



CLCP- LABS

Mentorship Sessions

REPORT



INTRODUCTION

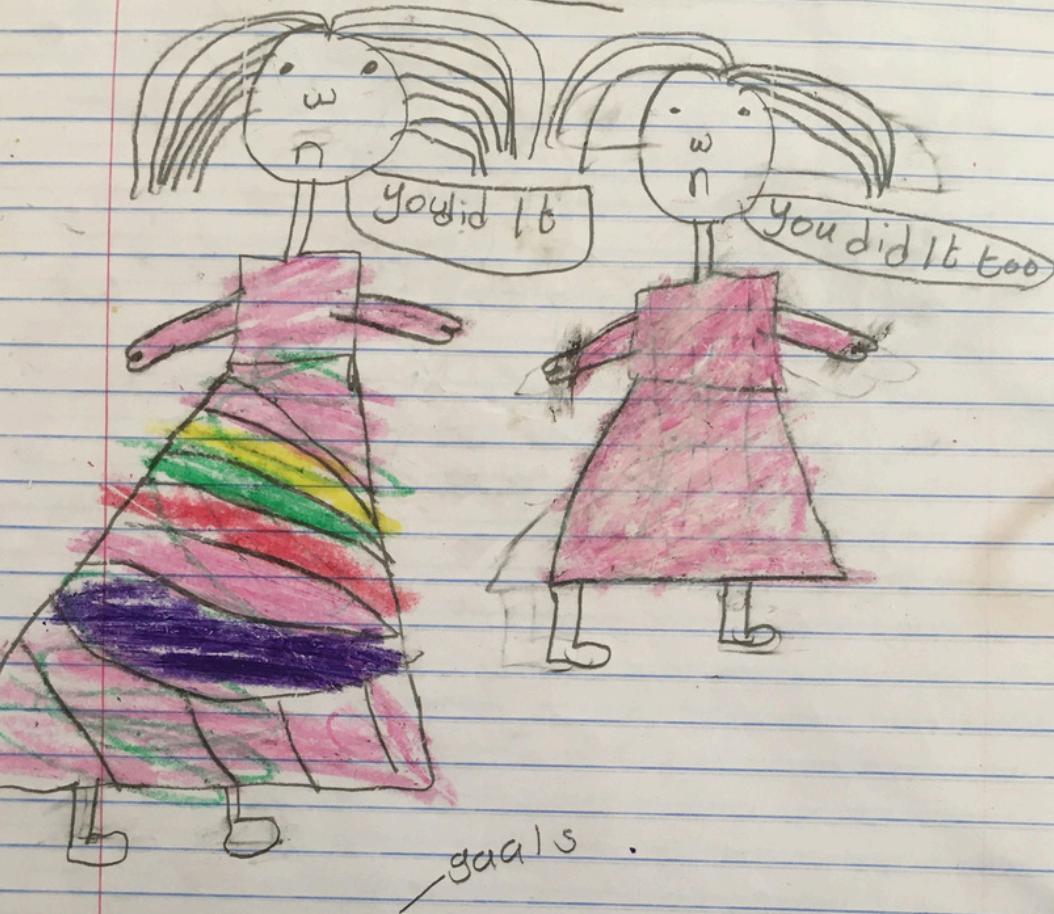
Re-Imagining New Communities conducted mentorship sessions with members of the Children-Led Community Peace Labs (CLCP-Labs) in its partner schools in Nairobi.

The mentorship sessions aimed to strengthen members' understanding and application of conflict transformation concepts, building on peace education activities implemented throughout the school term.

A total of 85 members participated across the schools. Each school hosted a one-day session using participatory, creative, and reflective learning methods appropriate for children and adolescents.



CONFLICT



- Disagreement between 2 or more people
- Inevitable aspect of human
unavoidable
- interaction
- can be positive if managed well



Objectives

Overall Objective:

To reinforce children's knowledge, skills, and confidence to analyze, manage, and transform conflict nonviolently within their schools, families, and communities.

Specific Objectives:

- To assess learners' understanding of key conflict transformation concepts.
- To strengthen learners' practical skills in conflict analysis, communication, and conflict management.
- To document learners' lived experiences of conflict and violence as part of contextual learning and program improvement.
- To ensure children's participation takes place within safe, ethical, and safeguarded learning spaces.

Methodology

The M&E process was integrated into the mentorship sessions using qualitative and participatory tools, including:

- Facilitated group discussions.
- Journaling and reflective writing.
- Role-plays and skits.
- Scenario-based learning.
- Creative expression (drawings and comics).
- Observation by facilitators.

Learning outcomes were assessed through learner participation, verbal articulation of concepts, creative outputs, and group reflections rather than formal testing, in line with child-friendly and trauma-informed practice.



Safeguarding and Risk Mitigation

Safeguarding was a core component of all mentorship sessions and was addressed at the beginning of each engagement in line with Re-Imagining New Communities' Safeguarding and Risk Mitigation Policy.

Safeguarding Orientation

All learners were taken through a child-friendly safeguarding briefing, which covered:

Session safety rules, including respect, confidentiality, voluntary participation, and non-discrimination.

Clear guidance on appropriate behavior between learners and facilitators.

Reinforcement that learners were free to step out, remain silent, or seek support if discussions became emotionally overwhelming.

1. Focus Areas and Key Learning Outcomes



1. Understanding Conflict

Learners explored what conflict is, its nature, and how it shows up in daily life.

98%

Learners demonstrated a clear understanding of conflict, using real-life examples drawn from classrooms, households, and neighborhoods.

100%

Learners expressed their experiences through journaling, storytelling, and role-plays, creating safe spaces to reflect on personal and shared realities of conflict.

2. Causes of conflict

Through guided discussions, learners identified key drivers of conflict, including needs, values, positions, relationships, and power. They also examined how conflict can manifest as violence.

95%

have experienced bodily harm such as beating, pushing, or sexual violence.

35%

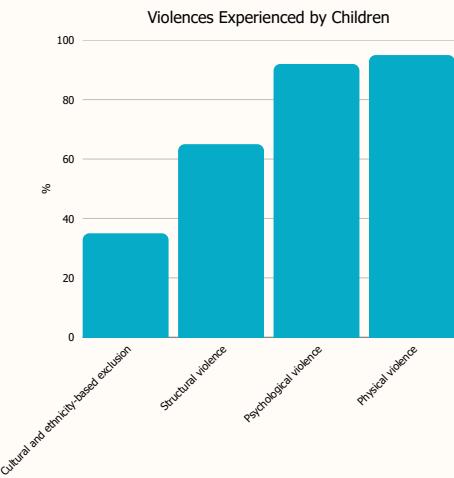
indicated challenges interacting with others due to faith beliefs, cultural practices or ethnic boundaries.

92%

experience anxiety, depression, low self-esteem, intimidation, threats, or emotional manipulation.

65%

experience discrimination within their social environments.



Conflict Experiences



Once upon a time in a village, it was quiet , beautiful and filled with joy. There were two people, Shaline and Simon. They were wife and husband, they were fighting for a baby. Both Shaline and Simon want the baby. I feel bad.'

One day I just fought with my bro because of the phone. We fought until my mom came. So we were bitten. But we still repeat the same thing until nowadays.

It was a bright morning, I got up early and went to play with my friends. Suddenly my friend started abusing me badly then we started fighting. The next day when I went to play I heard her gossiping me I became mad I started yelling at her she was afraid.

Last year during the floods it rained heavily- a lot of houses were flooded, some swept away, property worth a lot was destroyed and people lost their lives, learners had to take a break from school.

3. Types of Conflict

Learners examined conflict at multiple levels – intrapersonal, interpersonal, and group-based.

- Using community-based scenarios, learners mapped how conflict emerges within families, peer groups, schools, and community spaces.
- This helped normalize conflict while reinforcing the importance of understanding it rather than ignoring it.



'It was not that good to witness my two friends quarreling over a text book. They were not able to decide who to use the textbook first so they disagreed and started quarreling. I came over and listened to each of them then I told them to negotiate where they will have to take turns in using the textbook. They both agreed and the conflict between them was solved.'

4. Conflict Dynamics

Through interactive activities and group discussions, learners explored how conflicts escalate and de-escalate.

- They identified behaviors and actions that intensify conflict, as well as strategies that help calm tense situations.
- Learners also examined power in conflict, understanding how power can be used positively or negatively depending on choices made.

5. Effects of Conflict

Learners reflected on the short- and long-term impacts of conflict on individuals, relationships, and communities.

- Discussions highlighted both negative effects (broken trust, fear, violence) and positive possibilities (growth, learning, improved understanding when conflict is managed well).
- Particular attention was given to the consequences of unresolved conflict over time.

'This was the time when we were closing for the second term holiday. While students were booking cars, there was this conflict that came between two of my classmates; Kadot and Ann. They all come from Mombasa and they use Shuttles usually identified by number, car 1 and 2 for their travelling. Ann is the one who usually organizes their travelling and arranges students in the cars. She placed Kadot in car 1 and Kadot wanted to use car 2. Ann tried to explain to Kadot the reason for doing that but Kadot didn't want to listen.

This disagreement made them abuse each other and led into a fight. I felt so bad since I didn't expect them to fight. This caught the attention of class and other students made sides. Since Kadot was my deskmate, I tried to talk to her even though it was tough to handle. She cooled down a bit though not on good terms with Ann. By the end of the day, they had reconciled and talked happily, and accepted to board car 1.'

6. Conflict management

This session introduced learners to different conflict management styles, emphasizing that people respond to conflict differently based on experience and context.

- Learners explored when and how each style can be used appropriately.
- Creative methods such as comic drawing and reflective writing allowed learners to identify and reflect on their preferred conflict management styles.

7. Conflict Analysis

Using the 5W1H framework (Who, What, When, Where, Why, and How), learners practiced analyzing conflicts before responding to them.

- Real conflicts shared by learners were used as case studies to explore practical and child-appropriate solutions.
- This strengthened learners' ability to think critically and respond thoughtfully to conflict situations.



8. Difficult Conversations



Learners reflected on how disagreements affect them emotionally and behaviorally.

- They recognized that avoiding difficult conversations often escalates conflict.
- Through simple, engaging exercises, learners learned how to decide if, when, and how to engage in challenging conversations.
- Using the 4Cs of Communication, learners practiced communicating clearly, calmly, respectfully, and constructively.

'When my friend was facing conflict I felt very bad because they were bullying her with other students.'



'When I wanted to achieve my goals in life my dad and mom discouraged me.'

'I felt discouraged and hurt.'

'Is when my teacher tells me that I have come to school to eat but I cannot do something in class. I felt bad because she abused me; that lowered my self-esteem.'

Outcomes

- Increased learner understanding of conflict and violence in their immediate environments.
- Improved child-friendly skills in conflict analysis, communication, and nonviolent conflict management.
- Strengthened learner confidence to engage in dialogue and act as peace ambassadors within their schools and communities.

Challenges and Considerations

- High levels of disclosed violence highlight the need for continued psychosocial support and strong referral pathways.
- Time constraints within single-day sessions limited deeper individual follow-up for some learners.
- Emotional intensity of shared experiences required careful facilitation and trauma-informed approaches.

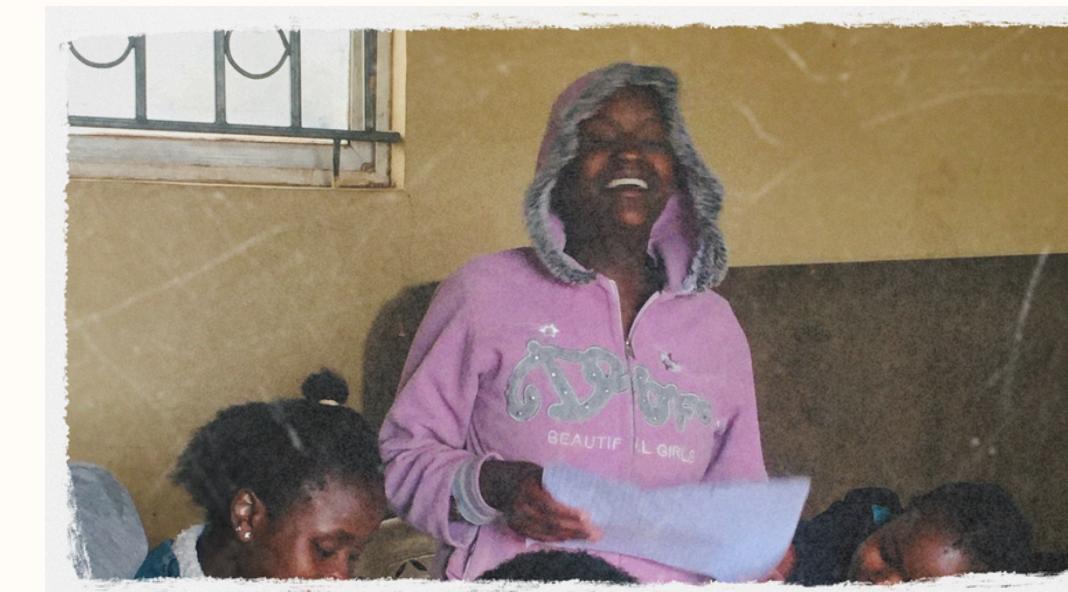
Lessons Learned

- Participatory and creative methods enhance children's ability to articulate complex peacebuilding concepts.
- Linking peace education to lived experience increases relevance and learner engagement.
- Safe, child-centered spaces are critical for meaningful participation and honest reflection.

Recommendations

1. Strengthen linkages with child protection and psychosocial support services for referral and follow-up.
2. Extend mentorship sessions or introduce multi-session follow-ups to deepen skill-building.
3. Integrate caregiver and teacher engagement to reinforce conflict transformation skills beyond the classroom.
4. Continue using creative and participatory M&E tools to capture children's voices ethically and effectively.

The Children-Led Community Peace Labs mentorship sessions effectively strengthened learners' peacebuilding knowledge and practical skills. The M&E findings affirm the value of child-led, context-responsive, and trauma-informed peace education in nurturing children as active agents of peace within their communities.





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