**A Joint Collaboration Between African Union
and Agents of Peace-Kenya**

African Union

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ABSTRACT
This report summarizes the content of - Capacity Building Workshop for Communities, Youth, Religious Leaders and Security Agencies on hate speech, conflict prevention, Prevention of Violent Extremism, UNSCR 2250, African Union Continental Framework on Youth, Peace and Security at Community Level. Hosted by Agents of Peace, from 27th - 29th January 2022 through the African Union Department of Political Affairs Peace and Security.

CAPACITY-BUILDING WORKSHOP ON PREVENTING VIOLENT EXTREMISM IN NAIROBI, KENYA

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Acronyms and Abbreviations

AIU	Africa International University
AoP	Agents of Peace
AU	African Union
AUCF	African Union Continental Framework
AYC	African Youth Charter
CAP	County Action Plan
CBOs	Community Based Organizations
CDF	Constituency Development Fund
CEF	County Engagement Forum
CIDP	County Integrated Development Program
CSOs	Civil Society Organizations
EWER	Early Warning Emergency Response
KU	Kenyatta University
MKU	Mount Kenya University
NGOs	Non-Government Organizations
NSCVE	National Strategy on Counter Violence Extremism
P/CVE	Preventing and Countering Violent Extremism
RECs	Regional Economic Communities
SCPC	Sub County Peace Committee
UNSCR of 2250	United Nations Security Council Resolution 2250
UoN	University of Nairobi

Overview of the workshop

In the international community, there is an increasing importance of Prevention of Violent Extremism. In a similar manner, the Agents of Peace has prioritized the topic of multisectoral approach in the Countering Violent Extremism (CVE) whereby different stakeholder focus and priority issues are addressed. The good practices are rooted in several expert workshops, evidence and capacity building courses on CVE & education that are conducted. Agents of Peace's work in the area of P/CVE builds on its longstanding commitment to peace and human rights, which aims to equip stakeholders with knowledge but above all psycho-socio-emotional skills that nurture respect for all, build a sense of belonging to a common humanity and help stakeholders to become responsible and active citizens for a peaceful, inclusive and sustainable world.

The workshop was conducted in consultation and partnership with the African Union through the African Union Political Affairs Peace and Security Office facilitated the capacity-building workshop in Nairobi, Kenya to support PVE interventions for different cadre of stakeholders. The main participants of the workshop were from the Community Based Organizations [CBOs] and Learning Institutions. Others were the local administration. Notably this program was conducted as a follow-up to a 'Capacity Building Workshop on the Prevention of Violence through which was conducted in 2021 hosted by Agents of Peace. During the workshop itself, the agenda for each day was carefully constructed to look at several core elements and objectives over the course of the three days. The objectives of the workshop are outlined below, followed by a description of each of the days of the workshop.

Overarching Goals

1. To build the capacities of stakeholders to develop and implement interventions and approaches that contribute, effectively and appropriately, to the prevention of violent extremism through resilience building and the promotion of citizenship, and citizen action.
2. To enhance the knowledge of stakeholders to transfer the knowledge on PVE within their respective stakeholder groups and constituents.

Specific Objectives

Improved understanding of the drivers of violent extremism and the role of stakeholders in their mitigation in light of the principles of peace and security; Improved understanding of PVE terminology and language in more depth, and contextualized to the local community; Identify priority areas of intervention, key implementation challenges and good practices to overcome obstacles; Explore how to use AU's Resources, as well as their possible integration into non-formal education programmes; Improved understanding of pedagogical approaches that can help address the drivers of violent extremism, build resilience, and nurture a culture of peace; Creating safe spaces for dialogue about challenging topics, including violent extremism; Enhancing socio-emotional learning that assists in building more resilient communities; developing an understanding of critical and digital literacy skills, and pedagogical approaches to critical and digital literacy; Create localized networks and educators to facilitate the continuous exchange of good practices and information in support of PVE goals; Facilitate the development of country work plans to enhance the capacities institutions, CBOs and government to mainstream culture of peace and prevention of violent extremism; and Facilitate the development of a checklist for policy makers/leaders.

Summary of the Three-Day Engagement

Generally, the first day provided the foundations of key terminology related to PVE and PVE in the country's context, debated the ways in which stakeholders could be involved in PVE, looked at the challenges different stakeholders faced, and probed into how they could better understand their role[s]. The second day focused broadly around issues of Pedagogies, activities and strategies for PVE, The second day allowed for stakeholders to develop skill sets needed for implementing PVE activities. As the core for PVE focuses on three main topics, there was a session dedicated to: 1) social and emotional learning (SEL), 2) facilitating safe spaces for dialogue, and 3) enhancing digital awareness and understanding and skills. There were also assignments. The third day was basically on "*Hands-On*" actions on PVE. On the third day, participants were asked to conduct two main

activities: 1) creating a activity plan around one of the three core topics based on the challenges they faced in their own contexts; 2) creating a commitment statement to indicate what they could achieve after the workshop on PVE.

Facilitation method and adaptive learning process

As part of the design of the workshop, the facilitators asked for regular feedback on the day, including what went well and what needed further clarification & improvement. The facilitation method featured interactive learning and participatory approach through presentations by experts, roundtable discussions with the whole group, small group work, team exercises, and joint presentations by participants. The workshop aimed to build skills and confidence through active learning where skills were demonstrated by facilitators and practiced by the participants.

The workshop also featured a joint development of lesson plans by the participants, as well as a personal activity statement committing to follow up work. As an example of the adaptive and participatory learning process during the workshop, participants were requested to highlight their core expectations for the workshop in order to ensure the facilitators understood the needs and wants of the teacher-trainers in attendance.

Participants' Expectations

After a brief highlight of the workshop specifics, the participants cite that;
1. We expect effective management of time to ensure that we cover all what has been planned
2. We expect to receive sufficient knowledge so that we can apply it in the field
3. We expect the new skills demonstrated by the facilitators so that we can go away with them as well.
4. We expect to learn new strategies to handle violence and related issues
5. We expect effective support from the organizers when we are out in the field

Welcoming Remarks

The capacity building workshop commenced officially through official remarks made by the Founder and Director of Agents of Peace – Mohamed Abdirizak Abdullahi. In his statement, he reiterated the ever-dynamic challenges of preventing and countering violent extremism calling for the need to be more innovative and focused to ensure that there is continued concerted effort in engagement. He also reiterated that, this particular capacity building workshop was a follow up to a subsequent one held in 2021 which lay the foundation for some of the great interventions and coordination that has been seen in Kamkunji over the last 1 year.

In conclusion, he asked for open engagement as this was not simply a training but also a sharing session that will work to empower other stakeholders. In her part, Orit Ibrahim, the African Union representative applauded the continued consistency in Agent of Peace work as well as the diversity in stakeholders who committed and actually attended the workshop. She committed that the AU is open to work with the stakeholders through AOP continually. Other opening remarks were made by the Chiefs in attendance and their common position was that AOP's work is unifying and empowering. As such, they should continually work in the area and on their part, they committed to continually support all engagements in Kamkunji when call upon to do so.

Day One: Policy and Legal framework in preventing violent extremism

### Part 1: legal frameworks and policies that guide interventions around P/CVE.

The participants were taken through a session on the existing legal frameworks and policies that guide interventions around P/CVE.

The NSCVE

The National Strategy to Counter Violent Extremism [NSCVE] of 2016 is Kenya Government's Operational Strategy to counter terrorism and radicalization within its borders as well as protect the country from possible infiltration.

The NSCVE focus is four phased. These are; preventing radicalization, countering radicalization, reversing radicalization, meaningfully engaging the public in their diversity on issues to do with Prevention, Countering and Reversing Radicalization. The

NSCVE is guided by two core objectives; Objective 1: To rally all sectors of Kenya's social, religious, and economic life to emphatically reject violent extremist ideology and aims, prioritizing Al-Qaedaism and its underlying extremism. Objective 2: To deny opportunities for terrorist groups to radicalize and recruit in Kenya. The participants were then taken through a session to discuss the pillars that guide the NSCVE and how the different stakeholders [CBOs, learning institutions and government] can be in a position to contribute to specific pillars. Image below shows the pillars.
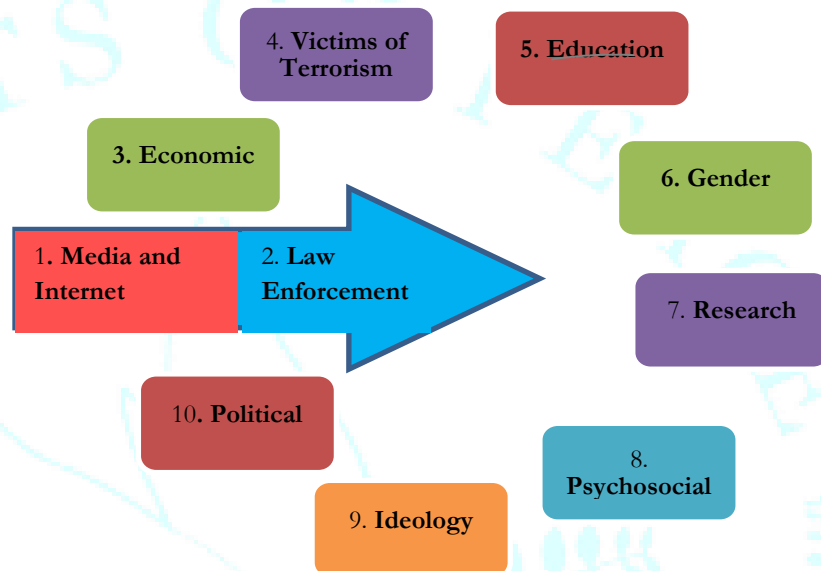
Part 2: Strategic Opportunities for CBOs and Learning Institutions to engage through the NSCVE

Pillars	CBOs	Learning Institutions [Religious & Non-Religious
Education	Provision of knowledge on PCVE through; 1. Workshops 2. Seminars 3. Establishment of peace clubs 4. Mentorship programmes	Design content that address the issues of PCVE
Economic	Design activities that uphold living standards of the vulnerable groups through; 1. Training 2. Provision of seed capital 3. Mentorship and business guidance	Design activities to empower young people and curb poverty
Ideological	Coming up with alternative narratives geared at popularizing positive ideologies	1. DE radicalization through positive ideology

			2. Collaboration between learning institutions to counter negative ideology
Political	Lobby policy making and legislation to help the public to work on PCVE programs.		1. Peaceful co-existence 2. Patriotism 3. Engage learning and religious institutions in political matters
Psychosocial	Conduct emotional support programs		1. Approach people with an open mind and acknowledge cultures 2. Design programs and activities for rehabilitation
Media and Internet	1. Talk shows 2. Create awareness 3. Alternative P/CVE narratives		1. Discourage extremism 2. Develop a positive narrative against violent extremism 3. Develop online E-Books on violent extremism
Gender	1. Establishing safe spaces for men and women to work together 2. Develop customized training for either gender		Stop discrimination based on gender in relation to positions, promotions and titles
Research	Conduct a baseline survey to find out the dynamic causes of radicalism to inform targeted and informed interventions		Build evidence on the reality of matters related to PCVE

Part 3: implementation approach to the NSCVE

For Effective and impactful of the NSCVE, the participants were taken through a session to discuss the implementation approach to the NSCVE which is the County Action Plan [CAP]. The CAP is a county specific document that addresses P/CVE issues at counties' level and convenes all stakeholders in the county for collaborative action[s]. CAPs derives its inspiration from the NSCVE and is anchored in law as a result of the Presidential directive of 30th June, 2019 called for the formulation and multi-stakeholder collaboration in the functionalization and report of the County Action Plans [CAPs].

Part 4: Group Activity: CAP Implementation Framework

Group 1: CBOs

Pillar	Objective	Key Results	Activities	Actors	Timeframe	Budget	Budget Source
Economic	To enhance economic opportunities for youth.	Independence and financial stability to overcome P/CVE issues.	1. Training on entrepreneurship 2. Provision of seed capital 3. Hand-Holding, Coaching and Mentorship 4. Harnessing linkages for product	CBOs, NGOs, Government	3-6 Months	1.6 Million	AU/Donors

Pillar	Objective	Key Results	Activities	Actors	Timeframe	Budget	Budget Source
			marketing and investments				
Ideological	Promote knowledge on P/CVE	Enhanced knowledge on P/CVE and tolerance	1. Convene barazas 2. Convene workshops 3. Convene interfaith dialogues 4. Convene culture weeks	Community leaders, CBOs, NGOs, Religious leaders	1 Year	850,000	NGOs, AU

Group 2: Learning Institutions

Pillar	Objective	Key Results	Activities	Actors	Timeframe	Budget	Budget Source
Education	To transform minds and a sense of responsibility	Responsible persons	1. Convene seminars 2. Convene motivational talk sessions 3. Convene awareness campaigns	Government Religious leaders NGOs	1-3 Years	3 Million	Corporates Donations Government NGOs
Economic	To eradicate poverty	To create employment opportunities	1. Car wash 2. Garbage collection 3. Sports Galla	Business community Political leaders Social Media	1 Year	TBC	Corporate CDF

Part 5: Conclusions for Day 1 and Modifications to Curricula

At the end of Day 1, participants were asked 1) what went well today, and 2) what they needed further clarification about. During this discussion, participants identified that they needed further clarification about the laws and policies related to radicalization and violent extremism, push and pull factors, and contextualizing the terms to Kenya.

What went well today	What they needed further clarification about
High level participation	More clarification on terrorism
Group composition and group discussions	Difference between push and pull factors
Participatory approaches	Customizing the context of violent extremism
Interactive sessions	Contextualization of terms to local contexts
Key terms were well defined	

Day Two: Signs of Radicalization and De-radicalization measures of the extremists

Overview of the intervention

Part 1: Definitions of Key Terminology

During this exercise, participants were asked to brainstorm and develop their own definitions of the key P/CVE terminology. After the session, participants were encouraged to discuss the results in a plenary setting. Participants' definitions include:

- Radicalization is emphasizing one thought or idea without considering the views of others; a process that is rejecting others' opinions (positive or negative)
- Extremism is having something done, slightly beyond the expectation of society (either a negative term or a positive term).
- Violent extremism is using violence to make people believe in your ideology.
- Terrorism is life-threatening behavior which is a criminal act intended to destroy in a criminal manner
- DIS-Engagement is a behavioral change, usually the result of breaking off participation in terrorism;
- DE-Radicalization is a cognitive change, usually the result of a reorientation in belief or ideology.

Violent Extremism and Radicalization

As part of this section, participants generated a list of locally-driven "push" factors and "pull" factors that they perceived relevant for their own context. This list can be found in Figure 3.

Push Factors	Pull Factors
- Political Grievances - Lack of adequate infrastructure and resources - Perceived injustice and marginalization - Tensions across religious factions	- Peer influence and peer pressure - Sense of belonging - Appeal of strong propaganda - Seeking revenge or injustice

Part 2: Pathways to Radicalization

Radicalization and Extremism is achieved primary through three different but mutually related factors; Casual, Commitment and Capability. **At Casual,** this is where the individual is linked with some injustice. **At commitment,** the individual struggles to connect or disconnect. **At Capability,** there's the skilling and training. Subsequent to the capability factors, one is in a strategic position to actually commit terrorist act[s].

The participants were then engaged in an open plenary session whereby they presented practical and context cases of each factor in the radicalization pathway. Some of the submissions included; Examples of Casual Factors: Failure to find a job, sudden death of relatives or friends, and/or imprisonment, Examples of Commitment Factors: poor governance, marginalization and discrimination, infringement of rights etc., Examples of Capability Factors: individual backgrounds and motivations; collective grievances and victimization stemming from domination, oppression, or foreign intervention; distortion and misuse of beliefs, political ideologies and ethnic and cultural differences; and leadership and social networks.

During this session, a key question was posed to the participants to guide group activity to discuss; Who are returnees? What are the challenges faced by returnees? and what are the general perceptions of communities as concerns returnees citing clear examples of context scenarios and probable solutions.

Plenary Session: Remedial Actions against Radicalization

To enhance participants understanding and appreciation of the probable solutions to radicalization, the session discussed - How to prevent people in your city, sub county, division, ward or neighborhood from becoming a violent extremist. Some of the submissions were;

- Early Interventions in the Radicalization Process

- Early Identification of Breeding Grounds and Explanatory Factors
- Development of holistic social Re-Engagement, Extremist Dis-Engagement and De-Radicalization Strategies
- Deliberate set up of social Re-Engagement and De-Radicalization Resources.
- Open Engagements across the society [Inter-Generational Dialogues]
- Deep-Dive understanding of the profiles of the would-be radicalization targets

Plenary Session: Challenges faced by Returnees

During this session, participants were guided on who exactly is a returnee in the context of P/CVE and, they were further engaged in open plenary session on their lived experiences of returnees

A Returnee is a person who returns to a place, role, etc., especially after a prolonged absence. In the case of P/CVE, this is an individual who left his home or community as a result of an ideological shift and then after some period driving the ideological agenda, he/she decides to shun the ideology and return back home or to his/her community.

Challenge faced by returnees include;
1. Limited commitment and resources by government and stakeholders to make employment a catalyst to social and economic re-integration.
2. Mix-up between disengagement and radicalization
3. Lack of a phased approached to reintegration processes
4. Lack of a sustainability strategy
5. Harsh social environment[s]
6. Limited balance between immediate stability and long-term integration
7. Limited balance between socio-economic reintegration with the need for reintegrated support
8. Limited actions in placing communities at the apex/core of socio integration

Context scenarios [*what transpires in a community when a returnee is re-integrated into a community?*]	Probable solutions [*what are the probable remedial actions to counter any potential challenge at community level?*]
Persecution of the family	Formulation of a returnee social integration policy to guide sequenced actions to support returnees
Refusal by the community to accommodate the individual	Full involvement of the community on issues of returnees so that it does not come out as a surprise
Fear by community of returnee as a spy	Dedicated investments/resources to support returnee full integration back to society
Fear of returnee of violence or attack by community	

Part 3: Role of Stakeholders in P/CVE

Stakeholders were asked in small groups to brainstorm about what their roles might be in P/CVE through the following questions:
- How can CBOs play a role in PVE?
- How can teachers play a role in PVE?
- What are the limits to the legal and policy frameworks role in PVE?
- What are the expressed needs on the prevention of violent extremism, especially among people at risk of violent extremism and former members of extremist organizations?
- Who and which organizations are already undertaking work in this field?
- Are there any lessons learned from the impact of their initiatives?

While facilitators emphasized that the questions were aimed at broadening their view of issues, signs of vulnerability are possible to be identified in differently in different settings. In alignment with the "do no harm" principle, facilitators emphasized that different actions can work seamlessly or best in a collaborative manner.

Facilitators emphasized that while such vulnerabilities are not causally linked to radicalization, stakeholders can still devise a constructive and positive response, with the aim to decrease the vulnerability and ultimately restore a standard behavioral and emotional spectrum in society. Participants learned that collaborative actions by different actors can ultimately be beneficial to correct a number of deviant behaviors to include radicalization.

Some of the main outcomes of this section from the group discussions include:
- Stakeholders can play an important role in raising confidence in community action and capabilities
- Stakeholders should have a better understanding of radicalization leading to violent extremism, including understanding of potential signs of vulnerability;
- Stakeholders should always abide by the "do no harm" approach, avoiding stigmatization and inappropriate language in the classroom;
- Stakeholders should feel empowered and personal security should always be a key concern

Part 4: Circumstances and needs of the stakeholders

The participants were asked to identify the main challenges they face when determining needs related to P/CVE interventions and support. The main challenges were:
- Limited technical knowledge around policy and legal framework
- Limited technical knowledge on how to apply different engagement approaches targeting different constituents
- Different backgrounds and different areas (communities are diverse);
- Young people numbers are large;
- It is difficult to determine if you have failed to engage effectively if you ask for help—where is the room for consultation?

Part 5: Characteristics of an Effective P/CVE actor/practitioner

In order to highlight some of the ways in which the stakeholders can operate safely and gain the trust from the community members, participants were asked to reflect upon a list of "characteristics of an effective P/CVE practitioner". Participants were encouraged to discuss the list and form their own, to be presented through open plenary. Some of the characteristics were cited as; Moral & Professional Integrity, Empathetic & Approachable, Creative & Innovative, Constant Learner, Collaborative & Team Player, Knowledgeable Good Listener Sensitive to issues. All these traits focus mainly on soft skills which is key to P/CVE engagement especially when dealing with individuals who are in the formative stages of radicalization – that is the pre-radicalization phase.

Part 6: Conclusions for Day 2 and Modifications to Curricula

At the end of Day 2, participants were asked 1) what went well today, and 2) what they needed further clarification about. During this discussion, participants identified that they needed further sessions on lived experiences on terrorism, radicalization, discussions around how radicalization manifests itself in the era of technology.

What went well today	What they needed further clarification about
Great practical experiences	More clarification on terrorism
Understanding of returnee challenges and issues	How does technology catalyze radicalization
The impact of returnees to individuals, households and communities	Lived experiences on terrorism
The opportunities for collaborative actions	

Day Three: Understanding of African Union Continental Framework [AUCF] on Youth, Peace and security and its application in Preventing Radicalization and Violent Extremism at community level.

Part 1: Early Warning and Early Response [EWER] in the context of P/CVE

Early warning systems are linked to response instruments and are defined as below in the context of P/CVE; 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," by using preventive instruments and mechanisms. To understand the merits and de-merits of EWER, the participants were engaged in a session on strengths and weakness on collaboration efforts around EWER. The tabulation below highlights some of the key issues;

Strengths [Merits]	Weaknesses [De-Merits]
By building collaboration between various stakeholders, can expand the reach, knowledge and impact of VE Prevention	Although collaboration may create synergy, it may also be a source of weaknesses, especially due to the fluid nature of relations between parties in the collaborative network
The support from many parties is a valuable asset for the successful operation of EWERS-P/CVE	The collaborative network-based EWERS-P/CVE requires a strong commitment from the supporting actors
Joint EWERS-P/CVE can play a role in strengthening existing institutions, and linking them to other important actors, such as religious, women and youth groups, and entrepreneurs, who have so far not been involved in P/CVE efforts	Without a proper strategy to ensure its sustainability, it is difficult to be sure that the collaborative network-based EWERS-P/CVE can also run sustainably.

Part 2: The AUCF

The Continent Framework [CF] is the African Union's approach to facilitating the Meaningful Engagement and participation of African Youth in all spectrums of Peace and Security at National, Regional and Continental levels. The AUCF is mandated to mainstream crosscutting issues [below] in up scaling of the contributions of youth to peace & security in Africa

Gender | Capacity Development | Communication | Inclusivity | Knowledge Management
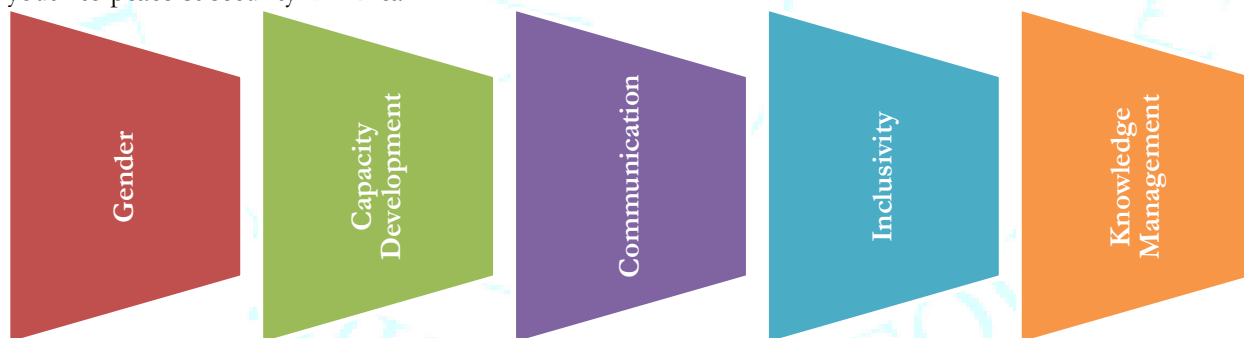
The commitments of the AUCF are detailed as;

1. **Mainstreaming Gender:** Progress will require integrating gender equality (parity) across all levels of programming and intervention on youth, peace and security.
2. **Capacity Building:** Progress will require upping the capacities of stakeholders through dedicated training (skills and knowledge) and programming resources on youth, peace and security in Africa.
3. **Inclusivity:** Progress will be based on if and how all stakeholders adopt an all-inclusive approach to identifying, integrating and mainstreaming youth issues into peace and security agendas.

4. **Communication:** Progress will be contingent on how this framework is presented and communicated between and among stakeholders, the way media reports and projects the contributions of youth to peace and security in Africa, and interactions between youth groups and other stakeholders.
5. **Knowledge Management:** Progress will require consistent efforts to collect data and evidence on youth and youth programs; systematic documentation, and sharing of information on youth, peace and security initiatives at national, regional and continental levels; and conscious effort to use available data and evidence to inform policies and program designs on youth, peace and security.

The CF promotes the implementation of five (5) overarching priorities in line with Articles 11 and 17 of the Africa Youth Charter [AYC] and United Nations Security Resolution [UNSC of 2250. The priorities areas are:

The priorities of the AUCF are detailed as;

1. **Participation:** advocate and promote active and meaningful participation of youths at all levels, namely national, regional and continental in decision-making processes, policy formulation, implementation and monitoring of governance, peace agreements; support cross-sectoral cooperation as a holistic approach to youth issues and for elimination of structural barriers to youth participation; and support the development and implementation of national action plans to encourage young people's meaningful participation in peace and security through the promotion of exchanges and collaboration in existing national, regional and continental structures.

2. **Prevention:** promote the building and strengthening of youth capacity on prevention, including through peace education, fight against hate speech and positive use of social media, support to the establishment and implementation of peace architectures, and facilitate entry points for competent youth to undertake prevention activities including youth-led or support to dialogue and mediation processes.

3. **Protection:** advocate and promote the protection of youth in peace and conflict situations, particularly ensure compliance to international humanitarian and human rights law to guarantee the protection of young people during crisis/conflict and in post-conflict situations.

4. **Partnership and Coordination:** facilitate effective communication, coordination and collaboration by creating mutual understanding between and among youth and relevant stakeholders (AUC, RECs/RMs and Member States) on common planning, implementation, monitoring and evaluation of interventions to promote peace and security in tandem with national legislations on youth

5. **Disengagement and Re-Integration**: promote policies, legislations and programs aimed at effective repatriation, resettlement, disarmament, de-radicalization, demobilization, rehabilitation and reintegration of youth disengaged from armed, criminal or extremist groups in tandem with national legislation; putting in place post-trauma counselling and psycho-social supports for youth, especially those disengaged from conflicts, survivors of sexual and gender-based violence, returnees 16 and displaced persons.

The African Union Youth Charter

In view of ensuring that the participants are in a strategic position to relate and qualify potential regional engagement spaces and platforms, the facilitators led a brief discussion on the African Youth Charter. Key to this session was discussions around the 'low-hanging fruits' that young people – *especially participants to the workshop who are in Universities* – can focus on. In conclusion, the participants were informed that they will all get copies of some of the strategy papers, policies and legal instruments that they can engage with in depth via email. Besides the AYC, other key documents that were to be shared were; AUCF, AGA Youth Engagement Strategy, AU Youth Envoy Action Plan, AUCF 10 Year Implementation Plan, AU Peace and Security Protocol among others.

Leadership and Conflict Management for Community and Grassroots Focal Points

This was the last session and one that was meant to empower the participants in understanding the leadership trait in the work that they do at community level. A leader's role in managing conflict can have a significant impact on how they are resolved within the workplace, organization or community. Conflict may occur between people or within groups in all kinds of situations.

Due to the wide range of differences among people, the lack of conflict may signal the absence of effective interaction. Conflict should not be considered good or bad, rather it may be viewed as a necessity to help build meaningful relationships between people and groups. The means and how the conflict is handled will determine whether it is productive or devastating. Conflict has a potential to create positive opportunities and advancement towards a common goal, however, conflict can also devastate relationships and lead to negative outcomes As such, in the context of P/CVE., conflict management is a skill that leaders must be able to employ when needed to help foster a positive environment.

Through this session, there was a realization that conflict management should be a skill that leaders need to give priority to learning and mastering this is because, the inability of a leader to deal with conflict will not only lead to negative outcomes but may also undermine the credibility of the leader Whereas if a leader is able to establish an atmosphere of cooperation and foster teamwork, making it clear that this is his/her value system, there is a likelihood that this value system will be adopted by the entire community. Therefore, it is very important that we discuss and address conflict management as a leadership skill.

Workshop Closure

The workshop came to a close on 29th Dec., 2022. This was marked by the presentation of certificates to the participants in recognition of their participation and merit on matters of P/CVE knowledge and engagement. The certificates were presented to all participants by Madam Orit assisted by Chief Famau [*see image on the left of Chief Famau and on the right, Snr Chief Grace Mboca both presenting certificates to participants alongside Madam Orit*]

Conclusion

At the end of the workshop, participants achieved the learning points and expressed satisfaction on the manner the workshop was conducted. The interactive and participatory approach adopted by facilitators was particularly appreciated, when introducing technical language and P/CVE terminology. Participants generated locally-driven data by developing a preliminary list of push and pull factors in their own context, while acknowledging that signs of vulnerability do not necessarily lead to radicalization and violent extremism but might produce other type of deviant behaviors.

The workshop was particularly sensitive in transmitting the guidance on avoiding counter-productive behaviors and abiding by the "do no harm" principle, recognizing the crucial role of stakeholder and in the social environment. Participants were also able to learn on the main P/CVE programming practices to include importance of goals and objectives, selection of key indicators and monitoring of the intermediate and final results. This was particularly evident in the lesson plans where a group of participants were able to identify ad-hoc indicators of success of the lesson, to include "dynamics in the classroom", "use of appropriate and respectful language", "connection among community members". As a next step, participants requested further support in their local community with special regard to the development of project ideas and other local actors in their communities.

Some of the participants were particularly exceptional on leadership qualities and in the sustainability of their ideas and might indeed be recipients of further support in their community. In practical terms, AOP will continually explore other capacity enhancement opportunities to incorporate recommendations made during all the days' assignments and engagement if and when there are opportunities for additional capacity-building workshops.
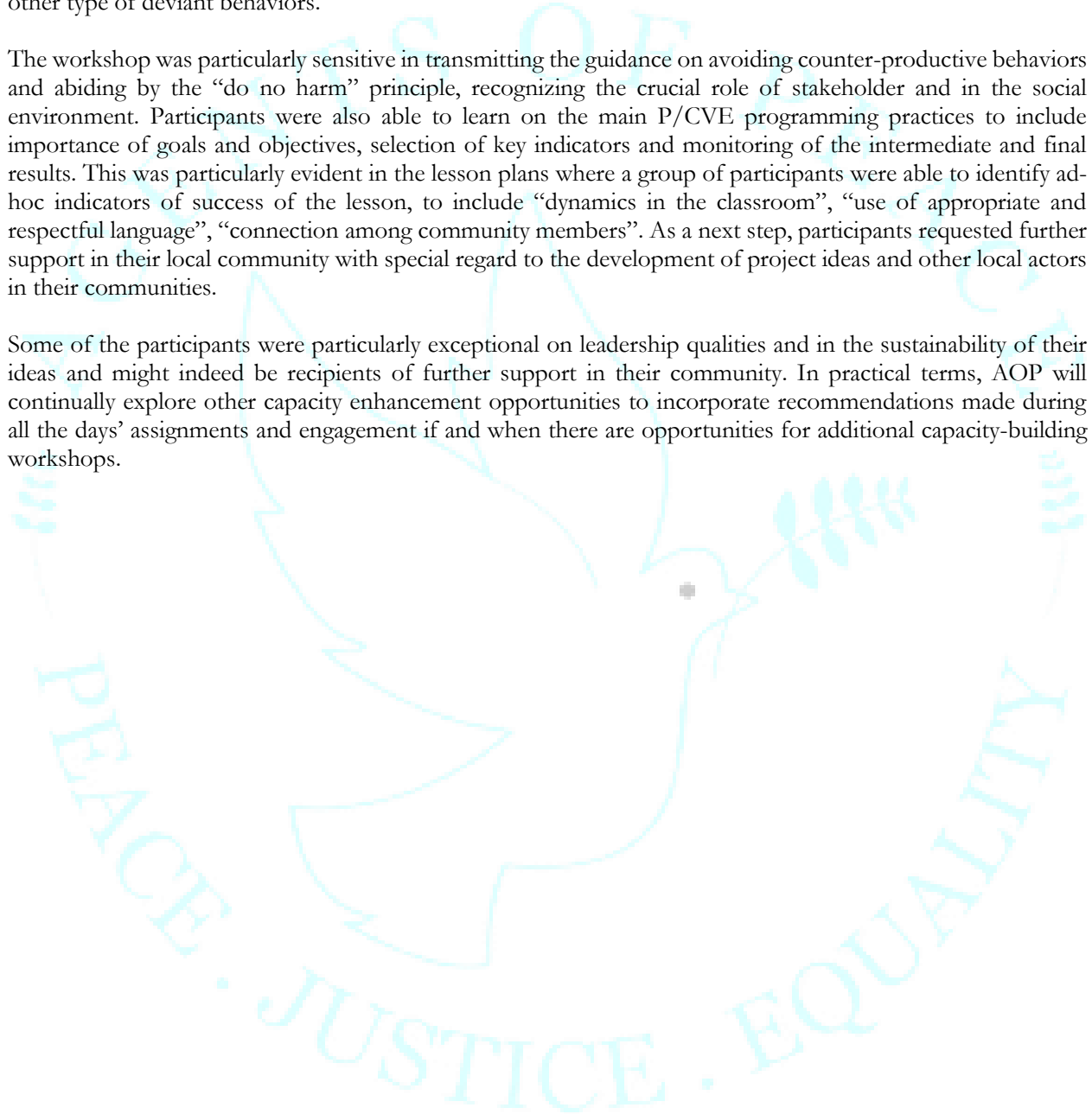
General Recommendations

1. Stakeholders to consider formulation of a county level De-Radicalization, Dis-Engagement and community Re-Integration Strategy to help guide in catering to individuals who have disassociated from militant or radical groupings.
2. Stakeholders to be taken through a technical training session on P/CVE programming which should entail technical proposal writing, article writing/blogging, technical report writing, monitoring and evaluation.

Specific Recommendations

1. AoP can facilitate stakeholders [*NGOs, Government, CBOs and Learning Institutions*] actions on joint advocacy role, but also as there are new political conditions, attempt should be made to try new tactics to develop trust with authorities.
2. AoP can develop a form of dialogue on Early Warning and Early Response that involves governments, learning insitutions, CBOs and NGOs – more deliberately.
3. Focus should be on understanding context better, including context specifics, instead of attempting to deal directly with violent extremism to do this.
4. Strengthen the partnership between the stakeholders in fighting violent extremism and sharing good practices.
5. NGOs, CBOs and learning Institutions to be more effective in influencing governments policy actions through strategic programming
6. Include youth in development of strategies and effectively in meaningful programming to build voice and agency relevant to combat violent extremism, and the importance of early age intervention for PVE and conflict prevention.
7. Greater involvement of CSOs in early warning, including increasing CSOs capacities in that regard, and working to translate early warning into "early action"
8. County Government to be more deliberate in investing more meaningfully on P/CVE through the planning and budgeting process and subsequently, the CIDPs
9. County Government to increase the functional aspects of the CEF to ensure the voice of all stakeholders are meaningfully and sustainably considered.

Annex 1: Participants' List

No	Name	Sex	Organization	Contact	Attendance		
1.	Ridwan Adan	F	IUK	0791424084	P	P	P
2.	Ali Muhsin Ali	M	Riadha Mosque	0793759962	P	P	P
3.	Beatrice Akoth	F	SCPC	0741025419	P	P	P
4.	Pamela Ochito	F	SCPC	0706821522	A	P	A
5.	Michel Anyango	F	Kisii Uniiversity	0799300063	P	P	P
6.	Aisha Osman	F	UoN	0722672301	P	P	P
7.	Hawa Wamou	F	Crown Project	0111517051	P	P	P
8.	Florence Kyallo	F	AIU	0723626880	P	P	P
9.	Ahman Kahela	M	Riadha Mosque	0710828023	P	P	P
10.	Boaz Obuko	M	St Paul's University	0711134801	P	P	P
11.	Salim Khamis	M	Imam Masjib Nur		P	P	P
12.	Ahmed Roble	M	UoN	0797280288	P	P	P
13.	Said Ali	M	Noor Mosque	0702427552	P	P	P
14.	Mary Njoroge	F	Kenyatta University	0708889444	P	P	P
15.	Mary Karimi	F	Zawadi Primary	0724536791	P	P	P
16.	Ali Omar	F	Pangani	0711592498	P	P	P
17.	Maymuna Shaban	F	Crown Project	0721787434	P	P	P
18.	Aisha Abndala	F	Crown Project	0791996269	P	P	P
19.	Mwajuma Mebo	F	Crown Project	0796801310	P	P	P
20.	Zacharia Abdalla	M	Riadha Mosque	0711336294	P	P	P
21.	Abdibassit Mohamud	M	Jam Street	0768493495	P	P	P
22.	Millicent Karimi	F	Kamukunji Secondary	0711184454	P	P	P
23.	Nicholas Maingi	M	Chief, Eastleigh	0723825959	P	P	P
24.	Samuel Gachiri	M	Zawadi Primary	0711292838	P	P	P
25.	David Mutua	M	ACC Eastleigh	0788109219	P	P	P
26.	Jawahir Mohamed	F	Chief, Shauri Moyo	0721543400	P	P	P
27.	Kenedy Isigi	M	SCPC	0727934665	P	P	P
28.	Khatra Mohamed	F	Strathmore Uni.	0759896389	P	P	P
29.	Aisha Omar	F	Msinde Muliro Uni.	0728437955	P	P	P
30.	Mohammed Isaak	M	Chief	0700162899	P	P	P
31.	Mandek Hussein	F	Student	0727784041	P	P	P
32.	Basra Hussein	F	AoP	0728900073	P	P	P
33.	Grace Mboca	F	Sr. Chief, Buruburu	0722928877	P	P	P
34.	Sylvia Mathenge	F	MKU	0724956525	P	P	P
35.	Famau Ali	M	Chief	0722832819	P	P	P
36.	Ibrahim Samuel	M	Majengo	0768408810	P	P	P
37.	Pamela Onditi	F	Peace Committee, Kamukunji	0706821522	P	P	P
38.	Peter Mburu	M	Chief	0720486261	P	A	P
39.	Anthony Njoka	M	Chief	0722485619	P	A	P
40.	Bernard Mbirizi	M	Kasarani	0724975834	P	A	A

Key:

A – Absent

P – Present

Graphical Representación of Participants

Gender Representation
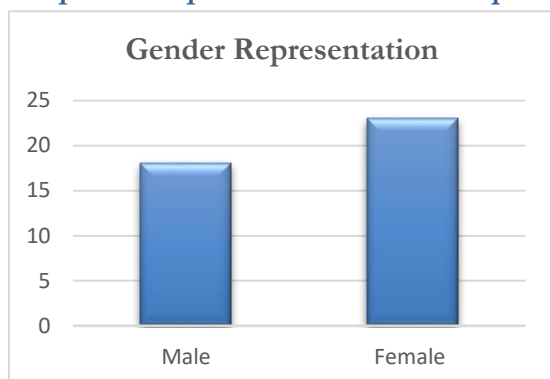
The training had a total particiption of 41 Participants composed of represntation from CBOs, County Government, Students and Lecturers from different learning insitutions.

Evaluation Analysis

Pre-Evaluation	Post-Evaluation
The pre-evaluation analysis evidenced that the Participants were mostly concerned about two key issues. One was the methodological approach that would be used to administer the workshop whereby majpority of the participants prefered the use of group work/activitiews, Question and Answer, Scenario Building and Presentation methods as strategic to enhancing learning and practical understanding. The other was the probability of being facilitated with technical materials that would make their work easier through referencing	The post-evaluation analysis showed that; - Participants were quite appreciative of how deeply engaging and impactful the workshop was. - Having undersgone a similar workshop before, they were quite clear that the approach used this time was more impactful and it mostly contextualized issues, provided space for shared learning as well as relating local, regional and global scenarios. - As key take-aways, participants noted that; it is imperative that as practitioners in P/CVE they are not to be judgemental or apply assumptions in their engagements; it is key to apply a multi-stakeholder approach to enhance probability of success in engagements.
Action Taken on Pre-Evaluation Findings	**Action Taken on Post-Evaluation Findings**
To ensure that the concerns of the participants were well catered for prior to commencemtn of the woprkshop, The prgram was re-designed to be activity heavy so as to guarantee direct engagement and involvement of the participants. Further to this, reference documents were prepared in readiness to sharing with the participants of the final day of the workshop.	Recommendations from the workshop will inform subsequent engagement to ensure that some of the key issues raised are addressed, structurally.

Annex 2: Pictorials