“Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity.” 1Timothy 4:12
Youth Peace Clubs Workbook
© Fellowship of Christian Councils and Churches in the Great Lakes and Horn of Africa Region (FECCLAHA), February 2015, Nairobi Kenya

This workbook is a product of the efforts of many people, in particular youth from the slums of Mukuru in Nairobi. This workbook is published with the hope that it will be widely used by peacebuilders, development workers and other community animators who seek to improve the lives of our young people.

If you find the book useful and wish to photocopy in whole or in part, please observe the following: (a) permission is granted for photocopying and distributing on condition that FECCLAHA is acknowledged as the copyrighted owner of the material; (b) the workbook or portions of it can only be resold for the cost of reproduction and postage only; and, no profit may be made from the sale of this workbook or portions of it.

We appreciate any feedback or comments that will help improve the quality of the workbook in subsequent editions.

Please contact us at:
info@fecclaha.org
Mobile Tel. +254 0786 670 488
P. O. Box 10033- 00100 Nairobi, Kenya
http://www.fecclaha.org

*The cover picture: Youth from Mukuru slum, Nairobi, Kenya. on 28th June 2013 at the completion of a 5 day Training of Trainers of Youth Leaders from Mukuru slum on Peace building and Conflict Transformation and Orientation on Youth Peace Clubs.*
FECLLAHA Profile

The Fellowship of Christian Councils and Churches in the Great Lakes and Horn of Africa (FECLLAHA) is a regional ecumenical body consisting of churches and national councils of churches in the Great Lakes region and Horn of Africa. It was formally launched in March, 1999 and registered in Kenya in February 2001 to provide a platform for members to share perspectives on issues of common concern, particularly with regard to peace building and conflict transformation and to foster strong ecumenical cooperation in taking ownership and responsibility for problems in the region and proactively seek solutions to them.

FECLLAHA Membership:

The membership of FECLLAHA is comprised of Christian Councils and Churches spread in 10 countries namely: Burundi, Democratic Republic of Congo (DRC), Eritrea, Ethiopia, Kenya, Rwanda, Sudan, South Sudan, Tanzania, and Uganda.

The current members include:
National Council of Churches of Burundi (CNEB),
Church of Christ in Congo (ECC),
Eritrean Orthodox Church, Evangelical Lutheran Church of Eritrea,
Ethiopian Evangelical Church Mekane Yesus (EECMY),
National Council of Churches of Kenya (NCCK), Protestant Council of Rwanda (CPR),
South Sudan Council of Churches (SSCC), Sudan Council of Churches (SCC),
Christian Council of Tanzania (CCT),
Uganda Joint Christian Council (UJCC).

Vision

Together for a just and peaceful society.
Mission

FECLLAHA exists to promote ecumenical solidarity for justice, peace, healing, conflict transformation and reconciliation in the Great Lakes Region and Horn of Africa through advocacy, networking and partnership, capacity building and research and documentation within the framework of holistic Christian ministry.

Strategic Objectives

1. To promote sustainable peace in the Great Lake and Horn of Africa.
2. To empower citizens to hold governments accountable and promote a culture of Constitutionalism and rule of law in the Great Lakes and Horn of Africa.
3. To empower men, women and youth to be effective instruments of peace and gender justice in Society.
4. To address the threats to Human security and the underlying causes in the region.
5. To strengthen the capacity of the organization to effectively and efficiently meet its mandate.

FECLLAHA Programme Focus

2. Governance.
3. Gender and Youth.
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Preface

In June 2013, FECCLAHA, in partnership with the Mukuru Slum Development Projects (MSDP) and the National Council of Churches of Kenya (NCCK) -Nairobi Region organized and facilitated two trainings for youth drawn from the Mukuru area, Nairobi, on the need and process of establishing functional Youth Peace clubs.

The goal of Youth Peace Clubs is to strengthen the role and scope of youth as peacebuilders. The Peace Clubs are, therefore, a vehicle through which we can unleash the unique power and potential of the young people by creating spaces and providing tools for learning, sharing and joint actions for peace.

MSDP was a natural partner in this initiative because the program has been carrying out community based work in the slums of 15 villages in Mukuru, Nairobi. To facilitate the work of establishing Youth Peace Clubs, the 15 villages were divided into 6 clusters, namely, Hazina, Lunga Lunga, Kayaba, Kwa Njenga, Reuben, and South B.

To galvanize the process of establishment of Youth Peace Clubs, two trainings were conducted at the MSDP Skills Training Centre in Lunga Lunga, Mukuru. The participants of the two trainings conducted in June 2013, were key youth leaders from these clusters. The total number of participants who took part in both trainings was 53 these included; 23 female and 30 male. At the end of the training, it was resolved that 15 Youth Peace Clubs be established within the Mukuru area, Nairobi, Kenya.

The 5 day trainings were designed to contribute towards: (a) assessing the need and purpose of Youth Peace Clubs in the area from the participants perspectives; (b) providing knowledge and skills in conflict analysis and peacebuilding relevant to the challenges youth face in the slums; (c) providing knowledge in leadership, governance, lobby and advocacy; and (d) providing space for the youth leaders to form and set a practical agenda of the Youth Peace Clubs.
The curriculum of the training was drawn from several resources that included: documents on youth, children and peace done by Development Cooperation Agency for the Catholic Children's Movement (DKA) Austria, experiences on the work of Peace Clubs in Africa and Asia including studies on urban youth peacebuilding.

The paragraphs that follow build on the knowledge created and shared during the two trainings. The purpose of the workbook is to provide an interactive tool for youth leaders and other peacebuilders to strengthen their work through Youth Peace Clubs as vehicles of constructive change.
Acknowledgements

FECCCLAHA cannot be grateful enough to the following individuals and partner organizations who made this workbook possible:

Mukuru Slum Development Projects (MSDP) and National Council of Churches of Kenya (NCCK) - Nairobi Region for helping map out the areas and selection of the participants as well as hosting the two trainings; FECCCLAHA members for availing youth to participate in a regional workshop to validate youth peace clubs workbook;

DKA Austria for the funding support;
DKA/eRko Nairobi Support Office for their accompaniment;
The facilitators of the trainings, Rev Jared Nyangweso, Jennifer Gitiri, Ben Okok-Obuoga and Babu Ayindo;
Babu Ayindo for compiling and developing the workbook;

The Youth Leaders from Mukuru slum, Nairobi who attended the trainings in June 2013 and proceeded to implement the resolutions made at the workshop;

The Youth Leaders who attended a Regional Youth workshop in October 2013 in Kampala, Uganda for enriching the workbook with regional perspective;

The FECCCLAHA staff who convened and coordinated the trainings as well as the post-training implementation of action plans.

Above all, we are grateful to God for his unfailing help that enables us undertake this ministry.

Elizabeth Z. Kisiigha (Mrs)
Executive Director
Introduction
This workbook is written with the goal of helping leaders and members of Youth Peace Clubs in East, Horn and Great Lakes regions of Africa to enhance their peace and justice work in the community. The workbook has been prepared in a participatory manner, building on the needs and capacity gaps raised by community based facilitators of youth clubs themselves.

While the workbook provides knowledge and tools of how to set up and sustain a youth peace club, it is not meant to provide all the answers. In fact, it is designed to raise new questions as you seek to build a Youth Peace Club that is responding to the relevant issues in your context. The workbook will be updated regularly and tailored to suit the needs of the different users.

Note to the Facilitator/s
The workbook is unique because it is designed for mainly leaders and members of youth peace clubs and other development actors who are interested in improving the image of the youth in the peacebuilding field through the formation of structures that are herein referred to as Youth Peace Clubs (YPCs).

It acts as a guiding tool to different actors as they strive to bring about positive change within their communities through peacebuilding. The topics covered by the workbook include: youth and peacebuilding, conflict analysis and resolution, formation of Youth Peace clubs and gender based violence. Special emphasis is laid on the role and the influence of Youth Peace clubs in promoting and enhancing peace and development within their own communities.

As a facilitator, who is leading the training the formation of Youth Peace Clubs, or managing YPC in a challenging environment, there is need to acquaint yourself with the relevant materials related to the youth and peacebuilding. It is important to assess the needs of the group that you will be working with as this will give you a sense of how to conduct the training, guide the formation and strengthen the capacity of the YPC to fulfill its goals and objectives.
How to use the workbook

This workbook has a total of seventeen topics each addressing different themes. A topic can be discussed for more than one session. The facilitator can help in deciding how long each topic will be discussed.

A task/activity is given at the end of each topic. The facilitator should help participants to carry out these tasks. They should help in determining the number of questions/ tasks/activities to be undertaken and how long each task will take.

The tasks/activities can be done in groups depending on the number of participants. It is preferable to have smaller groups as this gives opportunity for active participation of all group members. The facilitator can break down the questions further to facilitate better understanding. Participants should be given enough time to work on tasks suggested and enough space for group presentations and plenary discussion after the presentations.

The role of the facilitator is to guide participants in generating options and ideas. At end of each task, participants should have actions points. It is crucial for the facilitator to guide participants in making the same practical and clearer. Ensure that to each task there is somebody who is assigned responsible to lead implementation of the action plan. Further, a mechanism for follow up can be established to track progress made.

*(Check the Action plan and follow up implementation templates on page 55).*
Definition of peacebuilding
In simple terms, peacebuilding is all activity aimed at improving the quality of life. Peacebuilding prevents, reduces, transforms, and helps people to recover from all forms of violence.

Why involve the youth in peacebuilding?
Biblical reflection; Isaiah 9:6; Psalms 34:14 and Ecclesiastes 9:18. Youth were called to rise and shine and be examples and role models in their communities. Matthew 5:9, Ephesians 4:3, Romans 12:18. God is a God of Peace and Hope and the youth have been called to be ambassadors of peace and hope.

What is the Role of the Youth in peacebuilding?
How can young people become instruments of peace, harmony, love and unity in our land and nation- family, community?
This can be done through:

- Mediation
- Mobilization
- Advocacy
- Ensuring security
- Creating awareness on Human rights
- Understand the community and diversity
- Conflict resolution

There is peace in a community when...

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There is no peace in a community when...

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Introduction to Conflict Analysis

In most cases, when young people are asked what images come to mind when they hear the word conflict, the images tend to be negative. Common images include: disagreement, war, anger, separation, disturbance, tribalism, displacement and instability, amongst others. But is conflict the same as violence? These are some of the questions we shall seek to answer in this section.

It is usually said that a problem well analyzed is a problem half solved. In a basic conflict analysis we should gather as much information and knowledge about:

- Who are the people directly and indirectly affected by the conflict? What are their perspectives about the conflict?
- What are the underlying issues and needs that are not being mentioned?
- What are the roots causes of the conflict? Do the conflicts have historical roots or do they come from the current social context?
- If there is no immediate intervention is the conflict likely to escalate to violence?
- Are there parties who may be benefiting from the conflict; and
- Is there anyone trying to resolve the conflict?
- How would a Youth Peace Club intervene in the conflict?

Conflict, Peace and Violence

Conflict, Peace and Violence are terms that cause confusion in everyday life. Most people use the term conflict when they actually mean violence. The term conflict comes from the Latin “conflictus” which means an act of striking together. In other words, conflict basically means a situation of competitive or opposing action. Put differently conflict is a natural and even necessary part of our lives whether at home, in our families, at work, between governments, or within the church. Intense conflict can, but does not necessarily need to, lead to violence.

Peace: It is often said that “peace is not merely the absence of war but the presence of justice.” Some scholars have differentiated between 'negative peace' and 'positive peace.' Negative peace implies that there
is no visible violence. For example there could be lots of unresolved underlying issues that people do not want to talk about.

On the other hand, positive peace is a situation filled with positive content such as the restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflict so that situations do not escalate to open violence. Peace therefore exists where people are managing their conflict positively and constructively without resorting to violence. It is a situation that prevails when there exists respectful attention to the legitimate needs and interests of all concerned.

Violence is any physical, emotional, verbal, institutional, structural or spiritual behaviour, attitude, policy or condition that diminishes, dominates or destroys ourselves and others can be defined as violence.

**One Tool: The Conflict Tree**
The conflict tree, as the name suggests, focuses on the root causes of the core problems that we can visibly see. The analogy of a tree is very familiar with most people hence they can easily identify with the dynamics in the analysis.

In the conflict tree, the leaves and branches represent the effects while the stem or trunk represents the core problem. Of course the roots represent the root causes.

Using the Conflict Tree we ask some questions about any situation of conflict:
What are those green leaves, the obvious issues on the surface that we can see? What do they tell us about the core issues and condition of the roots?

The trunk represents the core issue. For example, if the problem is drug abuse we need to ask why youth are engaging in drug abuse.

Visible and Invisible Violence

Often we need to analyze violence beyond the violent behavior that we see. In many cases, the violence that is obvious, like mob justice or gender based violence is only a small part of the story. To understand the causes of that visible cause, we should also consider the invisible violence as illustrated in the following diagram:

Are there examples of visible and invisible violence that you can recognize in your community? Make a list and discuss.

Deep feelings of hurt, clash of values, hatred, mistrust, ethnicism, sexism

Structural or institutional violence, malfunctioning governance systems, discrimination, exclusion, issues on access and control of power and resources (esp. land)
How are some of the visible violence connected to the larger politics of the country?

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How could Youth Peace Clubs begin to address some of these challenges?

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Refer to the Action plan and follow up implementation templates on page 54

The Pillars that support conflict or oppression
For conflict to thrive, it feeds on pillars that support it. In the example hereunder, we take the example of the conflict in Mount Elgon in Kenya:

![Mt. Elgon Conflict Diagram]

The pillar tool is a graphic representation of the forces/elements that are holding up an unstable situation. It helps to identify factors that maintain the undesirable situation.

These pillars are the causes of the supporters of the main central problem. One needs to identify the problem pillars and look for ways of transforming them.
Pick a conflict or a situation of oppression in your community and draw up a similar diagram showing what pillars support the conflict or situation to exist? What pillars Youth Peace Clubs begin to dismantle constructively and creatively?
What is the purpose of Youth Peace Clubs?

- To create spaces for critical thinking about issues of peace and justice in society and specifically their locality.
- Enhance the youth's creative and spiritual resources in responding to issues of peace and justice.
- Deepen the youth's understanding about their own health and well-being as instruments of peace.
- Undertake trainings in peace building and conflict transformation, on leadership, governance, advocacy and lobby and others as per the needs or context.
- Encourage and facilitate the youth to directly participate in activities and actions that, however small, translate their knowledge and beliefs into peaceful social change.

Is there an objective of a Youth Peace Club in your context that may be missing from this list? If yes, add it below or note your comments on the ones listed.

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Formation of Youth Peace Clubs

In this section, we describe how clubs are formed, how they change and how to mobilize ideas and actions to form a unity. Formation of a Club needs a team of dedicated individuals. Teams are established and sustain successful ties in the design, implementation, and evaluation of activities.

When a Peace Club is performing well we expect the following benefits:

- Creativity, efficiency, and effectiveness of work;
- Greater ability to get work done in the long run;
- More effective problem solving;
- Mutual learning;
- Added commitment to high quality results;
- Increased responsiveness to needs, interests, and of the members and the community
- Improved collaboration among team members and with stakeholders and community.

Stages of team development

Stage 1. Orientation (Formation)
The behaviors expressed by club members in this first stage are initially polite and superficial. While introductions are made, members make decisions and Team leaders can facilitate team members through this stage by:

- Safe and open environment for teamwork;
- Learning about one another;
- Clarification on their purpose and deliverables;
- Participation by all members;
- Structure for task and role clarification;
- Norms for interaction;
- Open communication.
Stage 2: Conflict (storming)
When a common level of expectation is developed the team will move into a conflict or storming stage of development. Conflict cannot be avoided. This is a difficult and crucial stage, because it deals with power and decision-making.

- Team members will challenge the formal leadership in an attempt to regain individuality and influence.
- Here, team members are working through their own needs to be in sufficient control and to have some sense of direction.

Team leaders can facilitate:
- Assisting establish norms that support effective communication;
- Discussing how to make decisions;
- Encourage sharing their ideas about issues;
- Facilitating conflict reduction.

Stage 3: Collaborating (Norming)
The team members can finally pull together as a real team, not merely as a collection of individuals. The team becomes a cohesive unit, and the team members begin to negotiate or renegotiate roles for accomplishing their tasks. Trust, a key factor in team performance, begins to deepen.

Team leaders can facilitate teams:
- Talking openly about issues and team members' concerns;
- Encouraging team members to give feedback;
- Assigning tasks for consensus decision-making;
- Delegating to team members as much as possible.

Stage 4: Productivity
At this stage, team members have learned how to work together in a fully functioning team. They now have the skills to define tasks, work out relationships, and manage conflict and work towards producing results. The team has a sense of its own identity, and members are committed to the team and its goals.
Look back at the first three stages and reflect on the questions: are the processes clear enough? What are the key challenges at each stage? How can we (or have we) overcome them?

Team leaders can facilitate team members through this stage by:
- Collaboratively setting goals challenging to all team members;
- Looking for ways to enhance the team's ability to excel;
- Developing an on-going assessment of the team;
- Recognizing individual contributions;
- Developing members' full potential through coaching and feedback.

**Stage 5: Changing**
The major issue in the final stage is transforming. When the team has reached its intended outcome, team members must redefine or establish a new purpose for their team or end the team.

The natural tendency for any team that has successfully achieved its goal is to attempt to remain intact. However, clearly some teams must end when their task is completed.

At this stage, team leaders can facilitate the team to:
- Decide whether to redefine its purpose or to reach closure;
- Celebrate the team's accomplishments and the members' mutual growth and accomplishments if the team is ending;
- Renew the process of team development if the team is going to continue.

Review your plan with all leaders and members. What new issues and challenges are emerging? What opportunities can we take advantage of?
Vision of Youth Peace Clubs
In general the youth leaders from Mukuru area believe that the vision of a Peace Club should include:

a) More responsible and economically empowered youth  
b) United youth  
c) Youth brother/sister keeper  
d) A drug free youth  
e) Prosperous and peaceful nation  
f) Youth who are focused

Look back at the first stanza of the Kenya national anthem, the purpose of the youth club and the needs and gaps that the club should address and reflect on the question: would the vision as outlined above inspire us to our goals?
Youth Peace Clubs should empower!

Youth Peace Clubs are meant to empower the youth to undertake several initiatives in building peace and just communities. Here are some ways the clubs should empower youth:

a) To clearly identify the needs and problems of the community, particularly those related to peace and justice.

b) To provide skills for mobilizing people and resources to resolve the problems, conflicts and potential violence identified.

c) To bring a positive change among the youth and the community by deepening the national, social, cultural and civic values.

d) To inculcate dignity of labor, the spirit of volunteerism, sense of responsibility, self-reliance and citizenship.

e) To develop leadership qualities.

f) To provide a platform for youth to explore talents in various fields.

g) To develop communal and social harmony, a culture of peace, human rights and social justice.

Is there something else a Youth Peace Club should aspire to do in your area? Take a walk around your neighborhood and observe some of the things the youth are doing for a livelihood or how they spend their time during the day. With a friend, review the above list and ask yourself: are these points relevant to us? Should we make any revisions or additions?
Who should lead and participate in the work of a Youth Peace Club?
Leadership and participation in a Youth Peace Club may not be uniform in all contexts. The final decision on who should be involved needs to be discussed and agreed by those taking the lead in the formation of the club. However, experience shows that these would be a useful guide in that conversation:

• Members and leaders should be within the age group of 15 - 35 years

• Only members within the age group of 18 and 35 can become office bearers of that Club

• Membership may be extended to all youth in the community, irrespective of religion, sex, education or employment.

• Youth Ownership: Youth may make substantial contributions to their Club and community and thereby should feel that they have a sense of belonging and stakes in their community

• Youth as resources: Rather than recipients of services or consumers, youth in the Club provide services as active partners and contributors, as resources in their communities

• Youth Clubs identify needs, analyze them, develop projects, implement and evaluate the same.

Do you agree with the guides above? Are there other important issues we should consider in defining the leadership and membership in your context? Have a discussion with fellow youth and note your points/ include these points on this list

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What do we mean by “youth”?

“Youth” is best understood as a period of transition from the dependence of childhood to adulthood’s independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age-group.

However, age is the easiest way to define this group, particularly in relation to education and employment. Therefore “youth” is often indicated as a person between the age where he/she may leave compulsory education, and the age at which he/she finds his/her first employment. This latter age limit has been increasing, as higher levels of unemployment and the cost of setting up an independent household puts many young people into a prolonged period of dependency.

When carrying out its Youth Strategy, UNESCO uses different definitions of youth depending on the context. For activities at international or at regional level, such as the African Youth Forum, UNESCO uses the United Nations' universal definition.

The UN, for statistical consistency across regions, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. All UN statistics on youth are based on this definition, as illustrated by the annual yearbooks of statistics published by the United Nations system on demography, education, employment and health.

For activities at the national level, for example when implementing a local community youth program, “youth” may be understood in a more flexible manner. UNESCO will then adopt the definition of “youth” as used by a particular Member State. It can be based for instance on the definition given in the African Youth Charter where “youth” means “every person between the ages of 15 and 35 years”.

What definition of youth fits the needs and challenges of young people in your context? Do we need to adopt the definitions of the African Charter and the UN? Why? Why not?

Working with and for Youth with Disabilities

In most youth programs, we tend to exclude the youth with disabilities. Youth Peace Clubs should seek to empower youth with disability not just because it is provided for in the different policy and institutional frameworks but simply because it is the right thing to do. The United Nation Education and ifiScientc Organization (UNESCO) reminds us that:

Globally, there are over 650 million persons with disabilities, and around a third of these are youth, with nearly 80% living in developing countries. The World Program of Action for Youth to the Year 2000 and beyond urges countries to take measures to develop the possibilities of youth with disabilities.

However, youth with disabilities is a severely under-researched area, with limited data on its prevalence and the effects on youth themselves, which hampers any effort to develop specific policy responses.

Within the renewed strategic objectives on youth, UNESCO’s Programme for Social and Human Sciences is increasingly focusing on the situation of youth with disabilities to enable them to develop their skills and access opportunities to engage as fully-fledged actors for development and peace in their communities.

Applying a human rights and gender-based lens to its program, UNESCO addresses opportunities and challenges for youth with disabilities within ongoing work on knowledge production and research for policy development; and on youth civic engagement and participation.

Do we have youth with disability in your area? In general, how does our community treat them? In what ways can the Peace Club support ways through which youth, and all people, with disability are treated with dignity at all times?
The Role of youth in addressing Gender Based Violence

The term Gender Based Violence (GBV), refers to any act that results in, or is likely to result to physical, sexual or psychological harm or suffering to an individual, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life subjected to the individual on the basis of their gender.

GBV is an act of power, anger and dominance over another because they are seen helpless/powerless/inferior. Different Forms of GBV:

- Domestic Violence- occurs when one person in an intimate relationship or marriage tries to dominate and control the other person. Includes child abuse
- Physical abuse – use of physical force against someone in a way that injures or endangers the person
- Verbal abuse - Use of language to ridicule, disrespect, manipulate humiliate etc
- Psychological Abuse- Mainly humiliating the victim, controlling them, withholding information and resources, diminishing one's esteem, isolating one from family and friends. This generally is used to threaten, intimidate and undermine one's self worth and freedom. Constant criticism, name calling-thus significant other gains full control over this individual.
- Economic Abuse- Where the abuser has control over the victim's money and economic resources. Withholding and denying one access to education, employment, and misusing common resources.
- Sexual Assault/Rape: This is forced, manipulated, or coerced sexual contact by a stranger, friend, or acquaintance. Where a person is forced into sexual contact through verbal coercion, threat, physical violence/aggression/force. Where consent is not given.
- Other forms of Gender Based Violence:
  - Female Genital Mutilation
  - Child Marriages
  - Trafficking in women and girls for sex trade, forced prostitution, and sex tourism that have become the focus of internationally organized crimes.
  - Cyber crime-Pedophiles: face-book, my space, twitter...(social media)
What Can Each of Us Do?
- Report the violence!!!!
- Speak out publicly against GBV
- Take action personally against domestic violence when a neighbor, a co-worker, a friend, or a family member is involved or being abused.
- Take action against domestic violence when a neighbor, a co-worker, a friend, or a family member is involved or being abused.
- Encourage your neighborhood watch or block association to become as concerned with watching out for domestic violence as with burglaries and other crimes.

Important points to remember:
- Violence will never be an answer
- Violence can never be acceptable, Everyone deserves to feel valued, respected and safe
- GBV is not out there with them, It is here, with us so lets take action individually

Discussion Questions in small groups:
1. What are other forms of gender based violence in your community?
2. What are the causes and consequences/effects of gender based violence in your community?
3. What action will you take against gender based violence?

(Check the Action plan and follow up implementation templates on page 54).
Legal policy and institutional frameworks and the youth

Leaders and members of Youth Peace Clubs should be aware of what the constitution and the laws provide in terms of their rights and obligations. This requires continuous study of the new laws and policies of the government.

Case study of Kenya; what does the Constitution of Kenya say about the Youth?

To start off this discussion, we consider two articles:

Chapter Four, article 55: Youth

The State shall take measures, including affirmative action programs, to ensure the youth –

(a) access relevant education and training;
(b) have opportunities to associate, be represented and participate in political, social, economic and other spheres of life;
(c) access employment; and
(d) are protected from harmful cultural practices and exploitation.

Chapter Four, article 56: Minorities and marginalized groups:

The State shall put in place affirmative action programs designed to ensure that minorities and marginalized groups –

(a) participate and are represented in governance and other spheres of life;
(b) are provided special opportunities in educational and economic fields;
© are provided special opportunities for access to employment;
(d) develop cultural values, languages and practices; and
(e) have reasonable access to water, health services and infrastructure.
First stanza of the Kenya National Anthem

O God of all creation
Bless this our land and nation
Justice be our shield and defender
May we dwell in unity
Peace and liberty
Plenty be found within our borders.

What does the constitution in your country say about the youth?

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Questions for reflection: What can our Youth Club do to engage with the relevant Youth Ministry? What can our Peace Club do to raise awareness on how to access the opportunities?

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Needs and Gaps to be addressed by Peace Clubs

As mentioned earlier, this workbook was developed through a participatory process with youth leaders in slums of Mukuru area. The youth leaders addressed the questions: Why do we need Youth Peace Clubs? And, if we do, what needs and gaps should the Youth Peace Clubs realistically address?

The consensus was that, indeed, we needed Youth Peace Clubs in the Mukuru area. The youth leaders also identified the priority needs and gaps the Youth Peace Clubs should address. This needed to be clear from the start. During the formation of a Youth Peace Club it is important that the needs and gaps be clear, even before we talk of the structure, organization or leadership of the club.

The following needs and gaps were listed as most urgent and important:
1. Increasing drug and substance abuse amongst adolescents, youth and young adults.
2. Insecurity and general lack of peace and stability
3. Sexual and gender based violence, including increasing number of rape cases.
4. Unemployment and lack of opportunity that leads to idleness amongst the youth that is associated with other vices.
5. Increasing levels of poverty and powerlessness
6. Tribalism, nepotism, discrimination and manipulation by political leaders particularly during elections.
7. High levels of illiteracy and low levels of basic information on livelihoods, right and civic awareness.
8. Frequent fire outbreaks
9. Lack of water and poor sanitation
10. Child labor

Are these the priority needs and gaps in your area? Please add to the list or prepare a list of 10 priority needs and gaps for your area.
Some Ways to address the needs and gaps through Peace Clubs

After identifying the needs and gaps, the youth leaders from Mukuru area had to answer the more important question: what are some of the ways we can address the needs and gaps through Youth Peace Clubs?

Below are some of the proposals and recommendations where Youth Peace Clubs:

- Could create room for forums where the youth can discuss and engage with these challenges in a sober and unified manner.
- Can be a resource for the rest of the community to engage on issues of peace, conflict, violence and how to develop strategies for early intervention.
- Can help youth access reliable information and knowledge on matters relevant to young people, including politics and opportunities available beyond their area.
- Can initiate youth and community empowerment programs that would include livelihoods.
- Should intensify “youth-to-youth” campaigns against abuse, reliable sexual and reproductive health, amongst others.
- Employ creative approaches – through music, theater and visual art to engage with the rest of the community and government agencies on issues directly affecting youth.
- Can expand forums where awareness raising on civil responsibility, gender education, human rights, constitution and governance can take place.
- Can mobilize young people engage more effectively with churches and other religious institutions on matters affecting the youth.
- Can mobilize in more effective ways so that youth can access micro-credit or other financial resources that can provide better livelihoods.

In what other ways can a Youth Peace Club address the needs and gaps? Please add to the list or prepare a list of 10 priority needs and gaps for your area.

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(Check the Action plan and follow up implementation templates  page 55)
In the workshop for youth leaders from Mukuru area, the following skills and capacities were suggested as priority in the formation and development of Youth Peace Clubs. These include:

- Conflict Analysis, including prioritizing of needs and gaps and determining points of intervention.
- Basic conflict resolution skills, including effective communication and problem solving
- Formation, leadership and governance of Youth Peace Clubs
- Strategies and tactics of mobilizing youth
- Skills in lobby and advocacy
- Knowledge on the Constitution, governance and human rights
- Proposal development and fundraising
- Engaging with various stakeholders and agencies

In your view, what other skills and capacities would be critical in the effective work of a Youth Peace Club in your area?

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Problem Solving Skills

One of the most basic skills in conflict resolution is Problem Solving. A good grasp of problem solving enables us to conduct facilitation, lead dialogue forums, manage meetings and even mediate conflicts in a creative and constructive manner.

A basic problem solving process in resolving a conflict involves:

- working with problems through efforts at problem-solving and negotiation
- working with people — through good listening and skill in handling strong feelings/emotions.

Classical Problem solving approach:

1. Define the problem
2. Generate as many options as possible for resolution
3. Evaluate the options
4. Pick the best.
5. Develop implementation plan

A futuristic approach that is recommended follows the following steps:

1. Define the present state - describe as specifically as possible what is happening now
2. Develop a desired future state - describe the kind of situation or relationship you would like to exist
3. Create a list of possible strategies to reach the future state
4. Analyze the responses
5. Select the best response
6. Specify steps to implement
Pick an issue facing the youth and attempt a process at problem solving. Note down your issues, thoughts and reflections on the process. (Suggestion: to breakdown the question more so that the youth in their discussions go through each and every step)

“If your only tool is a hammer, you see every problem as a nail.” – Africa Proverb
Basic Facilitation Skills: A Key to Empowerment

Taking the lead in the formation and sustaining of a Youth Peace Club requires facilitation skills. In this section, we provide some basic skills on facilitation. Later in this workbook, we shall have a conversation about leadership, which is closely linked to facilitation.

A facilitator of a Youth Peace Club should be concerned about both the content and process. What do we mean by content? And, what is process? Content is what the group is talking about, while the process is how the group talks about the subject.

In other words, we can talk about peace in a way that only one or two people lecture the rest. We can also talk about peace in a manner where everyone’s voice in the room is listened to. In general, we encourage facilitators of youth peace clubs to adopt a more open-minded, inclusive and participatory process when discussing and making decisions. As much as possible, everyone, including the very quiet ones should be part of the conversation!

The Key Roles of a Facilitator

- To encourage open and inclusive participation
- To enhance mutual understanding and respect for divergent views
- To offer space for inclusive and creative solutions
- To teach new knowledge, skills and attitudes
- To communicate well with other people and stakeholders that the Youth Peace Club engages with.

Given the challenges in your area, are there other basic roles of the facilitator of a Youth Peace Club? What role is more important?

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Basic Skills of a Facilitator

What are the basic skills of the facilitator? Some of these skills come to many of us naturally and others through practice and experience. As you read the suggestions below, ask yourself: which ones am I already doing well? And which ones do I need to improve? Or, which ones are more relevant in working with the youth in my area?

• Talks less and listen more
• Asks open-ended questions to unlock imagination and, more importantly, invite others to reflect and share. As much as possible, the facilitator avoids questions that only require a simple 'yes' or 'no' response. It is important that youth feel that their ideas and contributions are valuable at all times.
• Builds a dialogue in such a way that allows other members to have conversations with each other, respond to each other's questions and maintaining a balance in participation.
• Ensures that the main points of the conversation are not lost. The facilitator ensures they bring back the group to the key points by acknowledging different viewpoints, summarizing the main questions and issues and keeping track on what outcomes are expected from the conversation.
• Is conflict sensitive whenever 'hot' or emotional issues arise. The facilitator can allow venting to the extent that it does not create more problems in the conversation. In some cases, a facilitator can call for a 'time-out' if she/he feels that the youth need a break to cool off.
• Is not threatened by those in the group who may want to play power games. They should feel confident to be challenged but, at the same time, retain control of both the content and process.
• Ensures an accurate decision is kept so that follow up and implementation can be tracked.

Which of these skills are most important for your area? Are there other skills we should add?
Introduction
Advocacy has to do with change of policy, improving lives and increasing the voice and power of communities. Therefore, in Peace Clubs, for youth to be able to address concerns identified there is need for them to have understanding and knowledge in advocacy and lobbying. Advocacy leads to change and influencing people with power. For instance, Peace Clubs members could engage the Chief and local leaders to call for local barazas (public forums) to address Sexual Gender Based Violence (SGBV) in the community etc

In general the Advocacy Cycle includes:
- Identification of the concerns
- Research & Analysis
- Planning
- Action
- Evaluation.

Strategies in advocacy for Youth Peace Clubs
- Writing letters to elected officials, editors
- Filing a complaint in court or local mechanisms
- Using personal testimonies
- Lobbying decision-makers
- Conducting a petition drive through collecting signatures
- Developing and maintaining ongoing relationships with legislators and their aides
- Conducting public hearing, and organizing public demonstrations
- Media campaigns including social media.

Have you ever attempted any of the strategies listed above? Did it work well? Why?

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Pitfalls to avoid in advocacy work

- Some participants believed that in many cases the motivation for people to take part in demonstrations was not the concern at hand, rather the monetary payment.
- Participants agreed that it was important to stick to the non violence mechanism. Participants gave examples of some of the people who brought about change by using non violence method. These include Wangari Mathai, Nelson Mandela and Bishop Timothy Njoya among others.
- It was concluded that change starts with an individual and it comes with a price. It takes time but it is possible. Youth were asked not to lose hope rather to be committed in their peace clubs and have clear goals as these peace clubs would give them a strong voice to speak out and bring the change they desire in the society.
- Advocacy requires effective leadership of the Youth Peace Clubs.

Key components of advocacy:

- Call/Asks: What do you want to achieve?
- Message: What do you want to say?
- Messengers: Who can/will carry your message?
- Target: Who do you want to talk to?
- The Channel: What are the channels and how best can you access them?

Once you pick an issue for advocacy, ask yourself:

- What are the critical advocacy issues to be addressed through peace clubs?
- What are the activities to be undertaken?
- What are the available opportunities?
- What challenges are anticipated?
- What are key capacities needed to perform advocacy effectively?

Include a story of a successful youth advocacy undertaken by youth in Kenya or elsewhere.

From the analysis of the above case study, let us reflect on: (a) What change did
the youth seek? (b) What strategies and tactics did they employ? (c) What worked well and what did not work well? (d) What could we borrow that would work in our problems in our area?
Understanding Leadership

Introduction
In general, leadership is a process and not one time thing. It involves showing, directing and influencing.

Leadership can be defined by Three (3) P triangle:

“Leadership is about a Person influencing People to achieve a common Purpose (goal, aim)”. 

“Are leaders born or made?”

- leaders are born
- leaders are made
- Leaders are born then made.
- Takes initiative

In general, youth lack mentorship to realize their potential. All leaders make a difference at different levels. Some can only lead themselves, others can lead only a few people whereas others can lead many people, nation etc. In most cases, all leaders have a purpose which is to lead people to achieve a common purpose/goal.

With regard to Youth Peace Clubs the purpose is to provide effective leadership towards peace and justice within the club and community. An important step is for the leadership and members to have a clear vision.

Who is your favorite leader? Why? What qualities do you admire about them?

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Qualities and skills of a good leader?

A good leader of a Youth Peace Club should:

- Bring youth together for unity
- Economically empower youth
- Enable youth to realize their position in the community
- Facilitate sustainable peace among youth in communities
- Facilitate youth to speak with one voice
- Takes initiative
- Gives direction
- Encourages others
- Optimistic and enthusiastic
- Consults others
- Selfless

Are there other qualities you would add to the list?

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Leading with the team:

What does the Bible say about leadership? (Exodus: 17 and 18)

- A leader keeps the focus amidst challenges/difficulties/complaints/grumbling; (Exodus 16:1-10)
- A leader recognises and values the unique skills of each individual in the team; (Exodus 17:8-13)
- Leading with the team- Delegation is the key to effective leadership; (Exodus18:13-24)
- A leader is open to new ideas/opportunities/innovations: (Exodus;18:24-26)
Activity:
Read the passages and discuss
What lessons learned?

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Who is your favorite leader in the Bible? (Man/Woman)? Why?
What qualities do you admire about them?
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Application: How to apply what you have learned?
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Role of the Youth in Leadership and Governance

Leadership is critical in rebuilding and maintaining peace in a community, school or country. The youth are at the core of this process as leadership is the foundation of democracy and good responsive governance at all levels of the society.

Therefore:

- For a society to advance in all endeavors there has to exist a clear sense of vision by the leaders and the followers.
- Society must intentionally invest in leadership formation of young people.
- We must uphold, respect and defend the constitution.
- We need to continually develop a value system that respects our Creator, humans and our natural environment.
- Our systems of governance should be inclusive, allowing the participation of every person from all walks of life.

What Could Youth Peace Clubs Do?

- Enable young people to directly participate in politics and decision making at all levels of society through information sharing, knowledge management and organizing.
- Enable youth contribute to processes of making laws and policies.
- Ensure young people take up their responsibilities in politics and development.
- Undertaking training programs to increase the mass of youth with knowledge and skills in leadership, governance and peacebuilding in schools, communities, barazas (public forums), places of worship.
- Mentoring youth in leadership and responsive governance
- Undertaking advocacy programs.
- Documenting experiences and reflections of youth in leadership, governance and peacebuilding.
What role have the youth played in leadership and governance previously in your area?

*In your opinion what can youth do that was not done before?*
Youth Peace Clubs could mobilize and advocate in different ways to enhance young people's roles in governance. The following are some organizations that Youth Peace clubs can engage with in addressing Youth in Governance:

**Faith Based Organizations and Civil Society Organizations**
- Strengthen the capacity of youth organizations and their networking with community-based organizations to address issues that face the youth.
- Mobilize funding and other resources for youth programs.
- Initiate and support innovative and sustainable microcredit schemes for youth entrepreneurship development, offering them a wide range of practical demand driven technical skills, and life skills in leadership and conflict resolution.
- Engage young people in awareness-raising and support community-based programmes on climate change and other pressing environmental issues.
- Involve communities in identifying educational, social and cultural initiatives to support young people's reintegration taking into account the psychosocial and attitudinal factors related to crisis and post-crisis environments.

**Youth councils, Youth Clubs and Youth Forums**
- Mobilize, sensitize and organize youth in a unified body that engages in political, economic and socio-cultural activities.
- Act as a voice and bridge to ensure that government and other decision and policy makers are kept informed of the views and aspirations of youth.
- Protect youth against any kind of manipulation and discrimination on the basis of age, gender, clan or experience.
- Advocate for and mobilize resources to support and fund youth council programs and activities.
- Liaise with development organizations to ensure that youth gain access to resources, services and programs.
- Promote relations and networking between youth organizations inside and outside their country.
**Government and sector ministries**

- Where absent, develop a national youth policy and action plan for priority action ensuring that other sectoral policies (education, health, employment, energy, environment, etc.) integrate the national youth policy, and are responsive to the needs and aspirations of youth.

- Promote coordination, collaboration and networking among all stakeholders, including international aid groups, the private sector and the Diaspora, through the creation and management of youth empowerment fund for sustained technical and financial support in the design, implementation and evaluation of a national youth programme of action in partnership with a lead agency experienced and involving the Government, local partners and CBOs.

- Establish, strengthen and support youth councils at national, district and local levels, ensuring their participation and representation in all structures of leadership, governance and management.

- Promote research and documentation, and serve as a repository for data on the status of youth with appropriate qualitative and quantitative indicators, in collaboration with international development partners.

**Private sector and business community**

- Provide opportunities for promoting youth employment through investments in: entrepreneurship development in high-value niche products, demand-driven curricula to improve skills, training and apprenticeship opportunities, and innovative credit schemes.

- Develop youth volunteer schemes and twinning arrangements providing an opportunity for graduates from Technical schools and colleges to get work experience.

**Parents/Guardians of youth**

- Increase communication with young men and women in families giving them an empowering space where youth feel valued, respected, encouraged, and supported by parents and other adults in their efforts to develop personal and collective capacities for self determinism and healthy decision making.

Source: Some of the proposals above were developed by UNDP. See [http://www.so.undp.org/shdr/empower.html](http://www.so.undp.org/shdr/empower.html)

What other recommendations might you have as a youth?
Which of these organizations can youth in your community engage with?

How youth in your community engage with the above mentioned organizations?

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Introduction
People in teams, as in other walks of life, tend to play roles. Effective teams require a good mix of roles among team members in order to get the task done and to promote a team process enabling the team to work smoothly.

Demonstrating these characteristics in a Team building shop setting can be useful: it helps increase awareness of team roles and enables team members to discuss their own role strengths and preferences:

Activity: Ask participants to reflect on which role they play in their organization or club, this can be done in the form of asking each to pick an animal they identify with.

At the end of the exercise, demonstrate the relations and coexistence of each and the important role, the pieces that make whole.

*From the activity, note your insights and reflections*

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**Introduction**
A team needs to focus and have clear picture of where it is moving. This can only be achieved through an action plan which entails strategic thinking and planning.

**What is strategic planning?**
A strategy is an overall approach and plan. So the process of determining an organization's long term goal and then identifying the best approach for achieving those goals takes you outside the day to day activities of your Club or project.

It provides you with the big picture of what you are doing and where you are going. Strategic planning gives you clarity about what you actually want to achieve and how to go about achieving it, rather than a plan of action for day to day operations.

**Strategic planning**
Strategic planning is the core of the work of an organization/group. Without a strategic framework you don't know where you are going or why you are going there.

It enables you to answer the following questions:
- Who are we?
- What capacity do we have/what can we do?
- What problems are we addressing?
- What difference do we want to make?
- Which critical issues must we respond to?
- Where should we allocate our resources? What should our priorities be?
- Only once these questions are answered, is it possible to answer the following:
  - What should our immediate objective be? (See the section on Immediate Objectives)
  - How should we organize ourselves to achieve this objective?
  - Who will do what when?
A strategic plan is not rigid. It does, however, give you parameters within which to work. That is why it is important to:

- Base your strategic planning process on a real understanding of the external environment
- Use work you have already done to extend your understanding of the external environment and of your own capacity, strengths and weaknesses

**TIP #1: Identify Your Goals And Objectives.**

- Develop Organization Goals and Objectives to get your club started.
- Once established, analyze which goals you can achieve on your own, and which goals and objectives you may achieve more easily by sharing resources with another like minded organization.

**TIP #2: Brainstorm Your Administrative Needs.**

- Brainstorm a list of the specific administrative functions or resources your team would like to have in place, including a phone line, website, email addresses, suggestion box, office space, etc. Next, like each of these functions/resources to the specific needs that would be met by having them available.
- Finally, check each function/resource that your club is unable to obtain on your own, either because of financial constraints, or volunteer skills.

**TIP #3: Research Other Area Like-Minded Organizations.**

- Using the internet, phone book and connections established by your volunteers, identity a few organizations that may have the resources, and most importantly, similar values and mission as your club.
- Once you've identified one or two organizations that you believe are a good match, research them thoroughly. It's important to clearly understand the function of the organization you wish to partner with, as well as any organizational problems the group may be experiencing. If any red flags come up during your research (such as financial or organizational troubles), you may decide to pursue another organization.
**TIP #4: Meet with the organization to brainstorm options.**

- Contact the organization and schedule a meeting with the organizational leader, public affairs director, or other key staff. Explain to the individual the nature of the conversation you'd like to have – to discuss options for forming a strategic partnership with the organization that is mutually satisfying.

- When you meet with the organization, it's important to come prepared. Research the organization thoroughly, and come ready to share some key points about why you think your group and theirs have a very similar mission. In addition, come prepared to provide a clear description of your group. At a minimum, bring a fact sheet that outlines the mission, goals/objectives of your group, and outlines the services you provide to the community. Be prepared to leave a copy of this information with the person you meet.

**TIP #5: Establish Clear Requests.**

- The nature of your requests may arise during the first meeting you have with the organization you wish to partner with. However, it would be very helpful if your club had a general idea of what requests you'll have for the organization.

- Consider writing up a general proposal that outlines your requests very clearly. For instance: “We request to have our organization name, phone number and email address listed on your website;” or “We request to house a mailbox in your main building, so we are able to accept mail.”

*Develop a plan of action for your Peace club?  (Check the Action plan and follow up implementation templates on page 54).*

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Action Plan Template

The problem/situation that needs to change

<table>
<thead>
<tr>
<th>Situation/Problem</th>
<th>What need to be done</th>
<th>Objectives to be achieved</th>
<th>Activities to achieve objectives</th>
<th>Resources required (Human, Finances)</th>
<th>Person(s) responsible</th>
<th>Who else can you work with</th>
<th>Timelines</th>
<th>Evidence of completion/Indicators</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td>To begin</td>
<td>To end</td>
</tr>
</tbody>
</table>

Objectives should be SMART: (Specific, Measurable, Attainable, Realistic and Time bound)

Action plans are articulated (written) plans that individuals, groups, and organizations develop to guide and focus their efforts in certain initiatives. Action plans are useful for project and service initiatives in order to reach desired goals and impact.

Follow up implementation Template

<table>
<thead>
<tr>
<th>Activity</th>
<th>Start Date</th>
<th>Target Finish Date</th>
<th>To be led out by</th>
<th>Status/Comment</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

This provides opportunities for continuous monitoring and evaluation. It is a key mechanism for feedback. Follow up helps to assess progress made thus ensure that objectives set are achieved. It helps to deal with the problems arising within the implementation and provide for timely solution. It provides space for learning from the experiences which are essential for future planning.
Youth Peace Clubs Workbook

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This workbook is a product of the efforts of many people, in particular youth from the slums of Mukuru in Nairobi. It is published with the hope that it will be widely used by peace builders, development workers and other community animators.

FECCLAHA
P.O. Box 10033 - 00100 Nairobi, Kenya
Tel: 020 - 2728289/ 2730270
Mobile: +254 0786 670 488
Email: info@fecclaha.org
website: www.fecclaha.org