarily mean terrorism. It is possible to be extreme about ideologies one believes in without necessarily being violent.



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Program, Speakers and Sessions

The morning session began with welcoming remarks from Mr. Mohamed Abdirizak, the Director/Founder of Agents of Peace, quickly followed by Prayers which was conducted by one of the school Patrons.

Mr. Mohamed rolled out the training program to the students as they were given out program schedule handouts, and went through it with them. There were self-introductions of all the students and nicknames allocated to them by Mr. Mohamed. Before officiating the training, he motivated children on choosing their career goals based on their passions and to not give up and despair. He also urged the children to dream big and better their society, the participants were informed that sessions of the was on conflict management in Schools, introducing participants to different kinds of extremism, and how it differs from terrorism, early warning signs of radicalization and how to respond and generally how to apply the concept of preventing violent extremism, as such the training targets 16 schools both private and public as beneficiaries to create a stable learning environment that understands the concept and are able to utilize the skills constructively

Finally, Mr. Mohamed emphasized on respect for teachers as they are among the moral parents in the society. Then Hafsa Hassan, a Volunteer at Agents of Peace made sure the Ministry of Health Guidelines were also followed through and the students were informed to frequently sanitize, have their masks on at all times and to social distance.

Following that, there was an introduction to Debate and the importance of debate and Public Speaking as moderated by the Agents of Peace Communications Director (Volunteer), Ms. Grace Maina. For about 2 hours, Ms. Grace explained the basics to debate, the importance, the rules, procedures and terms used in debate. She also explained the roles of the Speakers and the order that they are to follow. Finally, she had a practical exercise with the students, in that six speakers were picked (three Proposers for the motion and three Opposers). And a time keeper. The motion was; *Day School is better than boarding school.* The set time for the debate was 10 minutes (in that the Proposers got 3 minutes and the Opposers 3 minutes and the final 1 minute for a rebuttal or surrebuttal).

Narimaan Samir- *The Program coordinator (Volunteer) at Agents of Peace*, had an interactive session with the students, where she asked them what they understood from the Debate session. Ms. Narimaan later explained the peace by emphasizing that ego and ignorant is not a good thing and with team work and understanding a lot is achievable. She also advised the students to work together in order to achieve good in life. She urges the students to liaise with the teachers in case there's an issue and not to create conflict and division.

In the Afternoon session, Mr. Mohamed Presented on the Definitions of Peace and Violence. After Defining the terms of Peace and Violence he added on Peace Building, Conflict resolution preventing violent extremism and their effects. The word peace was defined in other languages as well, such as Somali, Swahili, Kalenjin, Arabic as well as sign language. Mr. Mohamed later on informed the students of the Sustainable development goal 16. (SDG 16 or Global Goal 16 is about "*peace, justice and strong institutions.*" One of the 17 Sustainable Development Goals established by the United Nations in 2015).

At 3:17pm an Ice breaker was introduced by Ilhan Ali-*Volunteer at Agents of Peace.*

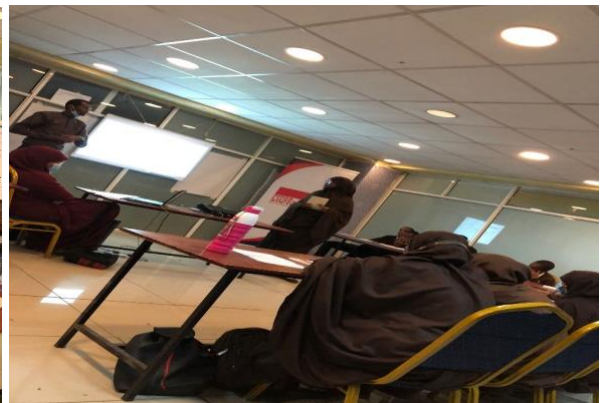


Mr. Mohammed Later Presented on the Causes and Effects of Violence; Focusing on Causes and Effects of Violence in learning institutions. And factors that contribute to community violence. He later divided the students into three groups each group consisting of seven students and a teacher and an Agents of Peace Volunteer.

Syndicate Exercise and Group presentations:

This approach of engaging in discussions it was used as an eye opener for the participants to echo their issues, share experiences and lessons learned particularly in the prevention of community violence, conflict management and preventing Violent Extremism. Participants would then make presentation in plenary.

Group Session Pictorials



Training group discussions

The afternoon sessions began with participants discussing questions on topics that were meant to find out how knowledgeable participants were on matters of Domestic violence within schools, homes and also Preventing Violent Extremism within our communities and learning institutions. The questions looked at their expectations from the training, what they hoped to gain from the training, one thing they expected to learn during the training and the experience they had in preventing violent extremism programming and also the participants they thought should be engaged in P/CVE programming and why they should be engaged and how they would monitor peacebuilding and peaceful coexistence.





Training Outputs

The training objective was at the end of the training the peace ambassadors will be able to:

1. To empower the participants on school and communal conflict management
2. To build knowledge and awareness around the different forms of extremism
3. To build knowledge and skills around Solving Domestic Violence
4. To build knowledge and confidence on identifying signs of radicalism and how to respond



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