NATIONAL COHESION AND INTEGRATION

Training Manual

MINISTRY OF JUSTICE,NATIONAL COHESION AND CONSTITUTIONAL AFFAIRS

NOVEMBER 2011

THE NATIONAL COHESION AND INTEGRATION TRAINING MANUAL

MINISTRY OF JUSTICE, NATIONAL COHESION
AND CONSTITUTIONAL AFFAIRS

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.

Let one and all arise
With hearts both strong and
true
Service be our earnest
endeavor
And our Homeland of Kenya
Heritage of splendor
Firm may we stand to defend.

Let all with one accord
In common bond united
Build this our nation together
And the glory of Kenya
The fruit of our labour
Fill every heart with
thanksgiving.

Ee Mungu nguvu yetu
Ilete baraka kwetu
Haki iwe ngao na mlinzi
Natukae na undugu
Amani na uhuru
Raha tupate na ustawi.

Amkeni ndugu zetu
Tufanye sote bidii
Nasi tujitoe kwa nguvu
Nchi yetu ya
Kenya tunayoipenda
Tuwe tayari kuilinda.

Natujenge taifa letu
Ee ndio wajibu wetu
Kenya istahili heshima
Tuungane mikono pamoja
kazini
Kila siku tuwe na shukrani.

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ACRONYMS/ ABBREVIATIONS

AEC	African Economic Community
APPER	Africa's Priority Programme for Economic Recovery
AU	African Union
CDF	Constituency Development Fund
CSO	Civil Society Organizations
DNC	Department of National Cohesion
EACC	Ethics and Anti-Corruption Commission
ECOSOC	Economic and Social Council
ICC	International Criminal Court
ICERD	International Convention on Elimination of all forms of Racial Discrimination
KNCHR	Kenya National Human Rights Commission
KNDR	Kenya National Dialogue and Reconciliation
LATF	Local Authority Transfer Fund
LPA	Lagos Plan of Action
MoJNCCA	Ministry of Justice, National Cohesion and Constitutional Affairs
MTP	Medium Term Programme
NCCK	National Council of Churches of Kenya
NCIC	National Cohesion and Integration Commission
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organizations
NSC	National Steering Committee on Peace Building and Conflict Management
REC	Regional Economic Commission
RRI	Rapid Results Initiative
TJRC	Truth, Justice and Reconciliation Commission
UN	United Nations
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCHR	United Nations High Commissioner for Refugees

PREFACE

National Cohesion and Integration constitutes unity, equality, freedom, democracy, absence of war, just peace, social justice and the rule of law. It helps cultivate in members of a community shared values, challenges and opportunities. The outbreak of the Post Election Violence in Kenya after the disputed presidential votes tally was a major pointer to the existence of schisms that had been left unaddressed for long. These provided both the long-term and short-term causes of the violence which was a major drawback to Kenya's socio-economic and political development.

Consequently, the mandate of the Ministry of Justice and Constitutional Affairs then, was expanded to include national cohesion. This was one of the focus areas under the Agenda Four (4) item on the consolidation of National Cohesion and Unity. The Department of National Cohesion was operationalised in September, 2009 to help realize this added mandate. The National Cohesion and Integration Act (December, 2008) led to the formation of the National Cohesion and Integration Commission (NCIC) in order to discourage all forms of discrimination, foster tolerance and understanding, and curb hate speech. To achieve its mandate of educating and sensitizing Kenyans on matters relating to national cohesion and on the provisions of the National Cohesion and Integration Act, 2008, the Ministry of Justice, National Cohesion and Constitutional Affairs and the National Cohesion and Integration Commission have undertaken to among others develop a National Cohesion and Integration Training Manual.

Attainment of national cohesion is in one of the Kenya **Vision 2030** goals under the Political Pillar on the strategy on Security, Peace Building and Conflict Management. To achieve this, the strategy stipulates, "(iii) promoting processes for national and intercommunity dialogue in order to build harmony among ethnic, racial and other interest groups; (iv) promoting peace building and reconciliation to improve conflict management and ensure sustained peace within the country; and (v) inculcating a culture of respect for the sanctity of human life that does not resort to the use of violence as an instrument of resolving personal and community disputes.

This should start with the family, schools, the church and all the public institutions."

Therefore the Training Manual provides an instrument for use by different actors in the various training and sensitization forums across the country hence providing invaluable knowledge, information and skills to the citizens. Finally, I want to make an appeal to all the stakeholders involved in the business of national cohesion and integration to take full advantage of this training manual to ensure that all Kenyans are exposed to its provisions in order to build a united, progressive nation founded on the national values and principles of governance as espoused by Article 10 of the Constitution of Kenya, 2010.

Hon. Mutula Kilonzo, E.G.H., SC, M.P.,
Minister for Justice, National Cohesion and Constitutional Affairs

FOREWORD

The broad government undertaking in fostering cohesion and integration is implemented through the Ministry of Justice, National Cohesion and Constitutional Affairs whose mandate, among others is to facilitate the education and sensitization of Kenyans on matters relating to national cohesion and the provisions of the National Cohesion and Integration Act, 2008.

The training manual seeks to enhance the realization of the Ministry's mandate of conducting civic education and sensitization of the Kenyan public on national cohesion. In standardizing the practice, the manual presents a structured approach to the delivery of the training, a detailed content and the attendant activities that entail participation of the trainees.

While various programmes and activities have been undertaken in training and sensitization on national cohesion, a number of gaps have been identified. These include limitation of scope, lack of proper coordination of presentations and a lack of sufficient depth and content in materials. The handicaps have impacted on the government's efforts by slowing down the pace of programme implementation.

With this training manual, the government will continuously expand the base of trainers in national cohesion and integration in the country. The manual will further assure quality, uniformity and standardization of content and its delivery to all Ministries, Departments, Agencies, Actors and Stakeholders involved in the promotion of national cohesion and integration.

Gichira Kibara, EBS
AG. PERMANENT SECRETARY,
MINISTRY OF JUSTICE, NATIONAL COHESION AND CONSTITUTIONAL AFFAIRS

STATEMENT FROM THE CHAIRMAN, NATIONAL COHESION AND INTEGRATION COMMISSION (NCIC)

The National Cohesion and Integration Commission (NCIC) was established under the National Cohesion and Integration Act No. 12 of 2008. It is one of the Agenda Four (4) Commissions created by the National Peace Accord. The overall mandate of the commission is to facilitate and promote equality of opportunity, good relations, harmony and peaceful coexistence between persons of different ethnic and racial backgrounds in Kenya and to advice the government with recommendations on possible interventions.

This training manual is the result of elaborate research, consultations, seminars and workshops with various stakeholders in the country. Ethnic suspicions and its attendant Siamese twin negative ethnicity have been long standing and complex problems for Kenya. The quest for attaining a cohesive and integrated –society will consequently require a multi –pronged approach in order to influence all cadres of the Kenyan society.

It is in recognition of this fact that the NCIC has embarked on sensitizing the broad base of community members on how they can play their role more effectively. The Commission has for instance been partnering with UN Women in training women and youths with the aim to enhance their skills and knowledge in conflict management and mitigation. The Commission has also been involved in training and sensitization workshops for the media, police force and judiciary on hate speech and its negative effects on society.

Civic and public education processes at the Commission have involved sensitization of communities on the principles of cohesion and integration, strategies of promoting community cohesion as well as the case studies of cohesion champions in our society.

In spite all of these initiatives, there was a realisation of the need to have a coordinated and guided approach in delivery of the training and sensitization exercises. This manual, developed in consultation with various stakeholders, is therefore aimed at filling this gap and addressing the need for uniformity of content, provision of information on cohesion and integration and stipulation of reference materials among others.

Mzalendo N. Kibunjia, PhD, EBS

Chairman, National Cohesion and Integration Commission

STATEMENT FROM THE SECRETARY, NATIONAL COHESION

The mandate of the Department of National Cohesion is to spear-head the building of a society reflective of harmony and equity through national reconciliation, healing, cohesion and integration. To achieve this mandate, one of the strategies the department has adopted is sensitizing the Kenyan citizenry on matters pertaining to national cohesion and integration. In this regard, there has arisen a need for structured material on the subject area. This has made the development of the training manual critical to enable the Ministry and other stakeholders to execute this mandate effectively and efficiently.

Indeed, there are many individuals sensitizing Kenyans on matters of national cohesion and integration. There is however no planned mechanism of coordinating them from a national perspective. This manual therefore offers an avenue of engagement and ensures uniformity of training and sensitisation.

The training manual ensures uniformity of content and other information on national cohesion and integration disseminated by the Ministry's staff and other trained facilitators to the public in different forums across Kenya. This ensures that Kenyans obtain information devoid of ambiguities and irrelevancies. The integrated sensitization and training manual thus professionalizes presentations in various national cohesion and integration forums. This ensures that same core concepts; pedagogical approaches and methods are used with necessary modifications to suit the peculiarities of specific regions or forums. This manual thus serves as the key instrument to be used, even by Non-State Actors and everybody else engaged in sensitizing Kenyans on national cohesion.

The training manual provides the guiding framework through which the message of national cohesion is conveyed. In this way, it forms

the foundation for the realization of the quest for national cohesion and integration in Kenya.

Michael M. Ndung'u, HSC
Secretary, National Cohesion

ACKNOWLEDGEMENTS

The development of this Integrated Training and Sensitization Manual on National Cohesion and Integration has been made possible by the invaluable efforts and contribution of various people and institutions. I would like to extend my sincere thanks to all of them.

First and foremost, I thank the Minister, Ministry of Justice, National Cohesion and Constitutional Affairs (MoJNCCA), Hon. Mutula Kilonzo, for his direction and guidance regarding policy in the development of this manual. I wish also to appreciate the support and inspiration we received, in the initial stages of this project from our former Permanent Secretary, Ambassador Amina Mohamed. We honour her for taking up the challenge to develop the manual as a Rapid Results Initiative to be realized in 100 days in the 2011/2012 Performance Contracting year. The foundation she laid was appropriately progressed by our serving Ag. Permanent Secretary, Gichira Kibara, who has persistently kept us on course. We are so grateful for the goodwill, guidance and logistical support in all the processes of developing the manual.
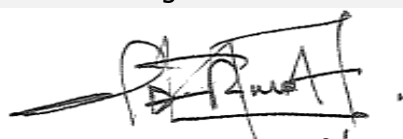
I thank the National Cohesion and Integration Commission (NCIC) for being a great partner in the course of developing this manual. We have faithfully walked every step of the journey together. Thanks for committing your resources and seconding your very able officers to be part of the team that steered the whole process to the successful end. We are thankful to the directors, Kenya Institute of Administration (KIA) and Kenya Institute of Education (KIE) for special assistance in nominating highly competent officers in assisting the development of the manual. We acknowledge the invaluable skills and experience in publications and graphics that so much enriched the manual.

I note with appreciation the contributions of an array of stakeholders ranging from Civil Society Organizations (CSOs), Faith Based Organizations (FBOs) spearheaded by the Inter–Religious Council of Kenya (IRCK), Community Based Organizations (CBOs), media houses, universities and researchers for the extensive research and input to the development of the manual. Our gratitude also goes to the various Governmental ministries, departments and agencies that in their own way played significant roles in

the entire process. These included the Ministries of Education, Ministry of State for Planning and Vision 2030, National Economic and Social Council of Kenya (NESC) and the Public Complaints Standing Committee (PCSC). Special thanks go to the Performance Contracting secretariat, under the Office of the Prime Minister, for recognizing the essence of developing the manual as a key output within Vision 2030 and the performance contracting process.

May I single out for appreciation our development partners, the United Nations Development Programme (UNDP) and Gesellschaft für Internationale Zusammenarbeit (GIZ) for the immense logistical and financial support. Thanks for playing host and also actively participating in the preparation and deliberations of the development process of the manual.

Last but not least, my thanks and appreciation are due to the staff of the MoJNCCA, and especially the Department of National Cohesion. Thanks for your creativity and thoughtfulness in providing the initial draft that formed the basis for this great work.

F. O. Owino
DIRECTOR, NATIONAL COHESION
MINISTRY OF JUSTICE, NATIONAL COHESION AND CONSTITUTIONAL AFFAIRS

EXECUTIVE SUMMARY

This integrated training manual on national cohesion and integration is a product of efforts by various stakeholders coordinated by the Ministry of Justice, National Cohesion and Constitutional Affairs in partners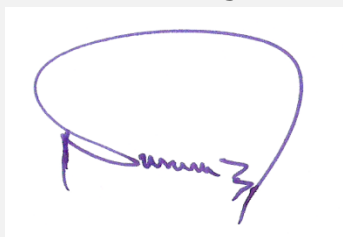hip with the National Cohesion and Integration Commission. It was developed as a tool and resource of first choice for facilitators, practitioners and participants in education and sensitization on national cohesion and integration.

In developing this manual, a highly consultative and research-based approach was adopted. Previous efforts at educating and sensitizing the public by the Ministry, the National Cohesion and Integration Commission (NCIC) and other actors pointed at the obvious need to have a guiding manual given the limited scope, depth, content and a lack of consistency by the various players. A questionnaire was administered to stakeholders to verify this need and determine suitable content. This was followed by a number of stakeholder consultative forums bringing together key persons from among the practitioners, academics and the general public to deliberate and assemble material for the manual.

The product of this consultative process is this document which is both a facilitator's guide and a learner's reference. It covers a wide range of topics on national cohesion such as definition of key terms, conflict management, the role of communication in building cohesion, management of ethnic diversities and the place of values in fostering cohesion and integration among others. The manual also proposes appropriate learning activities for each topic of study, necessary materials and participative methods of delivering the trainings to various groups of people. The graphical illustrations contained in each module make reading the manual not only enriching, but also pleasurable. The references provided enable the facilitators to enrich their trainings through wide reading.

The manual thus becomes a basic tool of increasing the number of players involved in the promotion of national cohesion. Many stakeholders can now meaningfully engage in the promotion of cohesion with the aid of the manual. It will also be possible now, to ensure that quality and targeted efforts are made by all the players. This will translate into effective and efficient use of available resources. The manual offers an opportunity for

coordination of the activities of all the stakeholders involved in the promotion of national cohesion.

In a nutshell, the manual as presented covers a wide spectrum of topical issues on national cohesion and integration. The introductory module highlights the concepts of cohesion and integration and related terms and lays the background to the whole training manual. It is then followed by attempts made since independence to the year 2007 to enhance cohesion and integration in the country in the second module. Challenges encountered and the interventions made to create a cohesive and integrated nation are highlighted. The importance for participants to appreciate the conditions that have promoted or inhibited the harmonious coexistence of the various communities and which are likely to affect their lives in the future is also discussed.

The third module provides the meaning of the concept strategy. It discusses various strategies for the promotion of national cohesion and integration and highlights the roles of the actors involved. It also focuses on the methods and activities for the promotion of national cohesion. It is followed by a module on legal instruments that provide the frameworks under which various relations within communities are anchored. These instruments include the Constitution, Acts of Parliament, Policy, Conventions, Treaties and Agreements. It is through these instruments that various institutions and bodies find their mandate and obligation to ensure a cohesive and integrated nation. The module therefore emphasizes the need for close collaboration between the Ministry of Justice, National Cohesion and Constitutional Affairs, the National Cohesion and Integration Commission and other ministries and government departments with related mandates.

The importance of early warning and early response mechanisms in achieving a cohesive society is discussed in the fifth module. In appreciating the significance of this module, preventive measures on latent conflict should be treated on priority basis. The sixth module defines participative communication and describes the communication process. It highlights the importance of effective communication in the promotion of national cohesion and integration and outlines barriers to participative communication. The roles different actors in fostering participative communication are also discussed.

The seventh module provides a basic understanding of conflict management and resolution. It further deals with various approaches to conflict management and resolution. The next module defines the concepts of healing and reconciliation. It describes the process of healing and reconciliation while outlining benefits and challenges of the process as well as the strategies for healing and reconciliation.

Role modeling and cohesion champions are defined in the ninth module. The module also highlights the role of cohesion champions in society. The module that follows seeks to enlighten the participants on various issues related to community empowerment in order to enhance social cohesion and integration. The next module provides relevant information on equity and inclusion. It further highlights the linkage of equity and inclusion with national cohesion and integration.

Constitutional values constitute a module that call for the development of an Act of Parliament to give effect to Articles 4 (2) and 10 of the Constitution; to institutionalize the national values and to establish a body to coordinate, advise and facilitate the stakeholders for purposes of securing the observance of national values among all persons in order to foster national cohesion and integration. The last module gives the meaning of monitoring and evaluation and explores the process of conducting monitoring and evaluation on national cohesion and integration. The importance of M&E is highlighted together with appropriate techniques and tools.

BACKGROUND TO THE TRAINING MANUAL ON NATIONAL COHESION AND INTEGRATION

Introduction

The government promotes national cohesion and integration by ensuring political, social and economic stability. It is the responsibility of government to create a stable and predictable environment for citizens to pursue their life-long aspirations and endeavors. The Government of Kenya has used different strategies to promote national cohesion and integration. One of the strategies adopted by the Ministry of Justice, National Cohesion and Constitutional Affairs is education and training which provide a strong platform for social transformation. This training manual helps to consolidate efforts towards promoting cohesion and integration.

The training manual has been developed to enable everyone involved in national cohesion and integration to execute the mandate of training the Kenyan citizenry on matters pertaining to national cohesion and integration. The manual thus provides the structure and ensures uniformity of training.

The need for the training manual was further necessitated by the fact that cohesion and integration are not distinct areas of study in the local institutions of learning. This implies that one cannot readily access materials and references in this field. The sensitization manual therefore not only provides material customized to the Kenyan situation for reference but also for research by both locals and foreigners. This further forms a foundation for future research on specific issues relevant to Kenya.

As mentioned earlier, the integrated sensitization and training manual ensures uniformity of content and other data on national cohesion and integration disseminated by the Ministry's staff and other trained facilitators to the public in different forums across Kenya. Kenyans will therefore obtain similar information passed through forums devoid of ambiguities and irrelevancies. The integrated sensitization and training manual in a nutshell professionalizes facilitation in various national cohesion and integration forums. This henceforth ensures the use of same core concepts; approaches and methods with diminutive changes in perspective to suit the context of specific regions or forums.

The Vision, Mission and Objectives of the Training Manual

The Integrated Sensitization Manual on National Cohesion and Integration is guided by the following vision, mission, and objectives:

Vision

A lead training instrument in the promotion of national cohesion and integration

Mission

To provide a uniform and coherent training on national cohesion and integration through quality sensitization and capacity building programmes.

Main Objective of the Training Manual

The main objective of the manual is to provide a structured approach to the provision of training and sensitization programmes on national cohesion and integration in Kenya.

The following are the main purposes of the document:

a. To professionalize training and sensitization on national cohesion and integration in the country;

b. To enhance the coordination of training and sensitization on national cohesion and integration;

c. To ensure uniformity in the sensitization/ training of national cohesion and integration; and

d. To provide information, knowledge and skills in the promotion of national cohesion and integration.

Specific Objectives of the Training Manual

The Integrated Sensitization Manual on National Cohesion and Integration has the following specific objectives:

a. To provide important and relevant information on national cohesion and integration to the facilitators;

b. To provide a basis for further research by facilitators before embarking on the actual sensitization exercise;

c. To provide a variety of experiential and participatory approaches to sensitizing in different forums;

d. To ensure uniformity and coherence in the message delivered in sensitization forums throughout the country.

e. To provide facilitators with guidance on the overall and specific objectives of each sensitization module and therefore ensure they remain faithful to the national cohesion agenda;

f. To guide facilitators on time management during the sensitization forums to ensure that what is planned for is not only covered in the expected time frames but adequately; and

g. To guide facilitators on the materials and activities they are expected to use to appropriately execute their work of facilitating sensitization forums on national cohesion and integration.

The Processes

The development of the training manual was highly participatory. It involved the following actors:

a. Government Ministries, Departments and Agencies (MDAs);
b. Ministry of Justice, National Cohesion and Constitutional Affairs;
c. National Cohesion and Integration Commission (NCIC);
d. Civil Society Organizations (CSOs);
e. Development Partners;
f. Faith Based Organizations (FBOs);
g. The Media;
h. Private Sector;
i. Trade Unions;
j. Councils of Elders; and
k. Public and Private Universities.

Implementation of the Training Manual

The implementation of the Training manual will be undertaken by the Ministry of Justice, National Cohesion and Constitutional Affairs and other stakeholders involved in conducting sensitization and trainings on national cohesion and integration. Other actors who will be involved in the sensitization/ training on the provisions of the integrated manual include Ministries, Departments and Agencies (MDAs), Community Based Organizations (CBOs), Faith Based Organizations (FBOs) and Non-Governmental Organizations NGOs) with mandates in promoting national cohesion and integration.

Target Groups for Sensitization and Training

The following sections of Kenyan society will be targeted for sensitization and/or training on the provisions of this manual. These include but are not limited to the:

a. Youth;
b. Women groups;
c. People with Special needs;
d. Media;
e. Community elders;
f. Political leaders;
g. Religious leaders in Faith Based Organizations;
h. Community Based Organizations (CBOs);
i. Public Servants;
j. Policy Makers;
k. The Security and Defense Forces;
l. Schools and colleges;
m. Non-Governmental Organizations (NGOs); and
n. Non State Actors (NSAs).

Facilitators' Guidelines

The role of a facilitator is very important during a group discussion or workshop. The following are the guidelines for use of this manual:

a. To remain neutral and guide participants' discussions without imposing personal opinions and priorities
b. Have a positive attitude and ensure that participants feel welcome and are encouraged to participate
c. Remember the objectives of the training in order to remain focused
d. Provide equal opportunity for all participants
e. Always summarize the discussion
f. Listen carefully to the participants' contributions
g. Use energizers and ice breakers to maintain interest and concentration
h. Observe body language and facial expressions to ensure active participation
i. Be creative and innovative in handling participants' diverse opinions
j. Be open to receive feedback from the participants

MODULE 1: INTRODUCTION TO NATIONAL COHESION AND INTEGRATION

AIM: By the end of the module, the participants should acquire necessary knowledge, skills and attitudes that will enable them to promote national cohesion and integration.

INTRODUCTION
This module highlights the concepts of cohesion and integration, related terms and provides a backdrop to the whole training manual.

TOPIC 1: CONCEPTS OF COHESION AND INTEGRATION AND OTHER RELATED TERMS

Time: 20 Mins.
Resources: Flip charts, marker, note book and pens and instructional tapes.
Methodology: Brainstorming, stories and case studies.

ACTIVITY

- The facilitator lists down the terms and guides the Participants to give their **meaning**.
- Participants give the meanings of the listed terms.
- The facilitator uses key notes in summing up the participants' views.

Brainstor

Key Terms

1. Nation, 2. Nationhood, 3. Nationalism, 4. State, 5. Nation state, 6. Statehood, 7. Government, 8. Community, 9. Stakeholder, 10. Integration, 11. Cohesion, 12. Social cohesion, 13. Political cohesion, 14. Economic cohesion, 15. National cohesion, 16. National cohesion and Integration.

Key Notes
Meaning of Terms

1. Nation

A nation is a group of people sharing common land territory, resources, values, culture, aspirations, common symbols such as language, flag, national anthem and Coat of Arms, common history and government. In the Preamble of the Constitution, the people of Kenya are committed to nurturing and protecting the well-being of the individual, the family, communities and the nation.

2. Nationhood

This is the process of creating and sustaining the oneness of a nation through social, economic or political organizations and institutions.

3. Nationalism

It is a strong identification of a group of individuals with a political entity defined as a nation; creating a national identity. It can also include the belief that the state is of primary importance, or the belief that one's state is naturally superior to all other states. It is also used to describe a movement to establish or protect one's country.

4. State

A state is a political organization defined by international borders. It is composed of citizens, either as individuals or communities.

Characteristics of a state

These can be categorized into two broad categories:

   a. The physical base of a state
  i. It is made up of a people/definite population,
 ii. A definite territory: land, water and the air space.

   b. The political base of a state
  i. A functioning government; and
 ii. Sovereign, self-governing.

Table 1: Some differences between State and Nation

NO.	STATE	NATION
1.	It is a legal and political entity	It is social/cultural.
2.	People organized within a definite territory.	People psychologically joined together with the common will to live together "the general good."
3.	A state must be sovereign	People continue as a nation even if they do not remain sovereign.

5. Nation state

A political unit consisting of an autonomous state for example Kenya, Uganda and Tanzania inhabited predominantly by a people sharing a common culture, history and /or language.

6. Statehood

One of the roles of a government is to promote statehood by making the state attractive to individual citizens. This is achieved through the promotion of justice, fairness and affirmative action. The state expects citizens and communities to surrender their political sovereignty, raise funds to run state affairs, and remain patriotic in the event of external aggression. The galvanization of the state is done through unifying symbols such as the Coat of Arms, the National Anthem and Loyalty Pledge, national colours, the national dress, official language/s, memorization of heroes, landmark buildings as well as natural landmarks like mountains and lakes.

7. Government

It is the agency through which the will of the state is formulated, expressed and realized. It is the institution that runs the affairs of state on behalf of the people or the citizenry.

8. Community

A community is a group of people who live together and subscribe to a similar culture and values, and hold same aspirations and fears.

9. Stakeholder

Stakeholders are individuals or bodies with vested interests, whether positive or negative, in what is taking place in the economic, political, cultural and environmental spheres of the society.

10. Integration

To integrate is to bring together. Integration is a key contributor to community cohesion. It enables citizens to relate with each harmoniously.

11. Cohesion

Cohesion is the act or state of sticking together or close union. It is cohering or being in consonance with each other. Cohesion implies positive group dynamics and positive energy that is experienced within a community.

12. Social Cohesion

Social cohesion is the ongoing process of developing a community of shared values, shared challenges and equal opportunities based on a sense of hope, trust and reciprocity. It also involves the willingness of groups with diverse values and objectives to coexist, share resources, have mutual respect for each other and abide by the rules of the land.

Social cohesion involves building shared values and communities of interpretation, reducing disparities in wealth and income so as to generally enable people to have a sense that they are engaged in a common enterprise facing shared challenges, and that they are members of the same community.

13. Political Cohesion

Political cohesion is where structures and institutions are operating to ensure that citizens' needs are met while ensuring that political actors are in harmony with each other.

14. Economic Cohesion

Economic cohesion occurs when financial and business structures and institutions work to ensure fair and transparent distribution of resources devoid of discrimination.

15. National Cohesion

National cohesion entails the constructing of an integrated citizenry with a sense of belonging amongst members of different groups and from different regions, through the regulation and reconciliation of differences as well as competing interests and demands.

16. National Cohesion and Integration

In the Kenyan context, national cohesion and integration is a process and an outcome of instilling and enabling all citizens to have a sense and a feeling that they are members of the same nation engaged in a common enterprise, facing shared challenges and opportunities. National cohesion and integration encompasses unity, equality, freedom, democracy, absence of war, just peace, social justice and the rule of law.

The ultimate goal of national cohesion and integration is to create an overarching national community that renders loyalty to competing ethnic, racial, regional, class and religious communities secondary. National cohesion embraces unity of purpose in the citizenry's participation in economic, social and political processes.

Fig. 1: Activities of National Cohesion

TOPIC 2:   INDICATORS OF A COHESIVE COMMUNITY

TIME: 20 Mins.

Resources: Flip charts, marker pens, note book, pens and instructional tapes.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides the participants to discuss the salient **characteristics** of a cohesive community.
- Participants give the salient characteristics of a cohesive community.
- The facilitator uses key notes in summing up the views of the participants.

Brainstorm

Key Notes

Indicators of a Cohesive Society

1. Common Vision and Sense of Belonging
   a) A community is likely to be more cohesive at the local level where people have a relatively strong sense of belonging to their neighborhood and local area.
   b) To ascertain whether people share a common vision for their local area, there is need to establish their perception of their quality of life.
   c) A community is likely to be more cohesive where there are no major differences in people's vision for their neighborhood.
   d) A community is likely to be more cohesive where people feel they can influence decisions affecting their local area.

2. The diversity of peoples' backgrounds and circumstances are appreciated and valued
   a) A community is more likely to be cohesive where the majority of residents agree with this statement, especially in areas with minority ethnic groups.

3. Those from different backgrounds have similar life opportunities
   a) A community is more likely to be cohesive where there are low levels of deprivation and fewer socio-economic differences between people.
   b) A community is more likely to be cohesive where long term unemployment is low and not concentrated among certain groups.
4. Strong and positive relationships are being developed between people from different backgrounds in the workplace, schools and neighborhood.
   a) A community is more likely to be cohesive where people of different ethnic origin and social class regularly interact.
   b) A community is more likely to be cohesive where people of different ethnic origin combat discrimination on the basis of race, religion, gender, sexual orientation, disability and age; and promote cross-cultural and inter-faith contact.
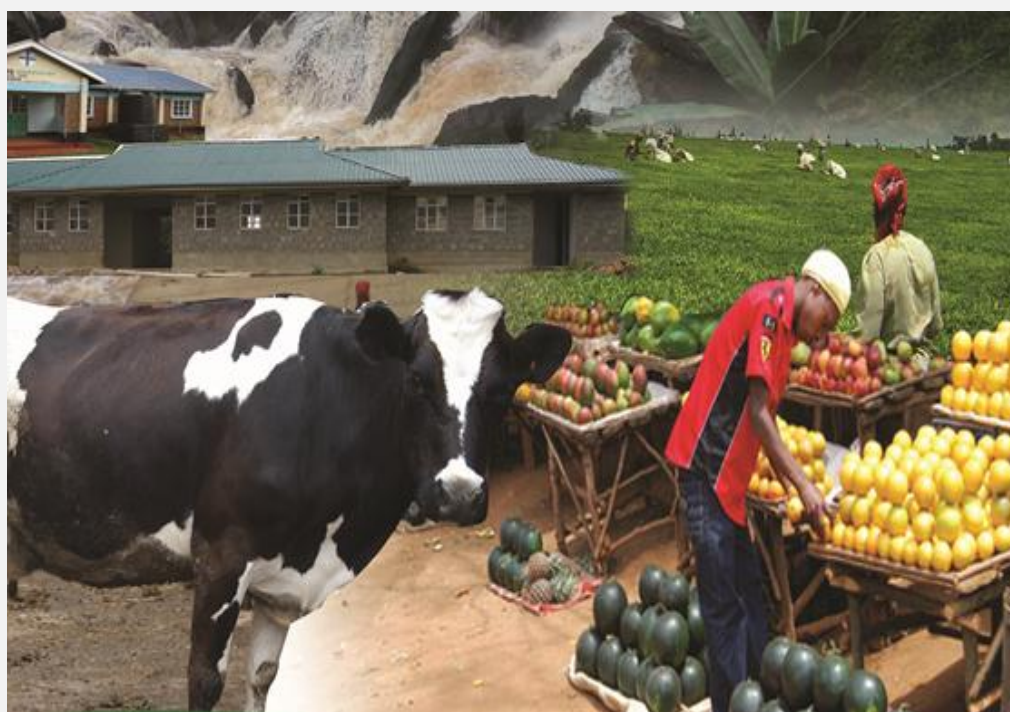
Fig. 2: A cohesive Community & economic development

TOPIC 3:   BENEFITS OF A COHESIVE AND INTEGRATED NATION

Time: 30 Mins.
Resources: Flip charts, marker, note books and pens and instructional tapes.
Methodology: Group discussion.

ACTIVITY

- The facilitator guides the participants to explore the **benefits** of a cohesive and integrated nation.

- Participants explore in groups the benefits of a cohesive and integrated nation.

- The facilitator uses key notes in summing up the participants's views.

Key Notes
Benefits of a Cohesive and Integrated Nation
1. National solidarity and togetherness in tackling national development issues;
2. Unity and harmony in dealing with national adversity and calamities;
3. Unified approach in confronting external threats to the nation;
4. Similar attitudes, values and positive cultural ethos beneficial to the nation;
5. Similar aspirations and desires that promote the growth and development of the nation;
6. Commitment to national ideals;
7. Increasing potential and ability for joint action by members of the nation;
8. Improving economic performance and well-being of Kenyans;
9. Facilitating the implementation of the new Constitution;
10. Promoting equity in the sharing of state resources;
11. Building a strong and enduring Kenyan identity which knits all the diversity into a strong national fabric; and
12. Mainstreaming the provisions of the National Cohesion and Integration Act (2008).

TOPIC 4: CHALLENGES TO NATIONAL COHESION AND INTEGRATION

Time: 30 Mins.
Resources: Flip charts, markers, note books, pens and instructional tapes.
Methodology: Group discussion and simulations.

ACTIVITY

- The facilitator guides the participants to survey the **challenges** to national cohesion and integration.

- Participants discuss the challenges to national cohesion and integration in groups .

- The facilitator uses key notes in summing up the participants' ideas .

Key Notes

Challenges to National Cohesion
Research suggests that there is a correlation between a lack of cohesion and inequality in life. This could be political, economic or social-cultural.

Political Challenges
1. Polarization and division of the country along ethnic lines that determine political opinion and positions;
2. Dishonesty and selfishness among leaders;
3. Lack of principles and ideologies to define political direction;
4. Weak leadership in governance institutions;
5. Complexity in migration and settlement patterns;
6. Failure to address historical injustices;
7. Proliferation of organized gangs and militia; and
8. Control of land, finance capital, technology and communication by the political elites

Economic Challenges

1. Inequality in access to and control of scarce resources such finance, land, technology and communication;
2. Lack of innovation and creativity in generating wealth;
3. Lack of strategic planning for development funds like the Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF) ;
4. Corruption at individual and institutional levels; and
5. Minimal enterprise development for low income entrepreneurs

Socio-Cultural Challenges

1. Ethnicity – the management of diverse cultural values and practices;
2. Negative ethnicity – ethnocentrism;
3. High illiteracy levels;
4. Deteriorating morals and values - higher levels of crime, fear of crime and anti-social behavior;
5. Weakening of the family unit;
6. Pessimistic negative populace   - failure to appreciate the good in the country and
7. Cultural insensitivity.

Fig. 3: A reflection of a non-cohesive community

TOPIC 5: DIMENSIONS OF NATIONAL COHESION AND INTEGRATION

Time: 20 Mins.
Resources: Flip charts, markers, note books, pens and instructional tapes.
Methodology: Presentation and discussion.

ACTIVITY

- The facilitator guides participants to **outline the dimensions** of national cohesion and integration.

- Participants outline dynamics of national cohesion and integration in groups.

- Facilitator uses key notes to summarize the participant contributions.

Key Notes
Dimensions of Cohesion and Integration
There are many dimensions of cohesion and integration. These include:
1. A strong communication strategy which should entail working with local media among others in a bid to counter stereo-types and other negative practices.
2. Visionary leadership that practices good governance and develops a vision for the nation. It also involves community empowerment through participation and engagement through a bottom-up consultation process.
3. Meaningful interaction and "bridging" activities that should include but are not limited to:
    a) Education: Schools are important centres of socialization and political education;
    b) Sports: Sports are not only meeting points but they also unite nations and states and they create emotional bonding;
    c) Culture is an important superstructure in a nation with many subcultures such as ethnic groups and religions;
    d) Recreational leisure activities;

      e) Work environment, trade unions, socialization work clubs, team building activities, bonding, training, etc.;

      f) Housing serves as an important meeting point. Residential areas create forms of solidarity and cohesion; and

4. Shared spaces such as parks, beaches, gyms, communal farms, communal grazing fields, common water sources like wells, under trees, social halls and merry go rounds.

5. Intergenerational and interfaith opportunities

      a) Youth clubs, associations, movements, etc.;

      b) Women groups such as income generating activities, associations, members clubs, etc.;

      c) Inter- faith organizations such as National Council of Churches of Kenya (NCCK), Catholic Peace and Justice Commission, Hindu Council of Kenya and the Council of Muslim Preachers of Kenya among others;

      d) Peace building initiatives, peace rallies, etc.; and

      e) Inter-religious dialogue that brings together all religions in search of sustainable peace

6. Mapping communities

      a) Communities mapping entails allocating resources appropriately and equitably;

      b) Mapping also means including all groups in the national census and providing data on their ethnic profiles;

      c) It is essential to recognize changing demographics such as youth, men, women, people with various challenges and other groups;

      d) Migration involves recognizing movement as an integral part of human existence;

      e) Migration also recognizes that the immigrants require government help and assistance and

      f) New communities need to be integrated into the society according to the laws of the land.

7. Preventing anticipated problems

      a) Anticipated problems should be prevented through conflict resolution and planning;

      b) Responding to crisis in a timely manner averts a lot of adverse effects. This can be achieved through a community intelligence monitoring system;

c) There is need to have a disaster preparedness strategy in place;

d) Conflict prevention and management strategies should be disseminated to all citizens; and

e) All kinds of extremism and excesses within the nation such as vigilantes and militias should be managed.

Good governance

Mapping communities

Intergenerational and interfaith connectivity

Dimensions of cohesion and integration

Meaningful interaction

Preventing the problems of tomorrow

Strong communications strategy
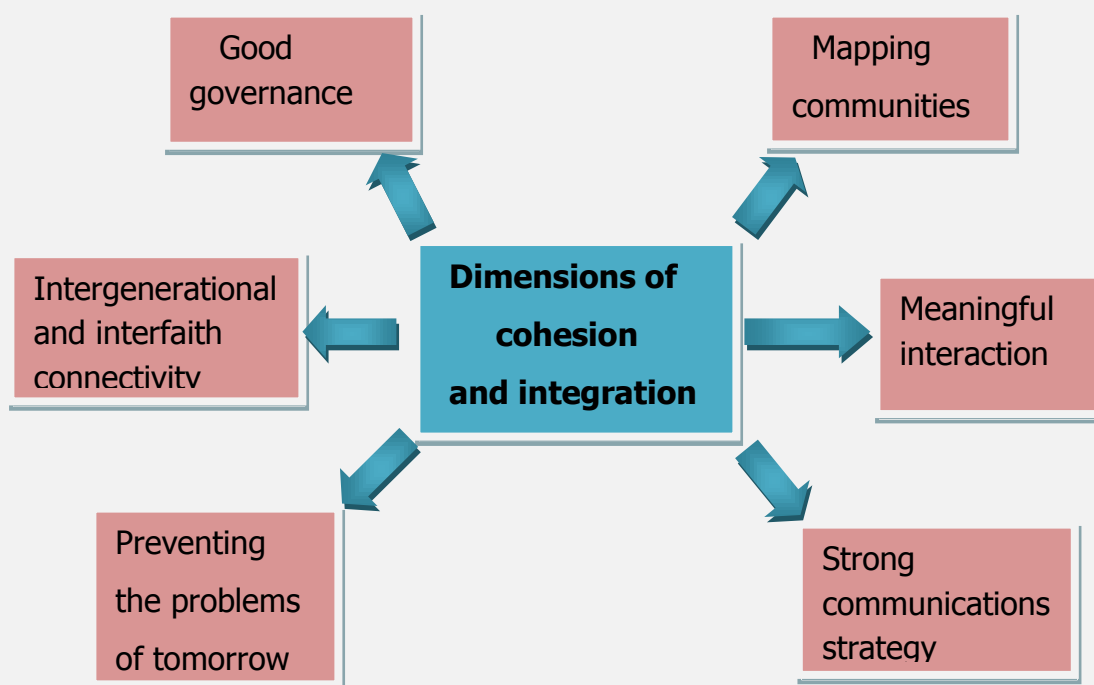
Fig 4: Dimensions of Cohesion and Integration

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MODULE 2: THE STATUS OF NATIONAL COHESION AND INTEGRATION

AIM: By the end of the module the participants should be able to appreciate the status of national cohesion and integration in Kenya.

INTRODUCTION

This module deals with the attempts made since independence to 2007 to enhance cohesion and integration in the country. It highlights the challenges encountered and the interventions made to create a cohesive and integrated nation. It is important for participants to appreciate the conditions that have promoted or inhibited the harmonious coexistence of the various communities and which are likely to affect their lives in the future.

TOPIC 1: ATTEMPTS MADE TO REALIZE NATIONAL COHESION AND INTEGRATION SINCE INDEPENDENCE (1963) TO 2007

Time: 30 Mins.

Resources : Flipcharts, marker pens, note books and pens, the Constitution, Map of Kenya, Ministry of Justice strategic plan, Vision 2030 handbook, Video clips and   documentaries.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to outline **attempts** made towards the realization of national cohesion and integration since independence (1963) to 2007.

- Participants outline the chronology of attempts relating to national cohesion and integration.

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

Brainstorming

Key Notes

The following efforts and undertakings demonstrate the country's efforts to achieve national cohesion and integration:

1. Independence day celebrations that are repeated every year since 1963
2. Session Paper No. 10 of 1965 on African Socialism and its application to Kenya's Economic Development
3. Previous efforts by government through the five year national development Plans
4. Harambee and Nyayo philosophies
5. District focus for rural development on 1st of July 1993
6. Introduction of political Pluralism
7. Poverty Reduction Strategy 2001-2003
8. Economic Recovery Strategy 2003-31st Dec 2011
9. Kenya Vision 2030 1st January 2008 Development Blue Print
10. The Constitution of Kenya 2010
11. The National Land Policy
12. The Agenda 4 commissions (TJRC, CoE, IIBRC, IIDRC, NCIC, IIEC, CIC)

Fig. 5: Marking of a national day

TOPIC 2: CHALLENGES IN ACHIEVING NATIONAL COHESION AND INTEGRATION IN KENYA

Time: 40 Mins.

Resources : Flipcharts, marker pens, note books and pens, the Constitution, Map of Kenya, Ministry of Justice strategic plan and Vision 2030 handbook, Video clips and documentaries.

Methodology: Question and Answer, simulation.

ACTIVITY

- The facilitator guides participants to outline **challenges** in achieving national cohesion and integration in Kenya.
- Participants outline challenges in achieving national cohesion and integration in Kenya.
- The facilitator uses key notes in summing up the views of the participants.

Brainstorm

Key Notes

1. **Economic challenges**
    a. Land allocation in post independent Kenya
    b. Political patronage in the distribution of national resources
    c. Corruption
    d. Inequitable distribution of national resources

2. **Political challenges**
    a. Political Assassinations in 1965, 1969, 1975, 1991, 2005
    b. Return of single party state 3rd June 1982
    c. The 1982 abortive coup
    d. Clamor for Multiparty-ism (sabasaba)
    e. Return to Multiparty democracy
    f. Ethnic/land clashes from 1991 and political violence during elections
    g. The ICC process
    h. Political disagreements

i.   Change-the-constitution clamor
j.   Crackdown on government critics
k.   Ethnicization of the civil service
l.   Threats of militias and informal repression
m.   The 2007/2008 post-election violence
n.   Internally displaced persons

3. Social/Cultural Challenges
a.   Divisive educational system (Quota System)
b.   Weak systems of operationalising national values
c.   Culture of greed and selfishness
d.   Community superiority / inferiority complex
e.   Negative ethnicity
f.   Negative cultural practices
g.   Inequitable provision of social services

Fig. 6: Challenges in achieving national cohesion and integration

TOPIC 3:   INTERVENTIONS   FOR   PROMOTING   NATIONAL COHESION AND INTEGRATION

Time: 40 Mins.
Resources : Flipcharts, marker pens, note books and pens, the Constitution, Map of Kenya, Ministry of Justice strategic plan, Vision 2030 handbook, Video clips and documentaries
Methodology: Group discussion and Presentation.

ACTIVITY

- The facilitator guides participants to identify **Interventions** for promoting national cohesion and integration.
- Participants outline interventions for promoting national cohesion and integration.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes

Interventions for Promoting National Cohesion and Integration

1. Agenda item IV of Kenya National Dialogue and Reconciliation

a. Agenda item IV focuses on consolidation of national cohesion and unity.
b. Institutionalization of national healing, reconciliation, cohesion and integration process
c. The Truth, Justice and Reconciliation Commission (TJRC)
d. The National Cohesion and Integration Commission (NCIC)
e. The National Steering Committee of Peace Building and Conflict Resolution (NSC)
f. The Department of National Cohesion (DNC)

2. Kenya Vision 2030: Blue Print for Development

Under the political pillar, the Vision lays emphasis on security, peace-building, conflict management and resolution.

3. The Constitution of Kenya 2010

The Constitution was promulgated on 27th August 2010. It provides a conducive environment for all citizens to live harmoniously. When fully implemented, it is expected that the nation will be more cohesive and integrated. For the sake of brevity, details of how the constitution enhances cohesion and integration are covered in Module 4 on policy, legal and institutional framework for national cohesion and integration.

4. Policies and Guidelines

Formulation of Policies and Guidelines seek to enhance Cohesion. Some of the policies include**:**

a. Policy on National Cohesion and integration
b. Policy on Peace Building and Conflict Resolution
c. The National Land Policy etc.
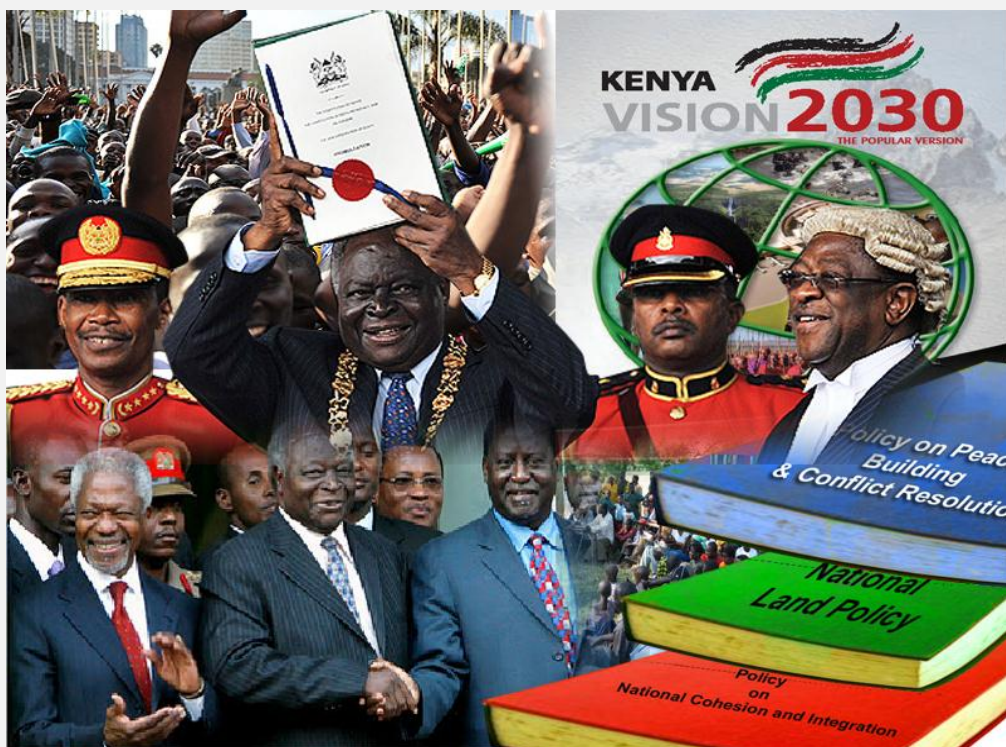
Fig. 7: *Interventions for Promoting National Cohesion*

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MODULE 3: STRATEGIES FOR THE PROMOTION OF NATIONAL COHESION AND INTEGRATION

AIM: By the end of this module, the participants should be able to apply various strategies used to promote national cohesion and integration.

Introduction

This module provides the meaning of the concept strategy. It discusses various strategies for the promotion of national cohesion and integration and highlights the roles of the various actors. It also focuses on the methods and activities for the promotion of national cohesion.

TOPIC 1:   STRATEGY

Time: 20 Mins.
Resources: Flipcharts, marker pens, note books, pens and instructional tapes.
Methodology: Brainstorming.
ACTIVITY

- The facilitator guides participants to define the **term strategy** in relation to promotion of national cohesion and integration.

  Brainstorm

- Participants define the term strategy.

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

Key Notes
Definition of Strategy

A strategy is a method or plan used to bring about a desired future, such as achievement of a goal or a solution to a problem. It is a long term action plan for achieving a certain goal or target.

Application of cohesion and integration strategies

1. Cultural assimilation - also called cultural concretization (assimilating the sub-national cultures either to a particular core cultural identity or to the presumed characteristics and political affiliation of the culture of a dominant ethnic group).
2. 'Multiple identities' (also referred to as unity-in-diversity).

TOPIC 2:   STRATEGIES FOR PROMOTING NATIONAL COHESION AND INTEGRATION

Time: 20 Mins.

Resources: Flipcharts, marker pens, note books, pens and instructional tapes.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides the participants to investigate **strategies** for promoting national cohesion and integration.

  Brainstorm

- Participants state the strategies for promoting national cohesion and integration.
- The facilitator uses key notes in summing up their views.

Key Notes

The promotion of the national cohesion and integration requires deliberate strategies to streamline the management of diversities in Kenya. These strategies that can be adopted to promote national cohesion and integration include:

1. Strengthening Vital Institutions of Governance

There is need to strengthen social institutions and organisations as well as mechanisms of governance to enhance national cohesion. The transformation of the political and governance institutions such as the executive, legislature, judiciary, Civil Service, local government, public administration, electoral rules, and party composition is particularly important for the achievement of national cohesion and integration. The specific strategies for achieving this include the following:-

a. Adoption of diversity concepts at all levels of organizational management at public and private establishments.

There is need for a mandatory provision to infuse cohesion principles in all ministries, departments and agencies within the public sector. Private sector agencies should also ensure that they mainstream national cohesion in their respective institutions especially in their recruitment, promotion and retention of staff.

b.   Establishment and enhancement of local community dialogue forums
Creating, developing and/or expanding local community dialogue forums such as local workshops and *barazas* are essential. This will offer a platform for individuals and community members to discuss issues and generate solutions to the problems affecting national cohesion and integration.

c. Strengthen the role of national, county and community leaders in promoting national cohesion and integration
Community leaders and traditional systems that promote national cohesion such as the Councils of Elders should be recognized and supported.

d. Enhance the use of education curricular and civic education to promote national cohesion
The quota system of education should be restructured so as to encourage greater learner interaction across ethnic and social groups and regions/counties. In addition, massive and enhanced civic education by public-private partnerships in diversity awareness will reduce anti-sectarianism, assist in attitude change and promote patriotism.

On the other hand, effective and timely implementation of the Constitution will eliminate Kenya's hitherto fragile and unstable institutional arrangements and unconstitutional practices in the conduct of national leadership and public affairs.

e. Implementation and enforcement of legislation that relates to prosecution of individuals or groups that promote negative ethnicity and hate speech in Kenya
Individuals who make utterances that promote negative ethnicity and hate speech should be reported and prosecuted irrespective of their ethnic background or status in society. Communities should not embrace such individuals and should instead reprimand them for fuelling animosity against other communities. The media should equally avoid giving publicity to such individuals.

f.   Embracement of diversity and symbols of national unity
Emphasis should be placed on the sovereignty of the people, effective management of indigenous languages, national symbols, the national

anthem, national days, national values and principles of governance among others.

g. Build an all-inclusive Civil Service or public sector that reflects Kenya's diversity

Public service composition should be representative and inclusive of all ethnic communities. Affirmative action should be implemented to enhance inclusion of minority and other marginalised groups.

h. Develop and monitor a set of indicators and indices that capture the role of governance institutions in enhancing cohesion

These indicators will include: democratic governance, rule of law, reduction of corruption, justice and human security as well as promotion of value systems and public policies.

2. Addressing Socio-Economic Inequalities

Kenya has various regional and inter-ethnic inequalities such as lack of access to education and training in some regions, water and sanitation, health services and housing among others. Other than being an impediment to national cohesion, these forms of inequality create feelings of social exclusion and may represent forms of mismanagement of diversity. Disparities within and between regions have been associated with the feelings of exclusion among many Kenyans. To address regional and socio-economic group disparities, the following strategies and interventions are essential:

a. Hasten the development of special economic zones to improve the socio-economic profile of the less developed regions

It is imperative that the socio-economic profiles of less developed regions are improved through investment in infrastructure and industries. The Government should ensure equitable infrastructural development across the country with attention to roads, electricity, water and sanitation among others.

b. Devolve a proportion of government resources to the counties through an equitable and transparent mechanism

Marginalised areas should be facilitated efficiently through the Equalization Fund to bring them at par with other parts of the country.

c. Facilitate equitable investments in social and economic amenities, education, training institutions, health facilities, food, security and water among others.

Ensure universal access to fundamental human rights such as basic education, health services, water and food security.

d. Improve land management practices and challenges related to natural resource mismanagement/distribution.

Since many conflicts in Kenya revolve around land and management of resources, there is need to improve land management practices and address land inequalities and resource mismanagement/distribution.

e. Address youth unemployment and other forms of socio-economic exclusion

The economy should be improved with the aim of facilitating the creation of more job opportunities. The youth should also be provided with relevant training skills and necessary capital to generate wealth and become self-reliant.

3. Management of Ethnic and Socio-Cultural Diversity

Culture plays a significant and fundamental role in fostering identity and sense of security by directing individual behavior. Cultural products serve to unify people while participation in cultural activities ensure that issues of national importance are profiled and messages of integration communicated thereby promoting mutual coexistence and respect.

In order to strengthen the role of culture and heritage in fostering cohesion and integration, the following strategies can be applied:

a. Use traditional performances such as dance, music, drama and sporting activities to facilitate cohesion amongst communities

Cultural performance and arts, especially those that are linked to specific events and national days, should be used to encourage and support national cohesion and integration.

b. Use media and cultural activities such as art, music, motion pictures and film to broadcast messages of peace and positive co-existence

The media should be used to promote various cultural activities that encourage and support national cohesion and integration.

    c. Establish and support community cultural centres in all constituencies / counties.

Community cultural centres will serve as focal points for the promotion of inter-cultural dialogue, national cohesion and expression of cultural heritage. They therefore will encourage cultural pluralism.

4. Reconciliation, Conflict Resolution and Prevention

Reconciliation and conflict resolution and prevention are critical in the promotion of national cohesion. Efforts should be made to address conflict prevention, consolidate peace and promote healing among conflicting communities. This can be realized through the following strategies:

a. Establish conflict resolution and reconciliation mechanisms;
b. Provide conflicting parties with safe and professionally administered forums for dialogue, conflict resolution and reconciliation;
c. Engage the services of peace building professionals with the requisite skills and techniques for long term conflict prevention and management and
d. Conduct peace education with groups of influential opinion shapers in conflict prone areas aimed at delegitimizing the use of force in solving conflicts, thus fostering a culture of peace.

TOPIC 3: ACTORS INVOLVED IN THE PROMOTION OF NATIONAL COHESION AND INTEGRATION

Time: 20 Mins.
Resources: Flipcharts, markers, note books, pens and instructional tapes.
Methodology: Brainstorming and group discussion.

ACTIVITY

- The facilitator guides participants to name **actors** involved in promoting national cohesion and integration.

- Participants name these actors.

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

Key Notes

1. The Government

The Government provides visionary leadership through the executive. It entrenches or mainstreams national cohesion and integration in national policies and creates a unified approach to enhance national healing and cohesion. Nevertheless, the Government should strengthen vital institutions that perform duties encompassing planning, policy making and coordination, facilitation, implementation, regulation and monitoring of national cohesion and integration.

2. Ministry of Justice, National Cohesion and Constitutional Affairs

The Ministry coordinates national cohesion and integration activities through planning, policy making and coordination, facilitation, implementation, regulation, monitoring and evaluation and reporting on progress made on these activities. The Ministry further ensures a more integrated approach to national cohesion and integration by different stakeholders.

3. The National Cohesion and Integration Commission (NCIC)

The mandate of the Commission includes eliminating discrimination on the basis of ethnicity, race, religion or social origin, promoting participation of all communities in national issues and supporting peace and harmony among different ethnic and racial groups.

4. Youth

Young people are a tremendous resource for national development and social change. They are the largest and most active age group in the country and are therefore important actors who can determine the destiny of the country. There is need therefore to incorporate them in all initiatives geared towards national healing and reconciliation. The youths should be inspired, empowered and motivated to participate at all levels in the country's political, social and economic development and in the fight against societal ills such as negative ethnicity, nepotism and violence.

5. Women Groups

The synergy created by women on cohesion acts as a catalyst for development in society. Their energy, innovation, character and orientation define the pace of development of a nation. Through their creative talents and labour power, a nation makes giant strides in economic and socio-political development. Women contribute in dispute resolution, peace building, national cohesion and integration.

6. Media

The print and electronic media have an important role to play in promoting national cohesion and integration through responsible journalism. This can be achieved by highlighting positive trends and developments, ensuring fair and balanced reporting and emphasizing national issues over sectarian issues such as ethnic-based politics.

7. Community Elders

Community elders are charged with the responsibility of instilling positive values that nurture leadership, good governance and cohesion. Community elders should encourage and support communities to embrace the values of integrity, honesty, chastity, humility, hard work, patriotism, community service and dedication to national cohesion and integration.

8. Political Leaders

Strong leadership and engagement are essential to national cohesion and integration. A visionary leadership that embraces the concept of unity in diversity will provide a positive focus for community cohesion activities.

9. Faith Based Organizations (FBOs)

Faith Based Organizations play a crucial role in peacemaking and successful implementation of peace programmes. They make significant contribution in dispute resolution, peace building and in capacity building for peace and reconciliation initiatives. FBOs have the capacity to build 'social capital' and contribute further to community cohesion in Kenya.

10. Community Based Organizations (CBOs)

CBOs promote national cohesion and integration by encouraging participation of local communities in different activities that assist in managing diversity. Through their numerous activities at the grass root level, they enable different communities to interact and come up with their own solutions for peaceful co-existence, thus shunning divisive and segregated ways of perceiving other communities.

11. The Security and Defence Forces

Kenya Defence Forces maintain peace and security, a necessary ingredient in the promotion of national cohesion and integration. Security and defence forces promote cohesion and integration by providing security services to all communities equally without discrimination. They also undertake cohesion building projects among diverse ethnic communities.

12. Schools and Colleges

Schools and colleges encourage greater learner interaction across ethnic and social groups as well as regions and counties. They provide the necessary platform for creating diversity awareness, reducing anti-sectarianism, facilitating attitude change and promoting loyalty and patriotism towards the nation.

13. Non-Governmental Organizations (NGOs)

Non-Governmental Organizations have been involved in a number of interventions that support national cohesion and integration. These include resettlement of displaced persons, conflict resolution, peace building, and

capacity building on issues related to national cohesion. They not only create awareness on the challenges facing marginalized communities in the country, but also assist in the development of marginalized areas.

14. Private Sector

The private sector is negatively impacted by lack of cohesion and as such it has an interest and an important role to play in ensuring that national cohesion is achieved. The sector should be encouraged to adopt and implement codes of conduct that promote national cohesion and integration for its members. The private sector can also be incorporated as a key Government partner in promoting national cohesion.

15. Donors and International Organisations

Donors and international organisations provide funds for peace building. They also offer partnerships, technical support as well as information on peace building, conflict resolution and national cohesion and integration.

Methods and Activities for Implementing National Cohesion

National cohesion and integration can be promoted by strengthening the capacity of community members to interact, understand as well as work with other communities. The methods and activities that can be employed to promote national cohesion include:

a. Joint sporting activities such as athletics, football, volleyball, netball, etc.;
b. Community linkages and exchange programmes;
c. Mutually beneficial entrepreneurial and business ventures;
d. Joint cultural events and activities such as festivals, ceremonies etc.;
e. National and regional celebrations such as national holidays and important regional events;
f. Inter-communal charity initiatives through church and NGOs and
g. Voluntary work through groups such as boy scouts, girl guides and rangers among others.
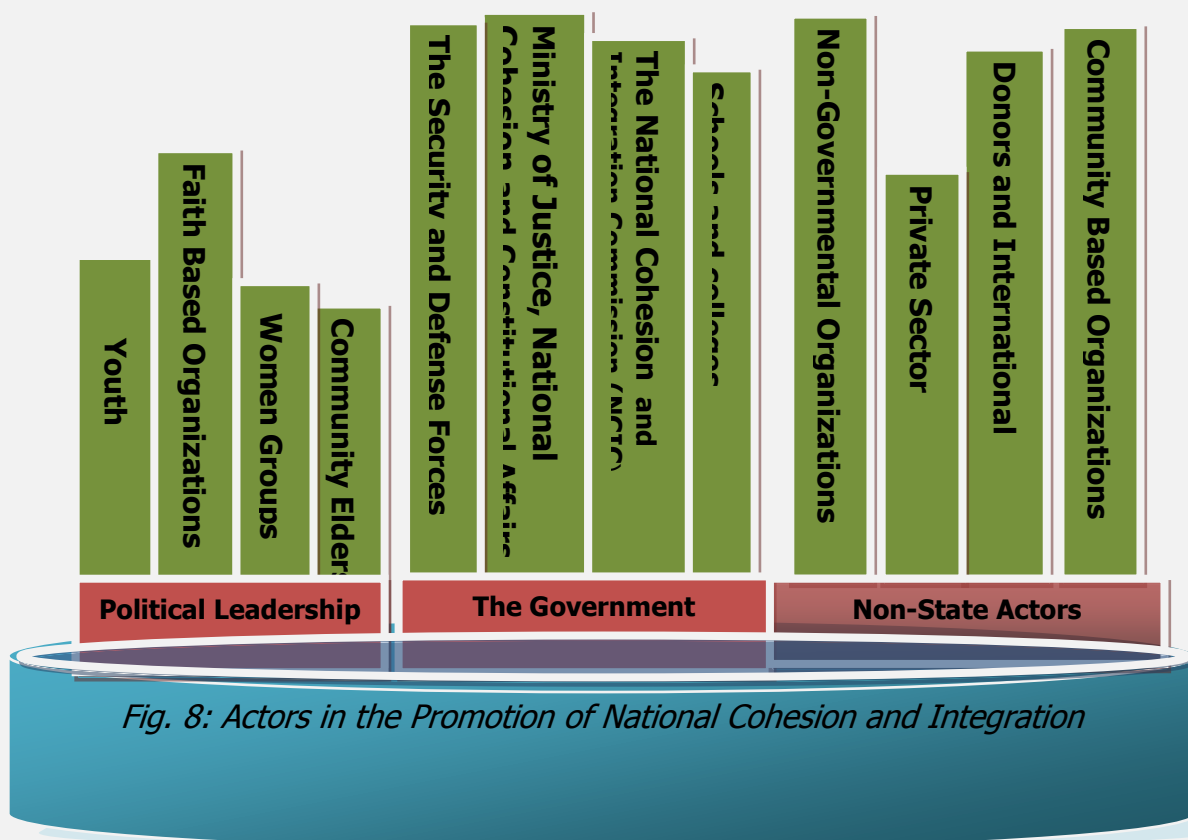
Fig. 8: Actors in the Promotion of National Cohesion and Integration

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MODULE 4: POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK FOR NATIONAL COHESION AND INTEGRATION

AIM: By the end of the module, the participants should be able to appreciate the policy, legal and institutional framework upon which national cohesion processes are anchored.

INTRODUCTION

Legal instruments provide the framework which guides various relations within communities. These instruments include the Constitution, Acts of Parliament, Policy, Conventions, Treaties and Agreements. It is through these instruments that various institutions and bodies find their mandate and obligation to ensure a cohesive and integrated nation. The module therefore emphasizes the need for close collaboration between the Ministry of Justice, National Cohesion and Constitutional Affairs, National Cohesion and Integration Commission, Ministry of State for Provincial Administration and Internal Security, Ministry of Education, Ministry of Youth Affairs and Sports among other key stakeholders.

TOPIC 1: DEFINITION OF THE TERMS "POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK"

Time: 20 Mins.
Resources: Flipcharts, markers, note books and pens, Constitution of Kenya, 2010, Vision 2030 handbook and other relevant policies, National Cohesion and Integration Act, 2008, Truth Justice and Reconciliation Act, 2008 and other Acts of Parliament, international conventions, treaties and agreements relating to national cohesion and integration.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define the terms '**policy, legal, and institutional frameworks**' for national cohesion and integration

- Participants attempt to give meaning to these terms.

Brainstorm

- The facilitator uses key notes to sum up the participants' views.

Key Notes

Meaning of Policy, Legal and Institutional Framework

1. Policy

Policies are the basic principles by which a government is guided. These are the declared objectives that a government or party seeks to achieve and preserve in the interest of the national community.

2. Legal and Institutional Framework

A legal and institutional framework implies the system of rules, regulations and guidelines which are enforced through social institutions that govern behavior. The system of laws, rules and regulations that promote national cohesion and integration are often difficult to assess, in part due to their overwhelming quantity and in part due to the fact that it is a difficult issue to legislate.

Fig. 9: Legal and Policy documents for Cohesion and Integration

TOPIC 2: POLICIES THAT PROMOTE THE REALIZATION OF NATIONAL COHESION AND INTEGRATION

Time: 40 Mins.

Resources : Flipcharts, markers, note books and pens, Constitution of Kenya, 2010, Vision 2030 handbook and other relevant policies, the Constitution of Kenya, 2010, National Cohesion and Integration Act, 2008, Truth Justice and Reconciliation Act, 2008 and other Acts of Parliament, policies, international conventions, treaties and agreements relating to national cohesion and integration.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to identify **policies** that promote the realization of national cohesion and integration.
- Participants attempt to identify the policies.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes

Policies that Promote the Realization of National Cohesion and integration

1. The National Land Policy;
2. Policy on Peace Building and Conflict Management;
3. Policy on National Cohesion and Integration;
4. Gender Policy;
5. Youth Policy and
6. Disability Policy

TOPIC 3: MAJOR CONSTITUTIONAL PROVISIONS THAT AID THE REALIZATION OF NATIONAL COHESION

Time: 60 Mins.

Resources: Flipcharts, markers, note books and pens, Constitution of Kenya, 2010, Vision 2030 handbook and other relevant policies, National Cohesion and Integration Act, 2008, Truth Justice and Reconciliation Act, 2008 and other Acts of Parliament, international conventions, treaties and agreements relating to national cohesion and integration.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to outline Major **constitutional provisions** that facilitate the realization of national cohesion and integration
- Participants attempt to outline these constitutional provisions.
- The facilitator uses key notes in summing up participants' views.

Key Notes

Major Constitutional Provisions that Facilitate the Realization of National Cohesion

The promulgation of the constitution on 27th August 2010 ushered in a new socio-economic and political dispensation in Kenya. The letter and spirit of the constitution aims at nurturing and protecting the wellbeing of the individual, family, communities and the nation. It seeks to address issues that have divided Kenyans in the past with an aim of establishing structures which guarantee a cohesive and integrated society that is in tandem with Kenya's Vision 2030. Whereas the constitution is grounded in the spirit of national cohesion, therein lay specific provisions which seek to address issues of national cohesion and integration.

The Preamble of the constitution affirms that Kenyans are '*proud of our ethnic, cultural and religious diversity and determined to live in peace and unity as one indivisible sovereign nation*' [emphasis added].

Article 27

This Article on equality and freedom from discrimination provides that:
  a. Every person is equal before the law and has the right to equal protection and equal benefit of the law.
  b. Equality includes the full and equal enjoyment of all rights and fundamental freedoms.
  c. The state shall not discriminate directly or indirectly against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress language or birth.

Other relevant provisions in the constitution include; Articles 7, 19, 20, 22, 33, 40, 43, 48, 52 – 57. These Articles emphasize the following elements of national cohesion and integration:
  a. Sovereignty of the people;
  b. National, official and other languages;
  c. National symbols and national days;
  d. National values and principles of governance;
  e. Culture;
  f. The bill of rights particularly Articles 53 (children), 54 (persons with disability), 55 (youth), 56 (minorities and marginalized groups) and Article 57 (older members of the society);
  g. Land and environment;
  h. Leadership and integrity;
  i. Representation of the people;
  j. Promotion of representation of marginalized groups in the legislature (Article 100) and the right to recall a member of parliament (Article 104);
  k. Devolution of Government; and
  l. Equitable sharing of national revenue (Article 202) and the Equalization fund (Article 204).

TOPIC 4: LEGAL INSTRUMENTS THAT FACILITATE NATIONAL COHESION AND INTEGRATION

Time: 40 Mins.

Resources : Flipcharts, markers, note books and pens, Constitution of Kenya, 2010, Vision 2030 handbook and other relevant policies, National Cohesion and Integration Act, 2008, Truth Justice and Reconciliation Act, 2008 and other Acts of Parliament, international conventions, treaties and agreements relating to national cohesion and integration.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to outline **legal instruments that facilitate national cohesion and integration.**

- Participants attempt to give meaning of the terms.

- Facilitator uses key notes in summing up the views of the participants.

Key Notes

Legal Instruments that Facilitate National Cohesion and Integration

These include international, regional and national instruments.

1. **INTERNATIONAL LEGAL FRAMEWORK**
   a. **The United Nations International Covenant on Civil and Political Rights**

Article 2
   i.   Each State Party to the present Covenant undertakes to respect and ensure that all individuals within its territory and subject to its jurisdiction enjoy the rights recognized in the present Covenant, without discrimination of any kind, whether on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
   ii. Each State Party to the Covenant undertakes to adopt legislative or other measures as may be necessary to give effect to the rights

recognized in the Covenant in accordance with its constitutional processes.

iii.   Each member State to the Covenant undertakes:

a) To ensure that any person whose rights or freedoms as recognized in the Covenant are violated shall have an effective remedy, notwithstanding whether the violation is committed by persons acting in an official capacity;

b) To ensure that any person claiming such a remedy shall have his rights determined by competent judicial, administrative or legislative authorities, or by any other competent authority provided for by the legal system of the State, and to develop the possibilities of judicial remedy and

c) To ensure that the competent authorities shall enforce such remedies when granted.

Article 27

In States where ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right to enjoy their own culture, to profess and practice their own religion, or to use their own language. This article technically applies only to "persons belonging to... minorities", not to minority groups or communities themselves, although the collective aspect of this right is underscored in the phrase "in community with the other members of their group" which is included in the Article.

b. The United Nations International Covenant on Economic, Social and Cultural Rights

Article 3 of this Covenant states that member states should ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the Covenant.

c. The Universal Declaration of Human Rights

Article 2 of the Declaration contends that everyone is entitled to all the rights and freedoms set forth in the Declaration, without discrimination of any kind, whether on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction should be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it is independent, trust, non-self-governing or under any other limitation of sovereignty.

d. International Convention on the Elimination of All Forms of Racial Discrimination (1965)

This convention was adopted by the UN to speedily eliminate racial discrimination in all its forms and manifestations, and to prevent and combat racist doctrines and practices in order to promote understanding between races and to build an international community free from all forms of racial segregation and racial discrimination.

The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) does not only apply to what is traditionally thought of as "racial" discrimination, i.e., formal legal schemes that discriminate based on colour. In fact, the application of the ICERD is much more expansive, since "racial discrimination" is defined as "any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life".

e. Convention on the Rights of the Child

With 191 member States, this is the most widely ratified human rights treaty. The Convention focuses on the promotion and protection of child rights. Children are defined as persons below 18 years of age which is also the case in Kenya. The treaty extends to children most of the rights guaranteed to "everyone" under other international instruments.

Article 2 provides that the rights in the Convention must be guaranteed without discrimination on the basis of, among other qualities, race, colour, language, and religion, national or ethnic origin. The Committee on the Rights of the Child (CRC) is the body of independent experts that monitors the implementation of the Convention on the Rights of the Child by its State parties.

f. Convention on the Elimination of All Forms of Discrimination Against Women

The Committee on the Elimination of Discrimination against Women supervises this Convention, which deals with the rights of women. These rights include the right to equal treatment under the law; equality in education, political participation, employment, health, and the economy;

freedom from sexual exploitation; and the possibility of temporary special measures to overcome inequality. In addition to agreeing to eliminate discrimination against women by "any person, organization or enterprise", member States agree to take appropriate measures "to modify or abolish existing laws, regulations, customs and practices" that discriminate against women.

The Committee on the Elimination of Discrimination against Women has consistently articulated the situation of women during armed conflict and about gender-based violence. In 1992, the Committee adopted a general comment (No.19) on violence against women, reflecting a major international concern that women continue to suffer multiple discrimination because of their gender.

g. 1951 Convention on the Prevention and Punishment of the Crime of Genocide

This Convention defines genocide as '...any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

> (a) Killing members of the group;
> (b) Causing serious bodily or mental harm to members of the group;
> (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
> (d) Imposing measures intended to prevent births within the group and
> (e) Forcibly transferring children of the group to another group.'

The Convention outlaws genocide and urges all participating countries to prevent and punish actions of genocide in war and in peace time.

h. 2007 Declaration on the Rights of Indigenous People

The Declaration sets out the individual and collective rights of indigenous people, as well as their rights to culture, identity, language, employment, health, education and other issues. It also emphasizes the rights of indigenous peoples to maintain and strengthen their own institutions, cultures and traditions, and to pursue their development in keeping with their own needs and aspirations. It prohibits discrimination against indigenous peoples, and it promotes their full and effective participation in

all matters that concern them and their right to remain distinct and to pursue their own visions of economic and social development.

2. REGIONAL LEGAL AND POLICY INSTRUMENTS THAT PROMOTE NATIONAL COHESION

Conventional Legal Framework

African countries, in their quest for unity, economic and social development under the banner of the African Union (AU), have taken various initiatives and made substantial progress in many areas. Some of these are:

a. The Lagos Plan of Action (LPA) and the Final Act of Lagos (1980); which incorporated programmes and strategies for self-reliant development and cooperation among African countries.

b. The African Charter on Human and People's Rights (Nairobi 1981) and the Grand Bay Declaration and Plan of Action on Human rights. These two instruments were adopted by the OAU to promote Human and People's Rights in the Continent.

c. Africa's Priority Programme for Economic recovery (APPER) (1985): This was an emergency programme designed to address the development crisis of the 1980s, in the wake of protracted drought and famine that had engulfed the continent and the crippling effect of Africa's external indebtedness.

d. The Charter on Popular Participation adopted in 1990: This was a testimony of the renewed determination of the OAU to endeavor to place the African citizen at the centre of development and decision-making.

e. The 1991 Treaty establishing the African Economic Community (AEC) is commonly known as the Abuja Treaty. It seeks to create the AEC through six stages culminating in an African Common Market using the Regional Economic Communities (RECs) as building blocks. The Treaty has been in operation since 1994.

f. The Mechanism for Conflict Prevention, Management and Resolution (1993) is a practical expression of the determination of the African leadership to find solutions to conflicts, promote peace, security and stability in Africa.

g. The Cairo Agenda for Action (1995) is a programme for re-launching Africa's political, economic and social development.

h. The Algiers decision on Unconstitutional Changes of Government (1999) and the Lomé Declaration on the Framework for an OAU Response to Unconstitutional Changes (2000).

i. The 2000 Solemn Declaration on the Conference on Security, Stability, Development and Cooperation establishes the fundamental principles for the promotion of Democracy and Good Governance in the Continent.

j. The New Partnership for Africa's Development (NEPAD) was adopted as a Programme of the AU at the Lusaka Summit (2001).

3. NATIONAL LEGAL AND POLICY INSTRUMENTS THAT PROMOTE NATIONAL COHESION

a. The Kenya National Dialogue and Reconciliation Process

The Kenya National Dialogue and Reconciliation (KNDR) process was a positive example of rapid response to a crisis. It represented a "ceasefire" allowing a restoration of calm and an opportunity to address the fundamental problems in Kenya. That space was shrinking and needed to be restored for the implementation to succeed.

Agreements and Decisions

01 February 2008 – Agreed statement on immediate necessary measures to address the humanitarian crisis;

04 February 2008 – Agreed statement on security measures to restore sanity and allow national healing;

14 February 2008 – Agreed statement made on how to resolve the political crisis;

28 February 2008 – Agreement on the principles of partnership of the coalition government;

28 February 2008 – The agreement on power sharing finds legal backing through the National Accord and Reconciliation Act 2008;

04 March 2008 – Agreement on the Independent Review Committee;

04 March 2008 – Agreement to establish a Truth, Justice and Reconciliation Commission to oversee the reconciliation process;

04 March 2008 – Agreement to establish the Commission of Post Election Violence (CIPEV also referred to as the Waki Commission);

04 March 2008 – Agreement to address the long term issues and find solutions to them by concluding the Constitutional review process; 04 March 2008 – Agreement on the Independent Review Committee;

04 March 2008 – Agreement to establish a Truth, Justice and Reconciliation Commission to oversee the reconciliation process;

04 March 2008 – Agreement to establish the Commission of Post Election Violence (CIPEV also referred to as the Waki Commission);

04 March 2008 – Agreement to address the long term issues and find solutions to them by concluding the Constitutional review process;

04 March 2008 – Agreement on the Independent Review Committee;

04 March 2008 – Agreement to establish a Truth, Justice and Reconciliation Commission to oversee the reconciliation process;

04 March 2008 – Agreement to establish the Commission of Post Election Violence (CIPEV also referred to as the Waki Commission);

04 March 2008 – Agreement to address the long term issues and find solutions to them by concluding the Constitutional review process; and

30 July 2008 – Statement of Principles on long term issues and solutions.

b. The National Accord and Reconciliation Act

This is an Act of Parliament that gave effect to the Agreement on the Principles of Partnership of the Coalition Government. This agreement sought to foster national accord and reconciliation, to provide for the formation of a coalition Government and the establishment of the offices of Prime Minister, Deputy Prime Ministers and Ministers of the Government of Kenya. The Agreement set forth the functions and various matters connected with and incidental to the foregoing.

c. Kenya Vision 2030

Vision 2030 is Kenya's development blueprint covering the period 2008 to 2030. It aims at making Kenya a newly industrialized, "middle income country providing high quality life for all its citizens by the year 2030". Vision 2030 focuses on three main areas or pillars, namely the economic, social and political pillars. The economic pillar aims at ensuring prosperity for all Kenyans by 2030 aiming to achieve a growth rate of 10% per year. The social pillar seeks to build "a just and cohesive society with social equity in a clean and secure environment". The political pillar aims at realizing a democratic political system founded on issue-based politics that respects the rule of law, and protects the rights and freedoms of every individual in the Kenyan society.

Tackling inequalities and inequities caused by discrimination along racial, ethnic and gender lines is thus key towards ensuring that Kenya becomes the middle income country as aspired in the Vision 2030. Discrimination poses a major impediment to achieving the goals set out in Vision 2030.

The First Medium Term Plan (2008-2012) succeeds the Economic Recovery Strategy for Wealth and Employment Creation (2003-2007) as the National Medium Term Plan. The document was produced through wide stakeholder-participation involving government, private sector, civil society, and development partners. In accordance with its mandate for the formulation of economic policies and overall national development planning, the office of the Prime Minister and Ministry of State for Planning, National Development and Vision 2030 took the lead role in the process and production of the national Medium Term Plan. Within its first year, the MTP 2008-2012 aimed to incorporate interventions underscored in the report of the National Accord Implementation Committee on National Reconciliation and Emergency Social and Economic Recovery Strategy, and in the one-year Economic and Social Recovery Plan produced to address immediate issues arising from the 2007 post election crisis.

Provisions of Governance, Peace Building and Conflict Management
The strategy focuses on rebuilding confidence among Kenyans, particularly in the light of the 2007 post-elections crisis. The aim is to ensure that the safety and security of Kenyans is guaranteed at all times; that Kenyans from all walks of life have equal access to justice and that disputes are resolved through non-violent, amicable and legally-sanctioned mechanisms. An Independent Truth, Justice and Reconciliation Commission (TJRC) was operationalized in 2008. To promote national cohesion, a permanent National Cohesion and Integration Commission commenced operations in 2008. Additionally, the national policy and legal framework and the justice system were and continue to be aligned with the needs of a market-based economy, with strong national human rights and gender equity commitments. The Strategy proposed that the laws and regulations covering political parties and the regulatory framework covering the electoral process be amended in line with the Kenya Vision 2030 goal of promoting genuinely competitive and issue based politics.

d. National Cohesion and Integration Act No. 12 of 2008

This is an Act of Parliament that sought to encourage national cohesion and integration by outlawing discrimination on the basis of ethnic, religious, racial and social origin. The Act provided for the establishment, powers and functions of the National Cohesion and Integration Commission. It stipulates that the objective and purpose for which the Commission was established is to facilitate and promote equality of opportunity, good relations, harmony and peaceful co-existence between persons of the different ethnic and racial communities of Kenya, and to advise the Government on all aspects thereof.

Article 25

The object and purpose for which the Commission was established is to facilitate and promote equality of opportunity, good relations, harmony and peaceful co-existence between persons of the different ethnic and racial communities of Kenya, and to advise the Government on all aspects thereof.

e. Truth, Justice and Reconciliation Act No. 6 of 2008

This is an Act of Parliament that provided for the establishment, powers and functions of the Truth, Justice and Reconciliation Commission. The Commission is intended to achieve social, economic and political development through mainly establishing an accurate and complete record of human rights violations since December 12th 1963 up to February 28th 2008.

The key objectives of the Commission include the promotion of peace, justice, national unity, healing, and reconciliation among the people of Kenya through establishing an accurate, complete and historical record of violations including the causes, nature and extent of gross human rights and economic rights violations, and by providing a forum for perpetrators to confess and for the victims to be heard.

f. Ministry of Justice National Cohesion and Constitutional Affairs

This is a Ministry that has been established to provide coordination and facilitation for the full enjoyment of fundamental rights and freedoms through the creation of an enabling constitutional order, the promotion of democracy, nurturing a responsive and fair system of justice for all and

sustaining a coherent anti-corruption culture. Its Vision is 'A just, democratic, corruption-free and prosperous Kenya'. The department of national cohesion was created in 2008 specifically to fast-track the cohesion mandate in the promotion of harmonious co-existence of Kenyans. This is done through various programmes and activities involving an array of stakeholders.

The Ministry's other mandate include the formulation of legal policy on the administration of justice, constitutional matters, legal education, anti-corruption strategies, integrity and ethics, law reform, political parties, legal aid and advisory services and elections. The Ministry has administrative responsibility over the following independent bodies: Kenya National Human Rights Commission (KNCHR), the Ethics and Integrity Commission (KACC), the Kenya School of Law (KSL), the Kenya Law Reform Commission, the Truth, Justice and Reconciliation Commission, the National Cohesion and Integration Commission and the Administration of Justice Commission.
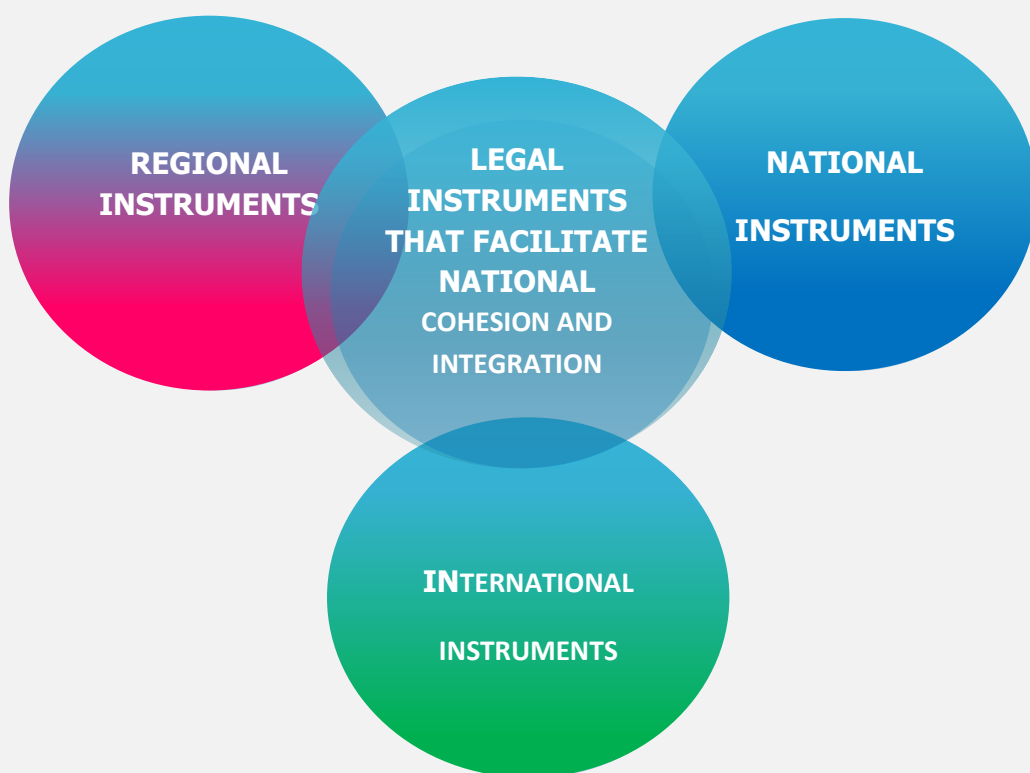
Fig 10: Legal Instruments that Facilitate National Cohesion and Integration

TOPIC 5: KEY INSTITUTIONS MANDATED TO PROMOTE NATIONAL COHESION AND INTEGRATION

Time: 40 Mins.

Resources : Flipcharts, markers, note books and pens, Constitution of Kenya, 2010, Vision 2030 handbook and other relevant policies National Cohesion and Integration Act, 2008, Truth Justice and Reconciliation Act, 2008, and other Acts of Parliament, international conventions, treaties and agreements relating to national cohesion and integration.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to outline **legal institutions that facilitate national cohesion and integration**.

- Participants attempt to outline these instruments.

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

Key Notes

Key Institutions Mandated to Promote National Cohesion and Integration

They include but are not limited to the following:

1. The Ministry of Justice, National Cohesion and Constitutional Affairs;
2. National Cohesion and Integration Commission (NCIC);
3. Kenya National Human Rights Commission (KNCHR);
4. The Ethics and Integrity Commission;
5. The Kenya Law Reform Commission;
6. The Truth Justice and Reconciliation Commission;
7. Ministry of State for Provincial Administration and Internal Security; and
8. Ministry of Education.

1. Truth, Justice and Reconciliation Act No. 6 of 2008

The TJRC is part of the accountability component of Agenda Four (4) of the National Accord signed in 2008. By addressing the cause and effects of historical injustices and gross violations of human rights, the TJRC seeks to contribute towards national unity, reconciliation, and healing. In its work, the Commission pursues six key goals and objectives: truth, justice, peace, national unity, healing and reconciliation (national and individual), and restoration of the human dignity of victims and perpetrators.

2. The Ministry of State for Provincial Administration and Internal Security – the national steering committee on peace building and conflict management (NSC)

Through the Ministry of State for Provincial Administration and Internal Security, the Government of Kenya ensures that her people not only enjoy security within its borders but also live in harmony with each other by maintaining Law and Order. Through its various departments, the ministry is able to discharge this mandate. In regard to a cohesive nation, the National Steering Committee on Peace Building and Conflict Management (NSC) plays a major role in ensuring that communities co-exist in harmony and peace and hence contribute to a cohesive and integrated nation. Established in 2001, the NSC is an Interagency Committee which brings together peace stakeholders in a bid to co-ordinate and consolidate efforts geared towards peace building and conflict management in Kenya as well as across borders. With a mission to promote sustainable peace through a collaborative institutional framework between state, non-state actors and communities at national and regional level, the NSC is keen on building synergies, and working together with other stakeholders since peace and cohesion cannot be achieved in isolation.

3. Ministry of Education

The Ministry of Education plays a great role in the promotion of National cohesion and integration. Education goals in Kenya have been key in:
    a. Fostering nationalism, patriotism and promoting national unity;
    b. Promoting individual development and self-fulfillment;
    c. Promoting sound moral and religious values;
    d. Promoting social equality and responsibility;

e. Promoting respect for and development of Kenya`s rich and varied culture;
f. Promoting international consciousness and fostering possible attitudes towards other nations;
g. Promoting positive attitudes towards good health and environmental protection; and
h. Promoting social, economic, technological and industrial needs for national development.

4. The Ministry of Youth Affairs and Sports

The Ministry of Youth Affairs and Sports was established in December 2005 to represent and address youth concerns in Kenya. The core functions of the Ministry of Youth Affairs and Sports include Empowerment; co-ordination; training and mainstreaming of youth affairs.

Fig 11: Key institutions mandated to promote national cohesion and integration

THE INTERNATIONAL INSTITUTIONAL FRAMEWORK

Under the supervision of the Economic and Social Council (ECOSOC), specialized programs and agencies such as the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Environment Programme (UNEP), the United Nations High Commissioner for Human Rights (UNHCHR), the United Nations Institute for Disarmament Research (UNIDIR/UNIDIR), and many others are trying to prevent deadly conflicts from proliferating by addressing the root causes of these conflicts and not only the acts of violence that are the symptoms.

The prevention of conflicts and the promotion of peace have become essential given that, since World War II, weapons have become more deadly. Additionally, although there is greater wealth in the world, its distribution is unequal. This gap between the rich and the poor is visible everywhere and in all countries, and is increasing, in particular, between "Northern" and "Southern" countries.

Indeed, conflicts grow faster in the fertile ground of poverty. UNDP is mandated to contribute to the reduction of poverty, the social mobilization of women, respect for the environment and the reinforcement of democratic institutions. The supervision of elections illustrates this quite well. UNDP is not alone in attempting to accomplish its mission, as thousands of non-government organizations (NGOs) are likewise contributing in one way or another.

References

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MODULE 5: EARLY WARNING AND RESPONSE SYSTEMS - MECHANISMS IN ACHIEVING COHESION

AIM: By the end of the module, participants should be able to appreciate the proactive role of early warning and early response in ensuring a cohesive nation.

Introduction

The importance of early warning and early response mechanisms in achieving a cohesive society cannot be gainsaid. In appreciating the significance of this module, preventive measures on latent conflict should be instituted on priority basis.

TOPIC 1: THE CONCEPT OF EARLY WARNING AND EARLY RESPONSE

Time: 20 Mins.
Resources: Flipcharts, pens, markers, LCD and Computers
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define the concept **'early warning'.**

- Participants attempt to give the meaning of the term.

- The facilitator uses key notes to sum up the views of the participants.

Brainstorm

Key Notes

Early Warning

Early warning in cohesion and integration process refers to the symptoms or clues that act as pointers to a potential conflict. Thus, early warning gives an alert that a conflict situation may be emerging and that interventions

need to be organized to ensure that conflicts take a non-violent course. When deep rooted conflicts are still latent, it may be the best time to intervene to prevent them from being manifest. The field of early warning seeks to forecast the outbreak of conflicts or to detect the early escalation of violence with the objective of preventing the outbreak or further escalation of violence in order to save lives and property. Rapid response is the cornerstone for success in conflict prevention and mitigation.

Effective preventive strategies rest on three principles: early reaction to signs of trouble; a comprehensive, balanced approach to alleviate the pressures, or risk factors that trigger violent conflict; and an extended effort to resolve the underlying root causes of violence. Early warning information basically derives from human rights violations/abuses. Human rights monitoring is a long-term observation and analysis of human rights situations in a country or region. It consists of the systematic and regular collection of information that may be related to human rights abuses. The indicators of abuses could be both economic and social.

Economic Indicators:
    a. What are the economic factors behind the conflict? Minerals, trade, land, water, boundaries etc.
    b. Where do the resources that maintain the conflict come from?
    c. What is the economic impact of the conflict?

Social Indicators:
    a. What impact has the conflict had on social services such as education, health care, housing?
    b. Are different ages, gender, ethnic or political groups of the population affected differently?

Information on potential conflicts can be obtained from a variety of sources. These include - local, national or international NGO's, religious groups, professionals, doctors, lawyers, social workers, journalists, trade unions, parliamentarians/ civic Leaders, security forces, police, army, UN Agencies, diplomats and Governments among others.

Generally, it has become vital to come up with ways to identify potential conflict before it actually erupts. Based on similar efforts to predict natural

disasters and crop yields, for example, many have attempted to construct models for conflict early warning. One could distinguish between early warning as contingency planning, e.g. for refugee flows, and as conflict prevention. Early warning is a tantalizing prospect since it provides the opportunity to do something to prevent the emergence and/or escalation of conflict. Lives can be saved and conflict perhaps better contained.

TOPIC 2: BENEFITS OF EARLY WARNING AND EARLY RESPONSE

Time: 30 Mins.
Resources: Flipcharts, pens, markers, LCD and Computers
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to explain **the benefits of early warning and early response.**

- Participants attempt to state the benefits.

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

Brainstorm

Key Notes
The Value of Conflict Early Warning Systems
   a. The goal of early warning systems may be conceived as avoiding or minimizing violence, deprivation or humanitarian crises that threaten the sustainability of human development.
   b. Reliable early warning systems not only pave way for short term containment and relief strategies, but also to design, build support for and implement longer term proactive strategies and development programmes that can reduce the likelihood of future disasters.
   c. An early warning system is more than the flow of information and reports. It provides reliable analyses that identify still-latent or low-level conflicts or instabilities.
   d. Early warning systems can generate analyses that identify key factors driving the instability, providing a basis from which to assess likely future scenarios, and to recommend appropriate options for local and international policy makers oriented towards preventive action.
   e. Such systems should also keep track of the preventive strategies that have been used in different contexts in the past, and an

evaluation of the extent of their success and their cost. Such analyses improve the reliability of conflict early warning systems. Current model-based warnings have been found accurate close to 80% of the time and these can be used to build political will and coalitions among potential responders for appropriately designed preventive action, at a fraction of the cost of reactive humanitarian and peacekeeping initiatives. In addition, these coalitions should include where possible, domestic as well as international, private as well as public sector partners, thereby significantly adding to the strength of civil societies and democratic institutions, and their capacity to manage their own conflicts in the longer term.

When one evaluates early warning, it is fruitful to divide it into two parts:
a. First, there is a goal of collecting data to make the determination that a situation is risky and determine what the important variables are to be monitored.
b. Second is the task of persuading political leaders to act upon the warning particularly where information of impending crisis exists.

It is important to take note of the fact that while some critics are quick to point out that early warning rarely succeeds, supporters counter that the critics are frequently using examples where responses have treated the symptoms rather than the underlying causes. The potential benefits, they argue, seem too great to abandon the effort, no matter how difficult.

A good conflict early warning network system is the one that:
a. Is based close to the ground. Micro-level early warning and early response mechanisms often known as citizen-based early warning is effective;
b. Has a strong field based network of monitors;
c. Uses multiple sources of information and employs both quantitative and qualitative methods of analysis;
d. Capitalizes on appropriate communication and information technology;
e. Provides regular reports and updates;
f. Has a strong link to a response mechanism.

TOPIC 3 : IDENTIFICATION OF EARLY WARNING SIGNS

Time: 20 Mins.
Resources: Flipcharts, pens, markers, LCD and Computers
Methodology: Brainstorming, Discussion.

ACTIVITY

- The facilitator guides participants to **identify early warning signs**

- Participants attempt to identify warning signs.

- The facilitator uses key notes in summing up the views

Key Notes

Potential Early Warning Signs
  a. Sudden demographic changes and population displacement;
  b. Rising unemployment rates and destabilizing referenda or elections;
  c. Economic shocks or financial crises;
  d. Destruction or desecration of religious sites;
  e. Discrimination or legislation favoring one group over another;
  f. A rise in "societal" intolerance and prejudice;
  g. An increase in demonstrations or rallies and Government "clamp-downs"; and
  h. An influx of refugees and foreign intervention.

TOPIC 4:   STAGES OF CONFLICT / CRISIS DEVELOPMENT

Time: 30 Mins.
Resources: Flipcharts, pens, markers, LCD and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to outline **the stages of conflict / crisis development.**

- Participants attempt to outline the stages.

Brainstorm

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

Key Notes

Stages of Conflict or Crisis Development

1. Structural Tensions or Instability:

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

2. Escalation:

Potential crises at this critical stage may be identified through tracking dynamic factors or "accelerators," which may exacerbate the underlying conditions, driving up tensions. Examples include arms or resource

acquisitions, incidents of aggressive posturing or low-intensity violence, new discriminatory and repressive policies, crop failures, and major currency devaluations. These are events that unfold rapidly and provide the basis for a dynamic early warning mechanism. These indicators show the probability of a crisis within coming months or weeks. Therefore, last minute preventive diplomacy and containment efforts, or planning for humanitarian aid and peace-keeping are essential.

3. Crisis/War:

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

Early warning and early response systems require both structural risk assessments processes to point to opportunities for appropriate and well-planned preventive action to address structural problems, and linked dynamic early warnings to flag the need for more immediate containment efforts.
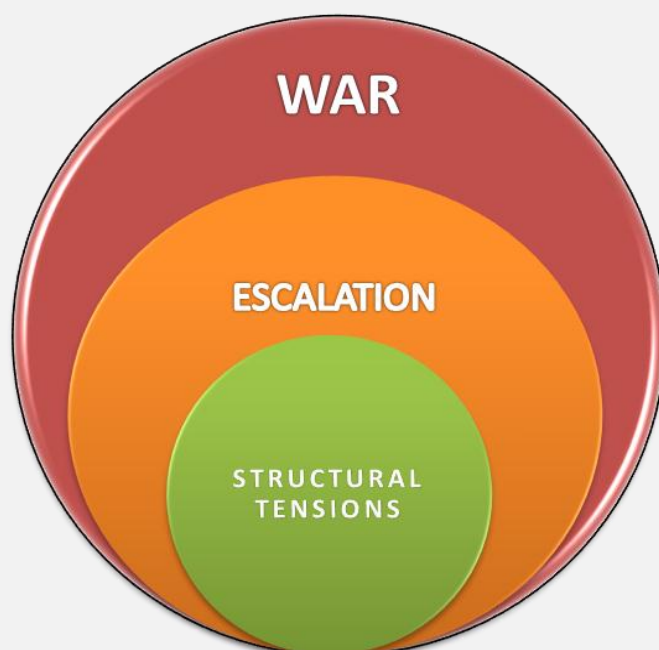
Fig 12: Stages of Conflict or Crisis Development

TOPIC 5:   ETHICAL ISSUES IN THE EARLY WARNING PROCESS

Time: 20 Mins.

Resources: Flipcharts, pens, markers, LCD and computer.
Methodology: Brainstorming and discussion.

ACTIVITY

- The facilitator guides participants to **outline ethical issues** in the process of early warning
- Participants attempt to outline the ethical issues
- The facilitator uses key notes in summing up the Views of the participants.

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

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

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

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

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

5. Voluntarism/Selflessness

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

6. Compliance with the Law

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

Impartiality

Credibility

Reliability

Confidentiality

Voluntarism/Selflessness

Compliance with the Law

Fig 13: Ethical Issues in Early Warning

TOPIC 6: **STRATEGIES FOR REDUCING CONFLICT BY USE OF EARLY WARNING AND EARLY RESPONSE MECHANISMS (EWER)**

Time: 50 Mins.
Resources: Flipcharts, pens, markers, LCD and computer.
Methodology: Brainstorming and discussion.

ACTIVITY

- The facilitator guides participants to **outline strategies for reducing conflict** by using early warning and early response mechanisms.
- Participants attempt to outline the strategies.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes
Strategies

a. Training Civil Society Organization staff in early warning and early response. This will equip them with the necessary skills.

b. Form a network: Networks ought to be spread to different countries in order to work collaboratively on transitional security projects such as transitional flow of weapons or cross border human trafficking.

c. Strengthen the media: Indeed media reports portray a myriad of social trends. With regards to early warning the structures designed to protect media freedom such as monitoring and early warning need to be emphasized. The media is equally important in national reconstruction when activities are well coordinated. There should be a training programme for media personnel sensitizing them on early warning and response issues.

d. Engaging traditional authority: The cooperation of traditional leaders in the implementation of early warning and response systems is important. While there is the need for closer focus on traditional level governance for early warning purposes, there is an equal need for intensified training of traditional authority regarding their roles in early warning and response.

In summary, conflict prevention requires careful monitoring of indicators of rising tensions and taking measures to ease them. Early warning consists of data collection, risk analysis, and the transmission of information with recommendations to targeted recipients. Early response systems refer to timely and appropriate prevention initiatives, usually undertaken during latent stages of perceived potential violent conflict. Early warning and early response systems have been adopted by international organizations, bi-lateral agencies, research institutions and NGOs. There is much critique, however, that early warning has not translated into early or effective response. While the formulation of accurate predictions is challenging, the more difficult aspect has been persuading political leaders and the public to act upon warnings. Often, civil society organizations end up playing the dual role of warning as well as implementing measures in response. Some analysts stress the need to recognize that early warning is inherently political – in terms of 'who is warning whom and to what end?', and in terms of which warnings are heeded. It has also been emphasized that early warning must monitor human security indicators that include protection of gender and minority rights. Notable violations of such rights can be indicators of rising tensions and incipient conflict. In a nutshell, early warning and response systems require further support to ensure their future relevance.

Media

Civil Society

Networks

Strategies

Traditional Authority

Fig.14: Strategies for Reducing Conflicts

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MODULE 6: COMMUNICATION FOR NATIONAL COHESION AND INTEGRATION

AIM: By the end of the module, the participants should be able to appreciate how effective communication fosters national cohesion and integration.

Introduction

This module defines participative communication and describes the communication process. It highlights the importance of effective communication in the promotion of national cohesion and integration and outlines barriers to participative communication. The role of the Government in fostering participative communication is also discussed.

TOPIC 1:   PARTICIPATIVE COMMUNICATION

Time: 20 Mins.

Resources: Flipcharts, pens, markers, LCD projector and computer

Methodology: Brainstorming.

ACTIVITY

- The facilitator will guide the participants to define **Participative communication.**

  Brainstorm

- Participants will give the meaning of the term.

- The facilitator will use key notes in summing up the views of the participants.

Key Notes

Communication

Communication is a two way information flow where ideas are exchanged between two or more parties. Communication can be verbal, non-verbal, written or by use of signs and gestures in which meaning is passed from one source to another. Communication is an important human function because it allows us to interact with each other, communicate our feelings and provide direction and purpose to our daily activities.

Communication can be defined as transfer of information from one person to another and back – a process of conveying a message from a sender to a recipient and getting feedback. Communication may be formal or informal. Formal communication occurs within government institutions, between organizations and other official spaces. It is an overt type of communication which is structured and ordered in certain etiquettes. On the other hand informal communication is a regular form of communication involving regular people without any structures or formalities. Sometimes it is impromptu, spontaneous and more often than not, it is unplanned. Communication can also be effected through devices such as radio, television, telephone and internet among others.

Participative Communication

Mefalopulos (2007) defines participative communication as an approach capable of facilitating people's involvement in decision-making about issues that impact their own lives. It is a process capable of addressing specific needs and priorities relevant to people and at the same time assisting in their empowerment. Participative communication encourages the involvement of stakeholders at all levels in the analysis of problems, development of strategies and implementation of solutions.

Dialogue is a core principle of participative communication. One needs to have good listening skills, empathy, congruence, unconditional positive regard, respect and assertiveness in order to effectively participate in dialogue.
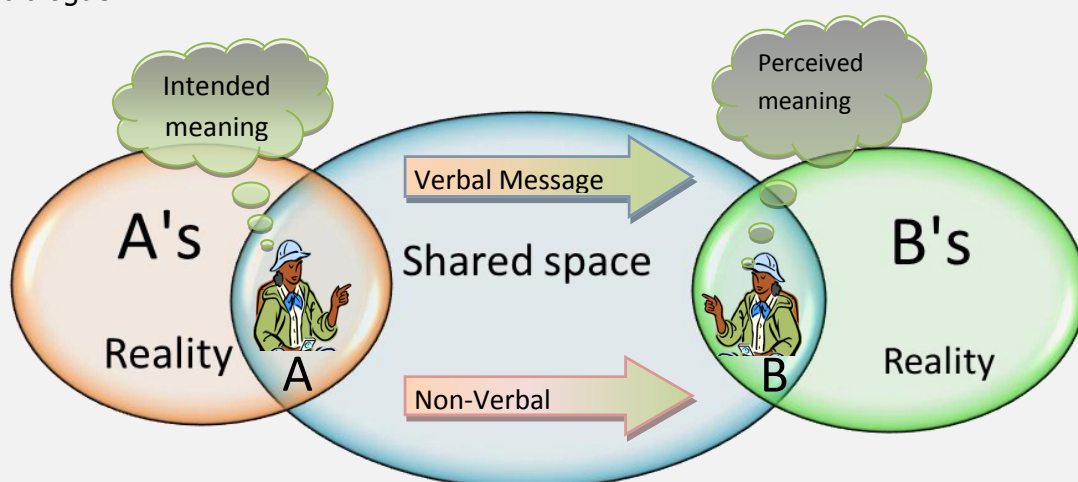
Fig 15: Communication Model

Model of Participative Communication

Participatory model is based on Freire's pedagogy from 1960s. It articulates processes of collective action and reflection by relevant stakeholders instead of communicating the correct or relevant information to specific audiences. The participatory model calls for empowerment of citizens by their active involvement in the identification of problems, development of solutions and implementation of strategies.

Process of Participative Communication

Participative communication is done through consensus building through the following outlined steps:

a. Participant identification and recruitment;
b. Design of the process to be used (often involving the participants in this phase);
c. Problem definition and analysis;
d. Identification and evaluation of alternative solutions;
e. Decision-making;
f. Finalization and approval of the settlement; and
g. Implementation.

Types of Participative Communication

a. Passive Participation

In this type, primary stakeholders are involved by being informed about what is going to happen or has already happened. Participant's feedback is minimal or nonexistent and their participation is assessed through methods like head counting and contribution to the discussion.

b. Participation by Consultation

This is an extractive process whereby the stakeholders provide answers to questions posed by outside researchers or experts. Input is not limited to meetings but can be provided at different points in time. In the final analysis, however, this consultative process keeps all the decision making power in the hands of external professionals who are under no obligation to incorporate stakeholders' input.

c. Participation by Collaboration

Here, groups of primary stakeholders participate in the discussion and analyze predetermined objectives. It requires active involvement in the decision-making process of the set objectives. The process incorporates a component of horizontal communication and capacity building among all stakeholders.

d. Empowerment Participation

Empowerment participation is where primary stakeholders are capable and willing to initiate the process and take part in the analysis. This leads to joint decision making about what should be achieved and how. Primary stakeholders are equal partners with significant say in decisions concerning their lives. In empowerment participation, dialogue identifies and analyzes critical issues and an exchange of knowledge and experiences occurs which leads to solutions to community problems. In this type of participation, ownership and control of the process rests in the hands of the primary stakeholders.
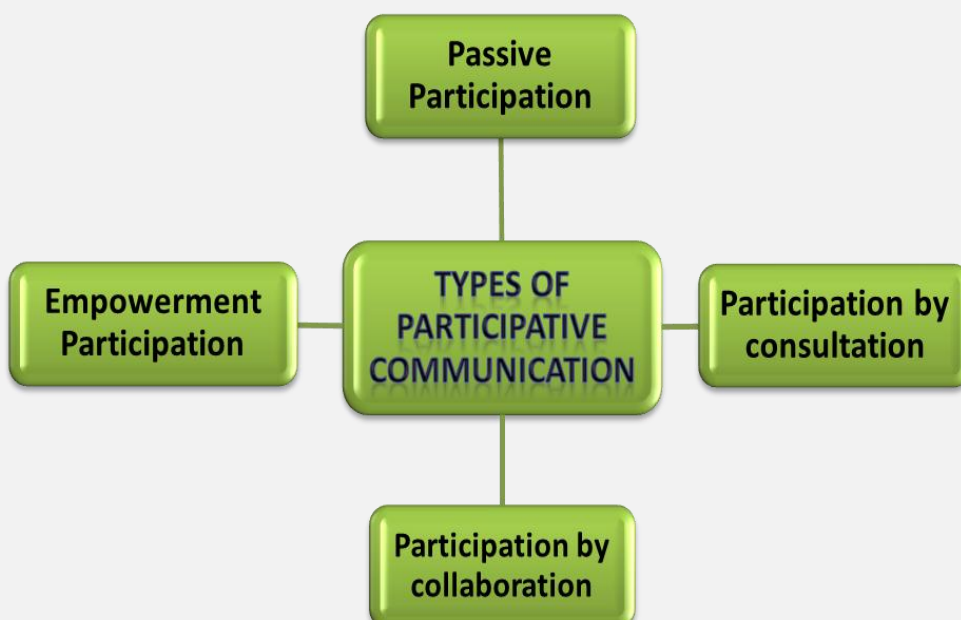
Fig 16: Types of Participative Communication

TOPIC 2:   COMMUNICATION PROCESS

Time: 20 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to **outline the communication process.**

- Participants outline the process.

- The facilitator uses key notes in summing up the views

Brainstor
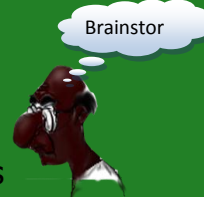
Key Notes
The Communication Process
Effective communication is the most critical component of total quality participation. The manner in which individuals perceive and talk to each other about different issues is a major determinant of the community success. It has been proven that poor communication reduces quality, weakens productivity, and eventually leads to anger and a lack of trust among individuals within the organization.

The main components of communication process are as follows:
   1. Context
Communication is affected by the context in which it takes place. This context may be physical, social, chronological or cultural. Every communication occurs within a context. The sender chooses the message to communicate within a context.

   2. Sender / Encoder
Sender / Encoder is a person who sends the message. A sender makes use of symbols (words or graphic or visual aids, internet and other forms) to convey the message and produce the required response. The sender may be an individual, a group or an organization. The views, background,

approach, skills, competencies, and knowledge of the sender have a great impact on the message. The verbal and non-verbal symbols chosen are essential in ascertaining interpretation of the message by the recipient in the same terms as intended by the sender.

3. Message

The message is a key idea that the sender wants to communicate. It is a sign that elicits the response of the recipient. The communication process begins with deciding about the message to be conveyed. It must be ensured that the main objective of the message is clear.

4. Medium

A medium is a means used to exchange / transmit the message. The sender must choose an appropriate medium for transmitting the message, or else the message might not be conveyed to the desired recipients. The choice of an appropriate medium of communication is essential for making the message effective and correctly interpreted by the recipient. This choice of a communication medium varies depending upon the features of communication. For instance, the written medium is chosen when a message has to be conveyed to a small group of people, while an oral medium is chosen when spontaneous feedback is required from the recipient as misunderstandings are cleared there and then.

5. Recipient / Decoder

Recipient / Decoder is a person for whom the message is intended, aimed or targeted. The degree to which the decoder understands the message is dependent upon various factors such as their knowledge of the sender, their responsiveness to the message, and the reliance of the encoder on the decoder.

6. Feedback

Feedback is the main component of the communication process as it permits the sender to analyze the efficacy of the message. It helps the sender to confirm whether the decoder interpreted the message correctly. Feedback may be verbal (through words) or non-verbal (in form of smiles, sighs, etc.). It may take a written form also in form of memos, reports, etc.
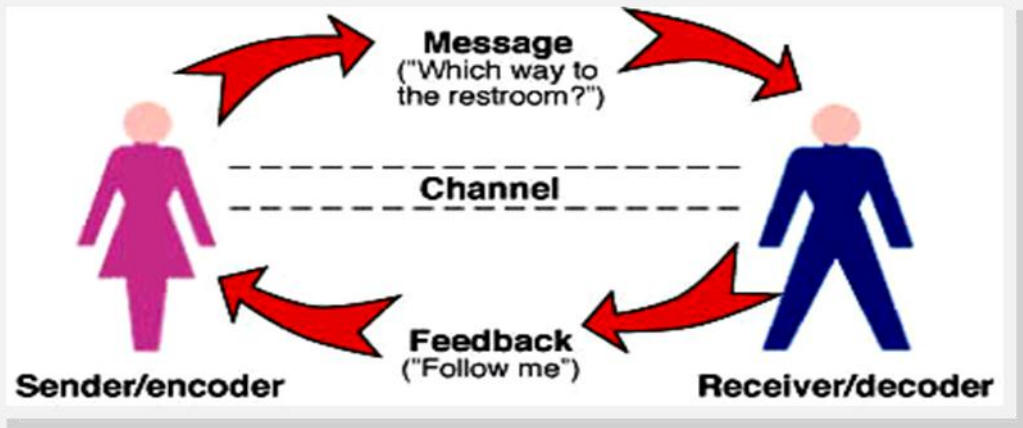
Fig 17: The Communication Process

TOPIC 3:   THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN NATIONAL COHESION AND INTEGRATION

Time: 20 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computers.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to outline the importance of **effective communication in national cohesion and integration.**
- Participants outline the importance.

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

Brainstorm
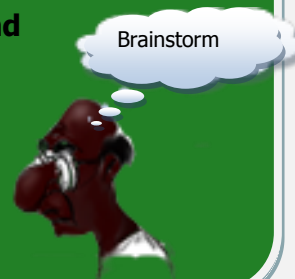
Key Notes

The importance of effective participative communication in national cohesion and integration
   a. Promotes changes in attitudes and social behavior and helps communities to identify sustainable opportunities and solutions that are within their reach;
   b. Gives voice to relevant stakeholders;
   c. Acts as a mediation tool to resolve conflicts, achieve consensus and find common ground for policies and actions to be taken;
   d. Generates policy relevant-information via the participation of ordinary citizens in social mobilization, public debate and policy dialogue;
   e. Incorporates all groups in the national agenda and objectives;
   f. Spreads awareness about rights, responsibilities and obligations;
   g. Facilitates sharing of information relevant for policy formulation and implementation; and
   h. Creates an equitable, egalitarian, fair and just society.

**TOPIC 4:   BARRIERS TO PARTICIPATIVE COMMUNICATION**

Time: 20 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computer.
Methodology: Brainstorming and discussion.

ACTIVITY

- The facilitator guides participants to identify barriers to p**articipative communication** .

- Participants identify these barriers.

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

Key Notes
Barriers to effective participative communication
   a. Language;
   b. Defensiveness arising from speculation of outcome of the respondents, distorted perception and attitude;
   c. Misinterpretation of the body language and other forms of non-verbal communication;
   d. Lack of patience, where one starts to frame the response before they even understand the message from the communicator; and
   e. Cultural insensitivity - communities are composed of diverse cultures giving rise to different perceptions, values, norms, customs and traditions. Stereotyping can cause misunderstanding.

How to sustain participative communication
   a. Brainstorming – taking a sit back approach to let the participants deliberate on issues;
   b. Group work –this encourages participation and interaction of the participants. In some cases group work is appreciated because of the peer input;

c. Empowerment – human rights, civic education and economic empowerment which could be done through workshops and seminars;

d. Negotiation skills should be taught to the participants and the steps outlined to help them;

e. Use of local structures such as community elders, chief's *barazas*, gatekeepers/opinion leaders and religious institutions should be encouraged;

f. Appreciative inquiry as an approach is used to consciously search for what is working well, the successes and high points of experience and service. As a facilitator, use appreciative analysis to value the participants and strengthen the good;

g. Use activities that can engage the community such as sports, drama, theatre and skits among others;

h. Use feedback from the media – newsletter, email etc.; and

i. Empowering of indigenous structures within the community for example one can invite elders to give a talk on issues touching on community cohesion and integration.

Fig 18: How to sustain participative communication

TOPIC 5:   **ROLE OF THE GOVERNMENT IN PARTICIPATIVE COMMUNICATION**

Time: 10 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computer.
Methodology: Brainstorming and discussion.

ACTIVITY

- The facilitator guides participants to outline the **role of the Government in** p**articipative communication.**

- Participants outline the role of the Government.

- The facilitator uses key notes in summing up the views

    of the participants.

Key Notes
 Role of the Government in participative communication
The Government plays the following roles in promoting participative communication:

a. Informing the community about its policy directions;
b. Consulting the community as part of the process to develop government policy or build community awareness and understanding;
c. Involving the community through a range of mechanisms to ensure that issues and concerns are understood and considered as part of the decision-making process;
d. Collaborating with the community by developing partnerships to formulate options and provide recommendations;
e. Empowering the community to take decisions, implement and manage change; and
f. Development of a communication strategy to facilitate dialogue, feedback and sharing of information on national cohesion and integration.

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MODULE 7: CONFLICT MANAGEMENT AND RESOLUTION IN FOSTERING NATIONAL COHESION AND INTEGRATION

AIM: By the end of the module, the participants should acquire necessary knowledge, skills and attitudes vital for conflict management and resolution

Introduction
The module provides basic understanding of conflict management and resolution. It further deals with various approaches to conflict management and resolution.

TOPIC 1: DEFINITION OF TERMS CONFLICT, CONFLICT MANAGEMENT AND OTHER RELATED TERMS

Time: 15 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computers
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define **conflict, conflict management and other related terms.**

  Brainstor

- Participants give their understanding of the terms.

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

Key Notes
Definitions of Conflict
Different scholars define conflict differently. There are therefore as many definitions of conflict as there are scholars of conflict issues. Some of these definitions may be explained in a simple manner as follows:
   a. Discord, hostility, argument, antagonism, strife, friction and disharmony or disunity between two or more people;

b. Struggle or competition between two or more people over values, status, power and scarce resources. (Coser, 1967:1);
c. Incompatible behaviour between two or more parties whose goals or interests are perceived to be incompatible;
d. Broken relationships;
e. A form of deliberate competition over resources in which the competitors seek not only to overcome their rivals but to eliminate them from the competition or injure them, in order to control or deprive them of something against their will (Williams 1970); and
f. The expression of disagreement over something important to both sides of a dispute.

TOPIC 2:   NATURE OF CONFLICTS AND THEIR CAUSES

Time: 40 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computers.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to explore the **nature of conflicts and their causes.**
- Participants explore the nature of conflicts and their causes.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes
Nature of Conflict (3 N's of Conflict)
Conflict has been characterized as natural, normal and neutral.

a. It is **natural** in the sense that it has existed and still exists with us and therefore cannot be eliminated. Conflicts started during creation and will continue to be with us for the rest of our lives. It is therefore important that we treat conflicts as natural occurrences that should be addressed as conflict situations unfold.

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

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

Levels of Conflicts
It is prudent from the onset to make it clear that due to the amorphous nature of conflict, an absolute standard classification may not be achieved. For the purpose of this manual, the following classification will be adopted:

a. Intra-personal conflict (also known as inner conflict): This is the conflict that an individual has within the self. It affects attitudes, feelings and the choices one makes;

b. Inter-personal conflict: This refers to differences between individuals at a personal level;

c. Intra-group conflict: This involves disagreements within groups. It could be over policy, strategy, values, standards or goals;

d. Inter–group conflict: It refers to the disagreements between groups; and

e. Inter-state: This is the conflict between states.

Causes of Conflict

a. The over-concentration of state powers on the Executive;

b. Lack of respect for the rule of law;

c. Competition over scarce resources;

d. Inequitable distribution of public resources;

e. Poor management of resources, notably land;

f. Widespread abuse of human rights;

g. Lack of transparency and accountability in the electoral processes;

h. A weak judicial system and supremacy of ethnic identity over national identity and citizenship;

i. Corruption;

j. Bad governance;

k. Nepotism; and

l. Politicization of ethnicity and religion.

TOPIC 3:   CONFLICT MANAGEMENT STRATEGIES

Time: 35 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computers.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides the participants to identify **conflict management strategies.**

- Participants identify conflict management strategies.

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

Key Notes

Strategies of Conflict Management

a. Avoidance

Individuals avoid conflict by flight or running away, which implies denial or withdrawal from a conflict situation. When individuals avoid, they do not satisfy their own concerns or those of the other party. This is a negative approach which culminates into a lose/lose situation. In the animal world, a tortoise denies there is trouble by withdrawing its tender body to its shell while the proverbial ostrich hides its head in the sand. A person who avoids addressing a problem in the family will still find the same problem the following day. A person who avoids addressing the problem of alcoholism or drug addiction by continuing to over indulge in the vice will still have to live with the vice.

b. Accommodation

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

c. Competition

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

d. Compromise

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

e. Collaboration

Here parties in conflict strive to satisfy their concerns by looking for alternatives that would best bring maximum benefits that leave them satisfied. This is a win/win situation. The diagram below shows how concerns for self and that of the relationship interact during conflicts.
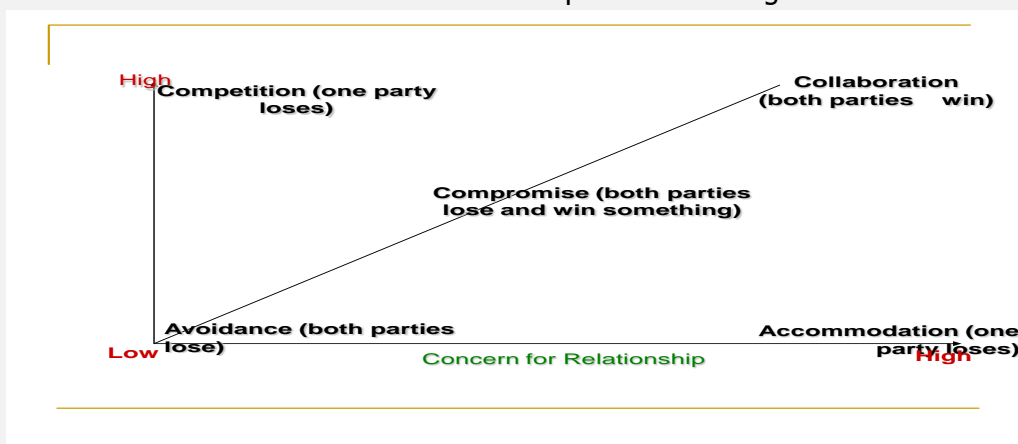
Fig 19: Strategies for Conflict management

According to the diagram, when personal interests (concern for self) are set high, individuals resort to competition to get what they want by all means. This is a fight response. On the other hand, when concern for the relationship is high, people tend to accommodate, adopting a flight response. The extreme illustrates a situation when concern for both relationship and self is low. Here, parties avoid confronting issues by running away from the problem. The diagram also shows compromise and collaboration as techniques, where both concern for self and the

relationship is taken care of with collaboration showing the highest concern for both. These two are flow responses.

Each of these modes can be characterized by two scales: assertiveness and cooperation. None of these modes is wrong to use, but there are right and wrong times to use each. The following sections describe the five models. The information may help each team member to characterize his/her model for conflict management.

Table 2: Description of Conflict Styles

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

There are four possible outcomes of using these styles:

a) Lose–Lose:

This is when both sides in the conflict do not satisfy their needs. Most often the conflict continues or resurfaces. This can happen in a case of domestic conflict where the wife submits to the ill treatment of the husband.

b) Win–Lose

This is when one side in the conflict has their needs satisfied or met at the expense of the other side. A good example is a court matter.

c) Win–Win:

This is when both sides in the conflict work together with an aim of satisfying their respective needs. When someone with a competing style is in conflict with someone with an avoiding style, the competitor is likely to "win' and the avoider is likely to "lose" in the conflict. When two people with collaborative styles are in conflict, there is more likely to be a "win-win" solution.

d) Lose -win, win-lose

This is a state of compromise where a party loses little and gains little. A state of equilibrium for both parties holds.

APPROACHES TO CONFLICT RESOLUTION

Whenever conflict occurs people have to take action. It is the response that determines the consequence of the conflict situation.

Basically, responses can be divided into three categories:

a) Flight response:

This involves refusal to face conflict by running away from it through denial, withdrawal or avoidance.

b) Fight response:

People answer conflict by use of force in order to win over the party in conflict, by employing power or introducing competition.

c)   Flow response:

This involves use of dialogue to seek solution to a problem by resorting to methods that will bring maximum satisfaction of the parties in conflict such as negotiation and reconciliation.

When disputes arise, parties will attempt to resolve the matter through one of the following approaches:

a. Power-Based Approach

Power is the ability to make someone do what one wants with or without the other person's consent. Power can be legitimate or illegitimate. This procedure determines who is more powerful, implying that the stronger party decides the outcome.

This procedure is often used legitimately by people in positions of authority, such as the Provincial Administration, the police force, parents, teachers, etc, to carry out their duties effectively. On the other hand, this approach is used illegally and/or illegitimately when power acquired from wealth, religion, culture, age, social status, etc, is used to oppress the less-privileged in the society. In modern societies this role is played by the police or the armed forces that use legitimate power to solve a dispute. Governments have occasionally used excessive force to subdue their subjects. The problem with this approach is that it is expensive, it is inhuman and it does not address the root causes of the problem. The results or the peace that it purports to bring is temporary and negative.

b. Rights- Based Approach

This approach is based upon an organization's or society's laws, norms and values. In a given situation, the decision is made using some independent set of criteria to determine fairness or, in litigation, which party's claim is more legitimate. In traditional societies, there are established norms and laws that govern disputes related to marriage, crime and so on. In modern times, this approach is usually practiced by the courts of law to determine who is right and who is wrong. The right party wins and the other party loses. This follows the provisions of the law. The problem with this approach is that one party loses while the other wins and this is not good for reconciliation and conflict transformation.

c. Interest-Based Approach

This procedure seeks to reconcile the needs, desires and concerns of the conflicting parties. The parties in conflict look for ways in which their interests will be best catered for, while at the same time improving the relationship. This approach looks for a win/win situation whereby everybody is a winner. The interest of all the conflicting parties is taken on board.

These three approaches provide the parties in conflict with a variety of options to address their differences. Furthermore, the options are not mutually exclusive. Each of them has merits and demerits. The context in which the parties operate may dictate the type of approach that will be most useful.

Methods of Conflict Resolution

The means available for conflict resolution fall within two categories: **Diplomatic means** refer to the methods of resolution in which the power of decision-making about the conflict is left in the hands of the conflicting parties. They thus may accept or reject the decisions so reached if any feels dissatisfied. These include negotiation, mediation, conciliation, facilitation, reconciliation and the non–binding type of arbitration.

The **non-diplomatic methods** include the use of force, litigation/adjudication, and the binding type of arbitration. Here, parties to the conflict relinquish their decision–making authority to a third party and must therefore accept the outcome.

1. Legal Methods

a. Force: Here, one party overcomes the other by using force or violence. This method is commonly used by governments to control crisis situations. For example, during violent demonstrations or riots, armed forces are used to forcefully restore law and order. Additionally, force may be used to separate two or more groups/people engaged in a fight. The method does not address the root causes of the problem and is therefore a temporary measure, seeking amelioration (conflict reduction) of a bad situation into a manageable one. There are not many people involved in this process. In any country, the police use legitimate power to force conflicting parties to cease violence.

b. Adjudication/Litigation: Also known as the court system, adjudication/litigation is a highly structured process conducted in a court of law. An impartial judge or jury (adjudicator) who is a professionally-trained advocate/attorney hears the facts of the dispute, and on the basis of existing rules/legislation imposes a decision enforceable by rewards and punishments for the innocent and the guilty respectively. The adjudicator (third party) has coercive powers conferred by the state and hence enforces legally binding decisions.

Here parties have no chance of choosing their arbiter and the adjudicator, thus,   does not address the emotional aspects (values, beliefs, needs) but only considers issues of the law. In other words, the judgements are based on material facts of law and do not address issues of relationships.

c. Arbitration: In arbitration, parties to a conflict appoint the arbiter together. An arbiter is a neutral third party and professional advocate/attorney, who under the Arbitration Act is legally allowed to hear both points of view and impose a decision.

2. Diplomatic Methods

a. Conciliation: Here, a third party acts as a go-between for parties to meet and resolve their differences. This occurs when the conflict has generated high emotions and the individual parties cannot not see eye to eye. At this time, there is often extreme suspicion and dishonesty on both sides. The third party carries messages between the two parties, which are meant to cool down emotions and lessen suspicion, facilitate the meeting between the parties and solve their differences.

b. Facilitation: A neutral third party helps improve communication between parties usually in a meeting. This is a structured process, where an impartial and non-directive third party (the facilitator) procedurally encourages an effective communication flow between the parties. Usually this involves channelling content, enhancing communication, facilitating exchange and guiding the process. Facilitation is used to describe a presenter's approach and style in a teaching/training activity.

Facilitation has similar objectives to mediation, but does not adhere to a tightly defined process. The facilitator may either be a third party, or a

person within one of the groups who is able to provide procedural assistance and to refrain from entering into the substance of the discussion.

c. **Negotiation:** Here, parties meet themselves to resolve differences. It is a voluntary problem-solving/joint decision-making process, where two or more parties meet, discuss their problems, and try to come to a conclusion. It is a bargaining relationship between two or more parties (the negotiators) who have perceived or actual conflict/interests.

d. **Mediation:** Mediation refers to the interventions in a dispute or negotiation by an acceptable, impartial and neutral third party who has no authoritative decision-making power, to assist contending parties to voluntarily reach their own mutually agreeable/acceptable settlement of issues in dispute. In essence, it is negotiation with an addition of a third person that is knowledgeable in effective negotiation procedures. In most African societies, elders have been instrumental in their roles as mediators. The mediator helps the parties to co-ordinate their activities and get more effective in their bargaining.
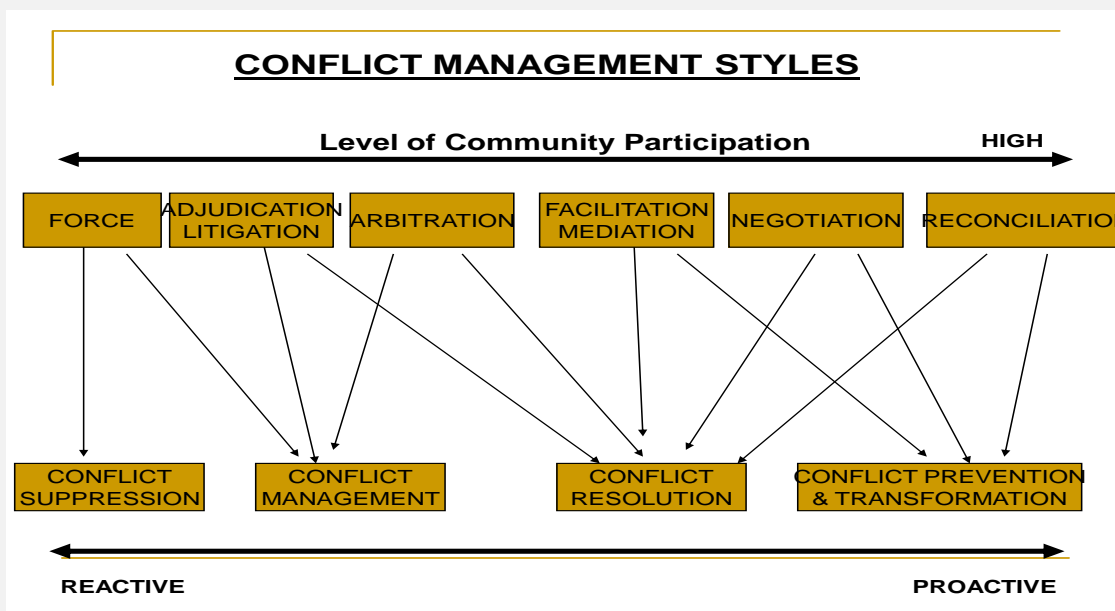
Fig 20: Conflict Management Styles

TOPIC 4:   BENEFITS OF CONFLICT MANAGEMENT

Time: 30 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computers
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to identify benefits of **conflict management**
- Participants identify these benefits
- The facilitator uses key notes in summing up the views
    of the participants

Key Notes
1. Positive Aspects of Conflict
   a. Conflicts help establish our identity and independence. At the earlier stages of life, it helps one assert personal identity as opposed to aspirations, beliefs and behaviours of those around them.
   b. Intensity of conflicts demonstrates the closeness and importance of relationships. An intimate relationship requires the expression of strong opposing feelings, like love or anger. The co-existence of these emotions in a relationship creates sharpness when conflicts arise. And while the emotional intensity may threaten the relationship, they may also help measure the depth and importance of the relationship if dealt with constructively.
   c. Conflict can build new relationships by bringing together people who otherwise did not have a previous relationship. During the process of conflict and its resolution, parties may discover their common interests and work to maintain an ongoing relationship.
   d. Conflict may/can create cooperation, like when adversaries come together in a coalition to pursue a common goal or fend off a common threat. Usually, the conditions offer a higher probability of success, and previous antagonisms are suppressed as the conflicting parties work towards these greater goals.

e.   Conflict serves as a safety valve mechanism, which helps to release tension and sustain a relationship. Relationships that suppress disagreements grow rigid and brittle with time. Conflict exchanges, in the presence of a third party, at times allow for the venting up of hostility and reduce tension in a relationship.

f.   Conflict helps parties assess each other's power and can work to redistribute power in a system. Conflicts comprise one of the few ways that allow parties to gauge each other's strength. In cases of power imbalance, a party may seek to increase their internal power, an eventuality that often changes the system of power within the conflict system.

g.   Conflict establishes and maintains group identities because of the clear boundaries created to determine the 'in-group' and 'out-group'. This may help individuals understand how they belong to a certain group and mobilize them to take action to defend the group's interest.

h.   Conflict enhances group cohesion through issue and belief clarification. Members of a threatened group always pull together in solidarity while renegades and dissenters are weeded out. At this point, issues and beliefs become more clearly defined.   This eventually creates a more sharply-defined group ideology agreeable to all.

i.   Conflict creates or modifies rules, norms, laws and institutions by raising issues. Unexpressed problems or frustrations result in the status-quo being maintained.

Negative Implications

The negative implications of conflicts include but are not limited to:

a.   Loss of lives;

b.   Destruction of property;

c.   Maiming of people while leaving others handicapped;

d.   Separation of families;

e.   Creation of humanitarian crises such as hunger and starvation;

f.   Spread of HIV/AIDS and leaving people vulnerable to plagues and epidemics;

g.   Sowing of seeds of disunity among afore-united people; and

h.   Promotion of vices and dishonesty as people strive to cope or find appropriate ways of revenge.

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MODULE 8: HEALING AND RECONCILIATION PROCESS FOR NATIONAL COHESION AND INTEGRATION

AIM: By the end of this module, participants should be able to apply the acquired skills on healing and reconciliation.

Introduction
The module defines the concepts of healing and reconciliation. It describes the process of healing and reconciliation while outlining benefits and challenges of the process. It further highlights the strategies for healing and reconciliation.

TOPIC 1:   THE CONCEPTS OF HEALING AND RECONCILIATION

Time: 15 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define the **concepts of healing and reconciliation.**

- Participants give their understanding of the t

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

Brainstorm

Key Notes

DEFINITIONS

Healing
Healing can be defined as a strategy or process that improves the psychological health of individuals following a conflict.

Reconciliation

Reconciliation on the other hand can be understood variously as follows:

a. It is the process through which individuals, societies and nations move from a divided past to a shared future (Apollos 2010);

b. It entails a shared understanding of the past and a desire to live together in peaceful and respectful coexistence;

c. It is the process through which a society redesigns broken relationships in the aftermath of conflict;

d. Reconciliation is a conflict resolution method whose ultimate goal is not necessarily the restoration of the pre-conflict relationship but the forging ahead of peaceful interactions.

TOPIC 2:   THE PROCESS OF HEALING AND RECONCILIATION

Time: 15 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computers.
Methodology: Brainstorming, discussion, role play and case study.
ACTIVITY

- The facilitator guides participants to explore the **process of healing and reconciliation.**

- Participants explore the process.

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

Key Notes
Process
Reconciliation involves going out to restore relationships. It is the painful past in dialogue with the present and the unfolding future. Reconciliation is a long term process informed by honesty and truthfulness. The following components are essential for reconciliation to take place.

a. The guilty acknowledge responsibility;
b. Paying compensation (restitution, reparations);
c. Reconciliation with the victims; and
d. Symbolism

Reconciliation cannot be initiated from outside. It must be owned by the people who are seeking to be reconciled. It however is a task for everybody. Every reconciliation process is unique because the cultural and conflict-related context is always different. Therefore, a clear conflict analysis is needed to design the reconciliation model whose aspects are stability, truth, justice and healing.

Cohesion incorporates the essential pillars of reconstruction which include:

a. Security and Public Safety;
b. Justice and Reconciliation;
c. Governance and Participation; and
d. Economic and Social progress.

Factors that can Affect Successful Reconciliation

a. Unmet expectations - failure to find out the truth;

b. Lack of acknowledgement by the perpetrators;

c. Exclusion of some categories of violations which victims consider important;

d. Failure to implement recommendations made by commissions set up to establish causes of conflicts. Examples of such commissions include Waki commission, Krieger commission and Akiwumi commission among others;

e. Lack of expected reparations;

f. New cycles of violence; and

g. Failure to implement Agenda 4 items.

Fig. 21: Factors that can affect successful reconciliation

TOPIC 3:   BENEFITS AND CHALLENGES OF HEALING AND RECONCILIATION

Time: 30 Mins.
Resources: Flipcharts, pens, markers, LCD projector and computers
Methodology: Brainstorming, discussion and case study.

ACTIVITY

- The facilitator guides participants to make out the **benefits and challenges of healing and reconciliation**

- Participants attempt to look for the benefits and challenges

- The facilitator uses key notes in summing up the views of the participants

Key Notes
  1. Benefits for healing and reconciliation
  a. Political stability/Peace/unity;
  b. Economic growth and development;
  c. Social-cultural stability;
  d. Community development; and
  e. Personal stability.

  2. Challenges to Healing and Reconciliation
  a. Poor leadership and governance;
  b. Inequitable distribution of resources and opportunities;
  c. Institutional failure;
  d. Negative ethnicity;
  e. Corruption;
  f. Tensions arising from devolution;
  g. Poor management of public resources;
  h. Geopolitics; and
  i. Negative media practices.

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MODULE 9: ROLE MODELING IN PROMOTING A COHESIVE NATION

AIM: By the end of the module, participants should be able to appreciate the contribution of role models in ensuring a cohesive nation

Introduction
The module defines role modeling and cohesion champions. It also highlights the role of cohesion champions in fostering cohesion in society.

TOPIC 1:   THE CONCEPT OF ROLE MODELING AND COHESION CHAMPION

Time: 20 Mins.
Resources: Flipcharts, pens, marker pens, LCD projector and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants define **the concept of role model and characteristics of a cohesion champion**.

  Brainstorm

- Participants attempt to give meaning of the term.

- Facilitator uses key notes in summing up the views

    of the participants.

Key Notes

Definition

1. Role Model
Role Models are people who can be imitated, emulated or looked up to for guidance. There are good role models who inspire greatness and selflessness in others and bad role models who emit "bad influence" on others. There are even anti-role models, pegged by the media as "bad girls" or "bad boys" who serve as good examples of what NOT to do if you want to become a successful, respected person.

2. Cohesion Champions

Characteristics of Cohesion Champions

Cohesion champions impact behavior, beliefs, and relationships in a multicultural world. Such citizens:

a. Understand that culture impacts their behavior and beliefs, and the behavior and beliefs of others;

b. Are aware of specific cultural beliefs, values, and sensibilities that might affect the way that they and others think or behave;

c. Appreciate and accept diverse beliefs, appearances, and lifestyles;

d. Are aware that historical knowledge is constructed, and is therefore shaped by personal, political, and social forces;

e. Are able to take the perspective of non-mainstream groups when learning about historical events;

f. Know about major historical events of other nations and understands that these events impact behaviors, beliefs, as well as relationships with others;

g. Are aware of the similarities between groups of different cultural backgrounds and accept differences between them;

h. Understand the dangers of stereotyping and other biases; are aware of and sensitive to issues of racism and prejudice; and

i. Can communicate, interact, and work positively with individuals from other cultural groups.

TOPIC 2:   BENEFITS OF COHESION CHAMPIONS TO SOCIETY

Time: 20 Mins.
Resources: Flipcharts, pens, marker pens, LCD projector and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants outline **the benefits of cohesion champions to the society**

- Participants attempt to outline benefits

- Facilitator uses key notes in summing up the views

    of the participants

Key Notes

Benefits of Cohesion Champions to the Society
    a. Personal growth and self-learning;
    b. Increased status in the community;
    c. Development of Leadership skills;
    d. Identity change and positive thinking;
    e. Self-knowledge and decreased fear of difference;
    f. Self-acceptance;
    g. Knowledge of how common issues can outweigh differences;
    h. Mutual self-help and increased self-esteem;
    i. Sensitivity to gender-related issues;
    j. Non discrimination and elimination of favoritism;
    k. Be aware of and prevent discrimination in the community; and
    l. Serve as role models to others.

Fig. 22: Cohesion Role Models

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MODULE 10: COMMUNITY EMPOWERMENT FOR NATIONAL COHESION AND INTEGRATION

AIM: By the end of the module, participants should be able to identify mechanisms of empowerment for enhancing national cohesion and integration.

INTRODUCTION
This module seeks to enlighten the participants on various issues related to empowerment in order to enhance social cohesion and integration.

TOPIC 1: COMMUNITY EMPOWERMENT

Time: 15 Mins.
Resources: Flipcharts, pens, marker pens, LCD projector and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define **empowerment and community empowerment.**

- Participants attempt to give meaning to the terms.

Brainstorm

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

Key Notes
Definition of Terms
   1. Empowerment
Empowerment refers to the process by which people gain control over the factors and decisions that shape their lives. It is the process by which they increase their assets and attributes and build capacities to gain access, partner, network and/or a voice, in order to gain control. 'Empowerment' refers to increasing the spiritual, political, social, or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities.

2. Community Empowerment

Community empowerment refers to the process of enabling communities to increase control over their lives. Community empowerment, therefore, is more than the involvement, participation or engagement of communities. It implies community ownership and action that explicitly aims at economic, social and political change. Community empowerment necessarily addresses the social, cultural, political and economic determinants that underpin communities' general welfare, and seeks to build partnerships with other sectors in finding solutions.

TOPIC 2:   THE PROCESS AND ROLE OF COMMUNITY EMPOWERMENT IN NATIONAL COHESION

Time: 40 Mins.
Resources: Flipcharts, pens, marker pens, LCD projector and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to examine **the process and role of community empowerment.**
- Participants attempt to examine this process.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes

The Process of Community Empowerment

The process of community empowerment enables individuals/groups to fully access personal/collective power, authority and influence, and to employ that strength when engaging with other people, institutions or society. Community empowerment encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society.

The community empowerment process should enable individuals and groups to increase their:-

a. Ability to make decisions about personal/collective circumstances;
b. Ability to access information and resources for decision-making;
c. Ability to consider a range of options from which to choose;
d. Ability to exercise assertiveness in collective decision-making;
e. Positive thinking about the ability to make change;
f. Ability to learn and access skills for attaining personal / collective development;

g. Ability to inform others' perceptions through exchange, education and engagement;

h. Involvement in the growth process that is never ending and is self-initiated;

i. Positive self-image and overcome stigma; and

j. Ability in discreet thinking to sort out right and wrong.

Role of Community Empowerment in National Cohesion

a. Agency and voice;

b. Engagement and involvement;

c. Participative communication;

d. Response to major events that present risks;

e. Monitoring and evaluation of national cohesion activities;

f. Generating a sense of commonality and positive relationships; and

g. Developing community action plans.

TOPIC 3:   **TYPES OF COMMUNITY EMPOWERMENT**

Time: 40 mins.
Resources: Flipcharts, pens, marker pen, LCD projector and computer.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to identify **types of community empowerment**

- Participants attempt to identify types of empowerment

- The facilitator uses key notes in summing up the views of the participants

Key Notes

Types of Community Empowerment

1. **Political Empowerment**

This refers to creating awareness among community members that will enable them elect leaders of integrity who have their interest at heart. It also involves educating them to discard retrogressive practices such as the culture of handouts and other inducements that compromises the voting for credible leaders. Communities should take political responsibility in the event of being let down by politicians e.g. recall clause in the Constitution.

2. **Civic Empowerment**

This involves creating awareness through civic education to enlighten community members on their rights and raise their capacity to take civic action which includes social auditing and social action projects among others.

3. Economic Empowerment

This refers to the process of building the capacity of individuals and communities for resource mobilization needed in pursuing their aspirations. This can be done by initiating income generating projects or giving them access to loan and grant facilities among other ways. When people are sustainably self-sufficient, incidents of conflicts are minimized and are therefore more cohesive.

4. Legal Empowerment

This refers to enlightening members of the community to understand legal frameworks and policies for advocacy. It also aims at reforming legal institutions to be responsive to community concerns. It also refers to access to justice for all in order to ensure human security that leads to better opportunities for human development.

5. Social Empowerment

This refers to strengthening of various social sectors to promote their interests and issues. These sectors could include women, youths, persons with disability, senior citizens, environmentalists, gender activists, and the general civil society that checks the Government and the private sector.

6. Cultural Empowerment

This refers to creating awareness among community members about the impact of their cultural practices to the society. Cultural empowerment advocates for the upholding of cultural practices that enhance the development of the community and discarding those that hinder the progress of the community such as cattle rustling, Female Genital Mutilation (FGM), and destruction of environment and wildlife among others.

7. Religious Empowerment

This refers to enlightening members of the community to understand their own beliefs and appreciate and tolerate the belief systems of others. Religious empowerment abhors religious extremism and embraces religious dialogue to settle differences.

TOPIC 4:   THE IMPORTANCE OF EMPOWERMENT

Time: 40 Mins.
Resources: Flipcharts, pens, marker pens, LCD projector and computer.
Methodology: Brainstorming, discussion and Group work.

ACTIVITY

- The facilitator guides participants to assess **the importance of empowerment of communities.**

- Participants attempt to assess this importance.

- The facilitator uses key notes in summing up the views of the participants

Key Notes

Importance of Empowerment
a.   Improves the quality of life of local populations;
b.   Enhances accountability and transparency;
c.   Promotes inclusion of marginalised and disadvantaged groups;
d.   Enables effective community participation in local governance; and
e.   Enables access to resources and local economic development.

TOPIC 5: STRATEGIES FOR SUSTAINABLE COMMUNITY EMPOWERMENT
Time: 40 Mins.
Resources: Flipcharts, pens, marker pens, LCD projector and computer.
Methodology: Brainstorming, discussion and Group work.

ACTIVITY

- The facilitator guides participants to identify the **strategies for sustainable community empowerment** in the promotion of national cohesion and integration.
- Participants attempt to identify these strategies.
- The facilitator uses key notes in summing up the views
  of the participants.

Key Notes

Strategies for Sustainable Community Empowerment in the Promotion of National Cohesion and Integration

a. Social action projects;
b. Promotion and respect of human rights;
c. Equitable distribution of resources;
d. Civic Education to create awareness on issues that promote wellbeing e.g. Bill of rights;
e. Inclusion and participation in policy-making, governance and service delivery;
f. Implementation of community exchange programmes and sporting activities;
g. Promotion of Kenya Vision 2030;
h. Implementation of the Constitution of Kenya, 2010;
i. Training of trainers on national cohesion and integration issues; and
j. Supporting community institutions such as councils of elders and peace committees.

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MODULE 11: EQUITY AND INCLUSION FOR NATIONAL COHESION AND INTEGRATION

AIM: By the end of this module, the participants should appreciate the role of equity and inclusion in promoting national cohesion and integration.

INTRODUCTION
This module provides information on equity and inclusion as a means of promoting national cohesion and integration. It further highlights the causes and types of exclusions as well as measures for promoting equity and inclusion. It concludes by looking at the benefits of equity and inclusion in promoting national cohesion and integration

TOPIC 1:   EQUITY AND INCLUSION

Time: 15 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution and the policy document on national cohesion and integration.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define **equity, inclusion and other related terms.**

- Participants attempt to give meaning to the terms.
- The facilitator uses key notes in summing up the views of the participants.

Brainstorm
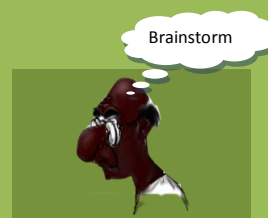
Key Notes
Definition of Terms:
1. Equity
Equity is defined as an expression of social justice. It has to do fundamentally with a fair distribution of   benefits. It goes beyond equality of access. It calls for responses that are in accord with the needs of the individual in relation to the needs of all others.

2. Inclusion

Inclusion is the action or state of being part of a group, a structure or a system. The process of inclusion engages each individual and makes people feel valued. This is essential to the success of a group, an organization, a community or a state.

3. Exclusion

Exclusion refers to a deliberate processes in which individuals and entire communities of people are systematically blocked from rights, opportunities and resources (e.g. housing, employment, healthcare, civic engagement, democratic participation and due process) that are normally available to members of society and which are key to social integration. Further, it can be conceived as a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normatively prescribed activities of the society in which they live.

4. Marginalization

It is the process by which a section of the society by reason of size and spatial differences among others is not involved or engaged in social, political or economic affairs of the larger society.

Article 260 and 27(4) of the Constitution of Kenya-2010 defines marginalization as:

"Marginalized group" a group of people who, because of laws or practices before, on or after the effective date, were or are disadvantaged by discrimination on one or more of the grounds in **Article 27(4).** Article 27 (4) on the other hand, states that the State shall not discriminate directly or indirectly against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth.

5. Affirmative Action

This refers to deliberate policy measures that take factors including "race, color, religion, gender, sexual orientation or national origin" into consideration in order to benefit an underrepresented group, usually as a means to counter the effects of a history of discrimination. Such policy actions attempt to "level the playing field".

6. Equal Opportunities

This is a principle of non-discrimination which emphasizes that opportunities in education, employment, and resource distribution and other areas should be freely available to all citizens irrespective of their age, race, sex, religion, political association, ethnic origin, or any other individual or group characteristic unrelated to ability, performance and qualification.

7. Social Inclusion

It is a multifaceted concept that enables individuals to design initiatives and establish national goals based on what they oppose and what they choose. It enables individuals to give life to initiatives and a national goal that supports policies that cut across issues and lead to results.

8. Social Exclusion

This is a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live. It relates to the alienation or disenfranchisement of certain people within a society. It is often connected to a person's social class, educational status, relationships in childhood and living standards and how these might affect access to various opportunities. It also applies to people with disability, minority (men and women), and people of all sexual orientations and gender identities.

Fig. 23: An inclusive society

TOPIC 2:   CAUSES   AND   TYPES   OF   EXCLUSION   AND MARGINALIZATION

Time: 40 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution, and a policy document on national cohesion and integration.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to identify **causes and types of exclusion and marginalization.**

- Participants attempt to outline the causes and types of exclusion and marginalization.

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

Key Notes

Causes of Exclusion and Inequity

1. Systemic Exclusion
This refers to the systematic denial of entitlements to resources and services and the denial of the right to participate on equal terms in social relationships in economic, social, cultural or political spheres of life. Exclusionary processes can occur at various levels – within and between households, villages, cities and counties.

a. Historical Factors
In the Kenyan context, historical factors contributing to systemic exclusion include the effect of building the railway line by the colonial government in Kenya, and the creation of white highlands which were reserved only for white settlers.

b. Discrimination by State Bodies

Equality is central to democracy. For a socially cohesive society, both individuals and communities need to feel they can participate fully in the growth and development of society and be treated equally.   The government is under a legal and moral obligation to provide services to all people, regardless of gender, ethnicity, age, disability, sexual orientation, religious or cultural belief.

c. The Lack of Policies and Legislation

Failure of the government to fully recognize and make legislation and policies to promote equality and/or address any forms of discrimination and marginalization leading to inequality in the community also aggravates systemic exclusion.

2. Behavioral Factors

a. Institutional/Civic Non-Acceptance

There are some attitudes and social practices which result in exclusion. These can be conscious or unconscious, intended or unintended, explicit or informal. Institutional/ civic non-acceptance refers to the existence of "a predominant set of values, beliefs, rituals and institutional procedures that operate systematically and consistently to the benefit of certain persons and groups at the expense of others".

b. Poor Governance

Poor governance is the way in which, "social collectivities seek to maximize rewards by restricting access to resources and opportunities to a limited circle of eligible". This involves the monopolization of certain opportunities based on group attributes, such as race, language, social origin and religion. State institutions cause exclusion when they deliberately discriminate in their laws, policies or programmes.

c. Social Exclusion

Social exclusion relates to the alienation or disenfranchisement of certain people within a society. It is often connected to a person's social class, educational status, and living standards and how these affect access to various opportunities. Anyone who deviates in any perceived way from the norm of a population may become subject to coarse or subtle forms of

social exclusion. Additionally, communities may self-exclude by removing themselves physically from the larger community.

d. Cultural Exclusion

Ensuring effective access to and participation in cultural activities for all is an essential dimension of promoting an inclusive society. Participation in cultural activities can be instrumental in helping people and communities to overcome poverty and social exclusion. A good case in point is the participation of young people in drama and theatre workshops. Overcoming cultural diversity and discrimination can be promoted through language classes or the use of drama or dance in schools to celebrate different cultures.

TYPES OF EXCLUSION

Types of exclusion which affect individuals and groups can be placed in seven key categories namely:
  a. Exclusion from goods and services including material goods and services such as education and healthcare among others;
  b. Labour market exclusions which include unemployment, underemployment and employment in low paying unstable jobs;
  c. Exclusion from land exhibited through homelessness, housing and unsettled land claims and squatter-hood;
  d. Exclusion from security including human security and physical security;
  e. Exclusion from human rights which may include discrimination and non-acceptance by mainstream culture;
  f. Exclusion from the macro-economic development strategy which may encompass the adverse effects of the market and restructuring policies. In the developing world this would also include the effects of structural adjustment policies; and
  g. Exclusion from political participation and decision-making.

TOPIC 3:   MEASURES FOR PROMOTING EQUITY AND INCLUSION

Time: 30 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution, and a policy document on national cohesion and integration.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to **outline measures for promoting equity and inclusion.**

- Participants attempt to outline the measures.

- The facilitator uses key notes in summing up the views of the participants

Key Notes

Measures for Promoting Equity and Inclusion
These measures include:
   a. Affirmative action - adopting policies and programmes that provide opportunities to the excluded and marginalized groups to participate effectively in issues/activities in question e.g. cut-off points for entry to university being lower for women and marginalized groups;
   b. Legislation - enacting laws which compel the inclusion of the marginalized and excluded groups;
   c. Sensitization of the public - making the public aware of the causes, effects and challenges of dealing with marginalization;
   d. Equitable distribution of resources and opportunities e.g. the equalization fund;
   e. Discarding of retrogressive cultural practices such as moranism, female genital mutilation, cattle rustling and providing alternatives to the same; and
   f. Implementation of the Constitution.

TOPIC 4:   BENEFITS OF EQUITY AND INCLUSION

Time: 30 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution, and a policy document on national cohesion and integration
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to outline **benefits** of equity and inclusion
- Participants attempt to outline these benefits

- The facilitator uses key notes in summing up the views

  of the participants

Key Notes

Benefits of Equity and Inclusion include;
  a. Enhanced national unity;
  b. Increased social and economic interactions;
  c. Exposure of strengths and talents from the marginalized communities and groups;
  d. Enhanced national development;
  e. A motivated population;
  f. Empowerment of the marginalized communities and groups;
  g. Political and economic stability;
  h. Promote patriotism; and
  i. Human dignity and transparency.

Fig. 24: A Motivated Population

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 www.crisis.hw.ac.uk

Joseph Rowntree Foundation – www.jrf.org.uk

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Regeneration Portal – www.renewal.net

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Social Exclusion Network – www.socialexclusionunit.gov.uk

Social justice site: http://www.dmuuc.org/about/racial_timeline.html

MODULE 12: MANAGEMENT OF ETHNIC AND CULTURAL DIVERSITY

AIM: By the end of the module, participants should be able to understand the importance of managing ethnic and cultural diversity in the promotion of national cohesion and integration.

Introduction

This module provides relevant information on equity and inclusion. It highlights the linkage of equity and inclusion with national cohesion and integration. The module further looks at challenges in managing ethnic and cultural diversity, strategies of promoting ethnic and cultural diversity. The module concludes by discussing the importance of ethnic and cultural diversity.

TOPIC 1: DEFINITION OF ETHNICITY AND CULTURAL DIVERSITY

Time: 30 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution, and a policy document on national cohesion and integration.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define **ethnicity** and related terms.
- Participants attempt to give meaning to the terms.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes

Definition of Terms
 1. Ethnicity
This is the open or discrete expression of unity, devotion, and support for ideals, values, norms and practices of a kinship group. It can also mean

having a political, social, economic and cultural solidarity that serves the interest of the kinship group. However, it is important to note that there is positive and negative ethnicity. Positive ethnicity promotes inter-group dialogue and relations while negative ethnicity undermines them.

2. Ethnic Group

An ethnic group consists of people who share identity or kinship connections and share a similar historical past, same culture, language, hopes and aspirations. In some parts of the world, ethnic groups inhabit certain geographical areas and territories, whereas in other countries, they share common identity.

3. Ethnic Diversity

Ethnic diversity is where there are many ethnic groups existing together or alongside each other in one territory or geographical space; Ethnic diversity means that groups have their own unique characteristics and features which need to be appreciated; it also means that no one group tries to assimilate another, or superimpose its will.

Ethnic diversity should not be a barrier to national unity and peace. Tom Mboya once observed: "We are born of different tribes we cannot change, but I refuse to believe that because our tribes have different backgrounds, culture and customs, we cannot create an African community or a nation."

Scholars have noted that ethnicity is used as a means to acquire and retain power by ethnic barons in the same way culture can be used to lock out others who do not belong to the same ethnic group or culture.

4. Culture

This is a set of distinctive spiritual, material, intellectual and emotional features of society or a social group. It encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. Respecting and safeguarding culture is a human rights obligation. Culture is also construed as a framework of behavioural patterns, values, assumptions and experiences shared by a social group. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies.

Similarly, culture is a learned human behavior as it encompasses a full range of sets of learned human behavior, patterns and traits. It is acquired in human society through socialization. It involves symbolic, ideational, and intangible aspects of human societies. It includes artifacts or other tangible cultural elements such as food, dress, etc. Culture is communal and is transmitted by society. It is developed and maintained depending on how the members of the group interpret, use, and perceive cultural symbols. For example, each child goes through a process of enculturation when they grow up in a culture.

5. Cultural Diversity

Cultural diversity presupposes respect of fundamental freedoms, namely freedom of thought, conscience and religion, freedom of opinion and expression, and freedom to participate in the cultural life of one's choice.

Examples of Ethnic and Cultural Diversities in Kenya:
   a. **Dress**: Forms of dress can sometimes be used to distinguish cultural identities e.g. the Maasai dress, *buibui, leso, kanga* and *kondo* among others.
   b. **Language**: This is the most common cultural/ethnic identity of particular communities e.g. *Dholuo, Kimeru, Kitaita, Kiswahili, Kiteso* etc.
   c. **Names:** Some names are identified with certain ethnic groups and instead of being celebrated, they can be a reason for discrimination e.g. Kamau, Atieno, Mohamed, Kipchoge, Farah, Amina, Mwanzia, Nanjala, Wakesho, Etyang, Olesunkulu.
   d. **Food:** Mukimo, gizzard, fish, *wali, mursik* (milk), *muthokoi*.
   e. **Songs and dance;** *Isukuti, ramogi, akisuk, ohangla taarab, esagasag, mugithi, nyatiti, kilumi, sengenya*.
   f. **Houses**: *Manyata, simba, digingira.*
   g. **Games and sports:** Bull fighting, cock fighting, *ajwa, bao*, wrestling, archery, cannoning (maulidi celebration).

Fig. 25: Cultural Diversity among Kenyan communities

TOPIC 2:   CHALLENGES IN MANAGING ETHNIC AND CULTURAL DIVERSITY

Time: 30 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution, and a policy document on National Cohesion and Integration.
Methodology: Brainstorming, group discussion.

ACTIVITY

- The facilitator guides participants to mention **challenges** in managing ethnic and cultural diversity.

- Participants attempt to mention these challenges.

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

Key Notes
Challenges in Managing Ethnic and Cultural Diversity
Diversity can create tensions between various groups – age, gender, class, etc. It can reduce the effectiveness of communication and increase conflict in a state resulting out of ethnic and cultural misunderstanding. Diversity can minimize solidarity and togetherness or unity among citizens of a nation if not harnessed positively. It can lead to betrayal of national ideals by discontented citizens. Diversity-related effects such as identity crisis and discrimination can increase tensions among groups.

Challenges in Cultural and Ethnic Diversity
  a. Prejudice;
  b. Discrimination;
  c. Stereotypes;
  d. Bias;
  e. Ethnocentrism;
  f. Misconception;
  g. Marginalization;
  h. Religious extremism;
  i. Cultural extremism; and
  j. Exclusion.

TOPIC 3:   STRATEGIES OF PROMOTING ETHNIC AND CULTURAL DIVERSITY

Time: 30 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution, and a policy document on National Cohesion and Integration.
Methodology: Group discussion.

ACTIVITY

- The facilitator guides participants to outline **strategies** for promoting ethnic and cultural diversity.

- Participants attempt to outline the strategies.

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

Key Notes

Strategies of Promoting Ethnic and Cultural Diversity
   a. Community empowerment;
   b. Diversity training and sensitization programmes;
   c. Exposure through networking and exchange programmes;
   d. Mentoring;
   e. Encouraging tolerance;
   f. Inter-communal cultural festivities e.g. music festivals, rainbow nights (mixture of all communities), cultural nights e.g *esagaga, ramogi, mulembe, taraabu, sengenya, mugithi, kililimbi;*
   g. Including cross-cultural performances during national days;
   h. Inter-marriages;
   i. Establishment of regional cultural centers;
   j. Emphasizing multicultural studies in school;
   k. Enhancing inter-communal dialogue;
   l. Promoting interreligious dialogue;
   m. Ecumenical dialogue among religious orders;

n. Recognizing national heroes e.g. Tom Mboya, Prof. Wangari Maathai, Dedan Kimathi, Kipchoge Keino, Mekatilili Wamenza, Mwangeka Mwachonyi, Masinde Muliro, Dekha Ibrahim Abdi among others; and

o. Support of traditional systems that promote national cohesion e.g. Councils of elders, Njuri Ncheke, the Kaya elders, the Kikuyu council of elders, Luo council of elders and the Kalenjin council of elders among others.

TOPIC 4:   **THE IMPORTANCE OF ETHNIC AND CULTURAL DIVERSITY**

Time: 30 Mins.
Resources: Map of Kenya, photographs, flip charts, felt pens, copies of the Constitution, and a policy document on National Cohesion and Integration.
Methodology: Group discussion.

ACTIVITY

- The facilitator guides participants to review the **importance** of ethnic and cultural diversity.
- Participants attempt to review the importance of ethnic and cultural diversity.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes

Importance of Culture
Culture is essential for individual survival and for social relations. We rely on culture because we are not born with the information we need to survive. We do not know how to dress ourselves, take care of ourselves, how to behave, what to eat, and what God to worship, or how to make and spend money.

We must learn our culture through interaction, observation, and imitation in order to participate as members of the group. Just as culture is essential for individuals, it is also fundamental for the survival of societies. Some system of rule-making and enforcing is necessary in all societies. In order to survive, societies need rules about civility and tolerance toward others. We are not born knowing how to express kindness or hatred towards others.

Importance of Culture in National Cohesion and Integration

1. Culture creates an environment for interaction for the human community thus helping to shape human behavior, and this, may lead to peace or conflict.
2. Culture is one of the developmental processes implied in the UNDP concept of "enlarging a people's choices." In this regard, culture is not only a way of life lived by a people at a given time but also a dynamic addition for sustainable development.
3. Culture as a system is responsible for the creation of ethnicity which remains a challenge to national cohesion.

The Importance of Managing Cultural Diversity to National Cohesion

Communities that appreciate and value cultural diversity can derive the following benefits:

 a. Reduced conflict and improved relations;
 b. Improved performance and productivity in institutions and other social spheres;
 c. Better problem-solving techniques across communities;
 d. Increased business opportunities that are not available to culturally homogeneous enterprises;
 e. Enhanced interaction and exchange of ideas; and
 f. Improved economy.

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MODULE 13: ROLE OF VALUES AND PRINCIPLES OF GOVERNANCE IN NATIONAL COHESION

AIM: By the end of the module, the participants should be able to appreciate the role of values and principles of governance in building a cohesive society.

Introduction

The module gives the meaning and explains the national values and principles of governance espoused in Articles 4 (2) and 10 of the Constitution of Kenya (2010). Challenges the values and principle seek to address are highlighted as well as strategies for inculcating the national values. It concludes with the role of values and principles of governance in fostering national cohesion.

TOPIC 1:　　VALUES, PRINCIPLES　　OF GOVERNANCE AND RELATED TERMS

Time: 10 Mins.
Resources: Flip charts, felt pens, copies of the constitution, policy on national cohesion and integration.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participants to define **values and related terms.**

Brainstorm

- Participants attempt to give the meanings of the terms.

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

Key Notes

Definitions

a. Values

Values are a set of norms and behaviour that are generally acceptable in a community, group or state. Values guide an individual or societal course of action or outcomes. Values define a people's identity, including who they are, what they believe in, what they stand for and how others perceive and view them. Thus Values are dynamic.

b. Virtues

Virtues on the other hand are the desirable moral qualities that enhance wellbeing of the society. Living a virtuous life leads to elimination of vices in the society and promotes cohesion. National values are fundamental beliefs of a nation guiding the actions and behavior of its citizens and exerting influence on the way the citizens relate with each other, serve and engage with other communities.

c. Principles of Governance

These are normative principles that oblige the state to perform its functions in a manner that promotes the general well-being of its people. They are therefore principles associated with statecraft.
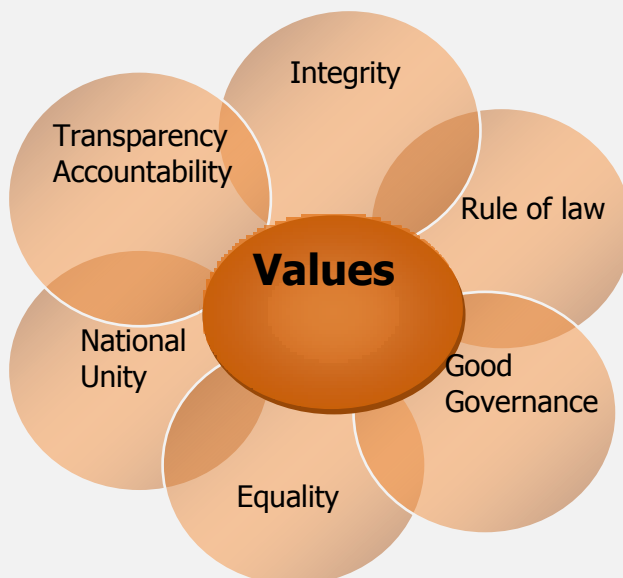
Fig 26: Some of the National Values and Principles of Governance

TOPIC 2:   NATIONAL VALUES AND PRINCIPLES OF GOVERNANCE ESPOUSED IN THE CONSTITUTION

Time: 30 Mins.

Resources: Flip charts, felt pens, copies of the constitution, and a policy document on National Cohesion and Integration.

Methodology: Brainstorming.

ACTIVITY

- The facilitator guides participant to state the **national values** and principles of governance espoused in the constitution.

  Brainstorm

- Participants attempt to state the national values and principles of governance.

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

Key Notes

National values and principles of governance espoused in the Constitution (Article 10)

1. Patriotism

Patriotism is love, loyalty and devotion shown to one's country. It calls for one's support to the nation, acknowledging the challenges that face the country. Patriotism is about service to one's country. It is about having an identity as a Kenyan. It is essential in helping Kenyans forge a common front in pursuit of national growth and development.

2. National Unity

Unity is the deliberate decision to work in concert with others in pursuit of common goals. It is a choice to work as a team in tackling the challenges Kenyans face as a nation. It is an intentional willingness to allow what binds us together to take priority over what sets us apart from one another. Therefore, to achieve the goals enshrined in the Vision 2030, there is need for the nation to work together towards achieving national cohesion and integration.

3. Sharing and Devolution of Power

Power sharing refers to a political arrangement in which opposing groups in a society participate in government. State power is shared between different parties, not concentrated in one. On the other hand, devolution is the delegation of powers and resources from a central government to local/regional units.

4. Rule of Law

The rule of law is a legal maxim which states that no person is above the law, and no one can be punished by the government except for a breach of the law. Rule of law stands in contrast to the idea that the sovereign is above the law. The rule of law is adhered to when individuals, persons, and government submit to obey, and be regulated by law and not arbitrary action by an individual or a group of individuals.

5. Democracy and Participation of the People

Democracy is a legislative system in which all citizens exercise direct and equal participation in the running of the affairs of their country. On the other hand, participation is the practice of involving all people in making decisions which ensures mutual respect and encourages shared responsibilities.

6. Human Dignity

Dignity is a term used in moral, ethical, and political discussions to signify that a being (human being) has an innate right to respect and ethical treatment. Human dignity is the idea that all humans should be treated with love and respect simply because they are humans regardless of class, race, gender, nationality, culture, sex, education, religion or any other divisions. Human dignity does not have to be earned but it is inherent in all humans.

7. Equity

Equity is about fairness, impartiality and justice. It refers to anything that is fair or equitable. It is the quality of being impartial, reasonable and fair in all our decision and actions. In law, it is a system of jurisprudence founded on principles of natural justice and fair conduct. It supplements the common law that dejects biasness, favoritism, and unjustified preference.

8. Social Justice

Social justice generally refers to the idea of creating a society or institution that is based on the principles of equality and solidarity, that understands and values human rights, and that recognizes the dignity of every human being. Social justice implies fairness and even-handedness in the society, whilst "justice" refers to more than the administration of laws. Social justice is based on the idea of a society which gives individuals and groups fair treatment and a just share of the benefits of society.

9. Inclusiveness

Inclusiveness is a sense of belonging, feeling respected and valued for who you are. It is about feeling a level of supportive energy and commitment from others. The process of inclusiveness engages each individual and makes people feel valued and essential to the success of a group or organization. Where there is inclusiveness, individuals function at full capacity, feel more valued, and feel included in the general mission of their country.

10. Equality

Equality is a social state of affairs in which all people within a specific society or group have the same status in a certain respect. Social equality includes equal rights under the law, such as security, voting rights, freedom of speech and assembly, and the extent of property rights. However, it also includes access to education, health care and other social securities. It also includes equal opportunities and obligations, and so involves the whole society. Equality implies absence of social class or caste boundaries and the lack of unjustified discrimination motivated by an inalienable part of a person's identity. For example, gender, age, sexual orientation, origin, caste or class, income or property, language, religion, convictions, opinions, health or disability must not result in unequal treatment under the law and should not reduce opportunities unjustifiably.

11. Human Rights

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

All human rights whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of each right facilitates advancement of the others as well. Likewise, the deprivation of one right adversely affects the others.

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, protect and fulfill human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfill means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled to our human rights, we should also respect the human rights of others.

12. Non-discrimination

Non-discrimination refers to fairness in treating people without prejudice irrespective of their gender, ethnic, class, religious, race, geographical or even generational differences.

13. Protection of the Marginalized

Marginalization is the social process of becoming or being relegated or confined to a lower social standing. Being marginalized refers to being separated from the rest of the society, forced to occupy the fringes and edges and not to be at the centre of things. Marginalized people are not considered to be a part of the society.

14. Good Governance

Governance describes "the process of collective decision-making and the implementation of those decisions". Good governance on the other hand, is basically an indeterminate term used to describe how public institutions conduct public affairs and manage public resources in order to guarantee the realization of human rights and social welfare. In many democracies, citizens give the institutions of the state the mandate to make and implement decisions that will improve their welfare.

15. Integrity

Integrity is a concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. In ethics, integrity is regarded as the honesty and truthfulness of one's actions. Integrity is the strength and firmness of character, a sense of honesty and truthfulness in regard to the motivation for one's actions. It provides the will to refuse to engage in behavior that is corrupt, that evades responsibility, and that is morally questionable. Integrity calls for transparency and accountability in the conduct of our affairs. Embracing integrity will allow Kenyans to base their actions on an internally-consistent framework of principles even at the cost of personal convenience.

16. Transparency and Accountability

Transparency can be defined as openness, lack of "hidden agendas" and conditions accompanied by availability of full information required for collaboration, cooperation, and collective decision-making. In transparency, there are obligations of public enterprises and agencies (who are entrusted with public resources) to be answerable for fiscal and social responsibilities, to those who have assigned such responsibilities to them.

Public accountability means the obligations of persons/authorities entrusted with public resources to report on the management of such resources and be answerable for the fiscal, managerial and programme responsibilities that are conferred. Accountability is the assumption of responsibility for outcomes, both formal and informal, represented by qualitative and quantitative measures of achievement.

17. Sustainable Development

Sustainable development may be defined as a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. It may further be described as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

The above values and principles of governance are cross-cutting in the Constitution of Kenya as evidenced by the following other provisions:

1. Article 132 (1) (c) requires the President, once every year, to report in an address to the nation, on all the measures taken and the progress achieved in the realization of the national values, mentioned in Article 10;

2. Article 232 sets out the following values and principles of public service:
    (a) high standards of professional ethics;
    (b) efficient, effective and economic use of resources;
    (c) responsive, prompt, effective, impartial and equitable provision of services;
    (d) involvement of the people in the process of policy making;
    (e) accountability for administrative acts;
    (f) transparency and provision to the public of timely, accurate information;
    (g) subject to paragraphs (h) and (i), fair competition and merit as the basis of appointments and promotions;
    (h) representation of Kenya's diverse communities; and
    (i) affording adequate and equal opportunities for appointment, training and advancement, at all levels of the public service, of—
        (i)   men and women;
        (ii)   the members of all ethnic groups; and
        (iii)   persons with disabilities.

    Parliament is required to enact legislation to give full effect to this Article.

3. Article 234 requires that the Public Service Commission should promote the values and principles mentioned in Articles 10 and 232 throughout the public service.

4. Article 249 provides that the objects of the commissions and the independent offices aim at securing the observance of democratic values and principles by all State organs among others.

5. Article 255 provides that Article 10 (2) (a) to (d) which sets out the national values and principles of governance cannot be amended, except through a national referendum.

6. Article 259 provides that the Constitution shall be interpreted in a manner that promotes its purposes, values and principles.

7. Article 159 sets out the following principles to guide courts and tribunals in exercising judicial authority:
    a. justice shall be done to all irrespective of status;
    b. justice shall not be delayed;
    c. alternative forms of dispute resolution including reconciliation, mediation, arbitration and traditional dispute resolution mechanisms shall be promoted, subject to clause (3);
    d. justice shall be administered without undue regard to procedural technicalities; and
    e. the purpose and principles of this Constitution shall be protected and promoted.

8. Section 23 of the sixth Schedule requires Parliament to legislate on mechanisms and procedures of vetting of Judges and magistrates who were in office on the effective date to continue serving in accordance with the values and principles set out in Articles 10 and 159.

TOPIC 3:   CHALLENGES   THAT VALUES AND PRINCIPLES OF GOVERNANCE SEEK TO ADDRESS

Time: 30 Mins.

Resources: Flip charts, felt pens, copies of the constitution, and a policy document on National Cohesion and Integration

Methodology: Brainstorming, Discussion.

ACTIVITY

- The facilitator guides participants to outline the challenges that the **values and principles of governance seek to address.**
- Participants attempt to outline these challenges.
- The facilitator uses key notes in summing up the views of the participants.

Key Notes

Challenges the Values and Principles of Governance Seek to Address

Some of the key challenges that the national values seek to address include:

1. Disintegration of the family as a basic unit of society;
2. Intolerance of diversity within the society;
3. Erosion of social etiquette;
4. Impunity;
5. Exclusion;
6. Bad governance and Corruption;
7. Disregard of ethical conduct;
8. Diminishing national pride;
9. Violence in society as a dispute resolution mechanism;
10. Abuse of human rights;
11. Erosion of our social institutions;
12. Poor work ethics;
13. Ineffective leadership;
14. Disregard for meritocracy;
15. Inequitable distribution of resources;
16. Poverty;
17. Capitalism without a human face; and
18. Religious fanaticism and religious bigotry.

TOPIC 4: **STRATEGIES FOR INCULCATING NATIONAL VALUES AND PRINCIPLES OF GOVERNANCE**

Time: 30 Mins.
Resources: Flip charts, felt pens, copies of the constitution, and a policy document on National Cohesion and Integration
Methodology: Brainstorming, discussion.

ACTIVITY

- The facilitator guides participants to identify **Strategies for inculcating national values and principles of governance.**

- Participants attempt to identify these strategies.

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

Key Notes

Strategies for Inculcating National Values and Principles of Governance
  a. Civic education on national values and principles of governance;
  b. Mainstreaming national values and principles of governance in the education system;
  c. Advocacy of value based principles through relevant media;
  d. Mainstreaming national values and principles of governance in the national policies;
  e. Recognizing and rewarding champions of values and principles of governance;
  f. Building public-private partnerships to facilitate the promotion of national values and principles of governance;
  g. Carrying out evidence based research on values and principles of governance; and
  h. Liaison, linkages and benchmarking with best practices.

TOPIC 5: ROLE OF VALUES AND PRINCIPLES OF GOVERNANCE IN PROMOTING NATIONAL COHESION AND INTEGRATION

Time: 30 Mins.
Resources: Flip charts, felt pens, copies of the constitution, and a policy document on National Cohesion and Integration.
Methodology: Brainstorming, discussion.

ACTIVITY

- The facilitator guides participants to outline **the role of values and principles of governance in promoting national cohesion and integration.**

- Participants attempt to outline the role.

- The facilitator uses key notes in summing up the views

Key Notes

Role of Values and principles of governance in Promoting National Cohesion and Integration

a. Transform Kenya into a leading nation in the community of nations;
b. Give meaning, significance and direction to all national endeavors and affirm our unique national identity;
c. Provide means of binding the conduct of all public affairs, public service, the exercise of leadership and of management;
d. Promote the welfare of Kenyans;
e. Benchmark for best practices which should be actively pursued and upheld by all persons; and
f. Provide a yardstick for evaluating and appraising performance of all persons and for determining the suitability of all persons for positions of responsibility.

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MODULE 14: MONITORING AND EVALUATION OF NATIONAL COHESION AND INTEGRATION PROGRAMMES

AIM: By the end of the module, the participants should be able to apply monitoring and evaluation techniques to national cohesion and integration programmes and activities.

Introduction
The module gives the meaning of monitoring and evaluation and outlines the process of conducting monitoring and evaluation on national cohesion and integration programmes. The importance of M&E is highlighted and appropriate techniques and tools are provided.

## TOPIC 1: DISTINCTION BETWEEN MONITORING AND EVALUATION

Time: 10 Mins.
Resources: Flipcharts, markers, note books and pens, and instructional tapes
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides the participants to **distinguish between the terms monitoring and evaluation.**

  Brainstorm

- Participants attempt to deliberate on the terms.

- The facilitator uses key notes in summing up the views of the participants.
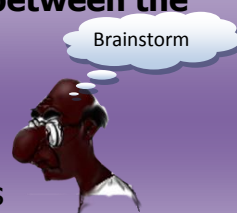
Key Notes

Distinction
1. Monitoring
This is the day-to-day follow up of activities during implementation to measure progress and identify deviations. It is the routine follow up to

ensure activities are proceeding as planned and are on schedule. Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of a programme. Monitoring also involves giving feedback about the progress of the programme to the implementers, beneficiaries and partners of the project. Reporting enables the implementer to use the information gathered to improve the programme.

Monitoring is important because it:

    a. Tracks inputs and outputs;

    b. Identifies and addresses existing gaps;

    c. Ensures effective and efficient use of resources;

    d. Promotes quality of service deliver and learning to improve activities and services;

    e. Provides an opportunity for learning lessons and improving performance;

    f. Serves as a program management tool; and

    g. Gathers information on ongoing activities.

2. Evaluation

Evaluation is a process of judging value on what a project or programme has achieved particularly in relation to planned activities and overall objectives. It involves value judgment and hence it is different from monitoring. Evaluation is also an episodic assessment of overall achievement and impacts. It is the systematic way of learning from experience to improve current activities and promote better planning for future action. It is designed specifically with the intention to attribute changes to intervention.

Evaluation is important because it:

    a. Determines programme effectiveness, efficiency, sustainability, relevance and impact;

    b. Strengthens financial responses and accountability;

    c. Promotes a learning culture focused on service improvement; and

    d. Informs replication of successful interventions.

Table 3: The Differences between Monitoring and Evaluation

Monitoring	Evaluation
• Continuous day-to-day	• Periodic: Important milestones
• Documents progress	• In-depth analysis of achievements
• Focuses on inputs and outputs	• Focuses on outcomes and impacts
• Alerts managers to problems	• Provides managers with strategy and policy options
• Self-assessment	• External analysis

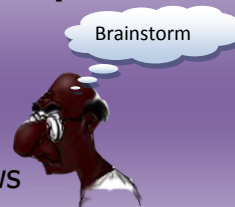**TOPIC 2:**   **PROCESS OF MONITORING AND EVALUATION**

Time: 10 Mins.
Resources: Flipcharts, marker pens, note books and pens, and instructional tapes.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides the participants to explore **the process of monitoring and evaluation.**

- Participants attempt to explore the process.

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

Brainstorm

Key Notes

1. Process of Monitoring and Evaluation
Monitoring and evaluation entails the following steps:
a. Gathering baseline information on the current condition (situational analysis);
b. Formulating outcomes and goals at the planning stage;
c. Selecting outcome indicators to monitor;
d. Setting specific targets to be attained and timelines to be observed;
e. Collecting data regularly to assess whether the targets are being met; and
f. Analyzing and reporting the results.

2. Participating in Monitoring and Evaluation
Monitoring and evaluation of national cohesion and integration activities involves various actors. These actors include the Ministry responsible for National Cohesion and Integration, the National Cohesion and Integration

Commission, other line ministries, other Commissions, religious institutions, CSOs, development partners, learning institutions and communities.

The roles to be undertaken by various actors include:
  a. Carrying out monitoring and evaluation;
  b. Conducting analysis of the data;
  c. Publicizing the evaluation findings;
  d. Reviewing cohesion programmes based on the findings; and
  e. Providing technical, financial and management to M & E.

3. Participatory Monitoring and Evaluation

Participatory Monitoring and Evaluation is basically the process through which various stakeholders are jointly involved in M & E process by applying a bottom-up approach. The core principle of participatory M & E is to therefore actively engage beneficiaries as sources of information.

4. Advantages of Participatory Monitoring and Evaluation

  a. Enhances accountability among parties and guarantees validity and reliability of results;
  b. Common understanding of problems and identification of solutions: Participative monitoring helps stakeholders to get a shared understanding of the problems facing the community or projects (their causes, magnitude, effects and implications);
  c. Benefits the target groups and enhances accountability: Participation in monitoring ensures that the people to which the project was intended are the ones benefiting from it;
  d. It increases the awareness of peoples' rights, which elicits their participation in guarding against project resource misappropriation;
  e. Creates synergy and reduces duplication of efforts; and
  f. Participatory monitoring and evaluation enhances quality of decision making, thereby improving programme performance.

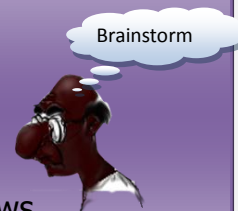**TOPIC 3:   IMPORTANCE OF MONITORING AND EVALUATION**

Time: 10 Mins.
Resources: Flipcharts, marker pens, note books and pens, and instructional tapes.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides the participants to analyze **the importance of monitoring and evaluation.**

- Participants attempt to analyze the importance and challenges of monitoring and evaluation.

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

Brainstorm

Key Notes

1. Importance of Monitoring and Evaluation
  a. Assesses the quality of national cohesion activities and response interventions and whether they are achieving their set out objectives;
  b. Highlights changes in the environment that affects implementation of national cohesion programmes;
  c. Identifies good practices, derives lessons from operational experience and helps improve performance;
  d. Promotes team work, fosters transparency and enhances accountability to relevant stakeholders;
  e. Helps actors to determine the impact of cohesion and integration activities;
  f. Ensures systematic reporting;
  g. Communicates results to actors and beneficiaries;
  h. Provides information for improved decision-making; and
  i. Ensures effective allocation of resources.

2. Effective monitoring answers the following questions:

a. Are we achieving what we intend? How? Why or why not?
b. What are the obstacles to implementation?
c. Are we coordinating effectively?
d. What are the implementation gaps? How are we going to address them?

3. Effective evaluation answers the following questions?

a. What did we do?
b. How did we do it?
c. Did we achieve what we intended?
d. What impact did we make?
e. What have we learnt?
f. Are we fully addressing the major issues? If not, what are the gaps?
g. Can the projects be replicated?

4. Challenges of Participation in Monitoring

a. High Initial Costs: Participation in monitoring requires resources like time, transport and allowances. It is a demanding process that can over-stretch institutions.
b. Monitoring requires collection, documentation and sharing of information. This requires various technical skills that may be lacking among actors at all levels.

TOPIC 4:   MONITORING AND EVALUATION   TECHNIQUES AND TOOLS

Time: 40 Mins.
Resources: Flipcharts, marker pens, note books and pens, and instructional tapes.
Methodology: Brainstorming.

ACTIVITY

- The facilitator guides the participants to mention **monitoring and evaluation techniques and tools.**

Brainstorm

- Participants attempt to mention techniques and tools for monitoring and evaluation.

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

Key Notes
1. Techniques and Tools
The verification of monitoring and evaluation results is determined by the use of indicators. An indicator is an easily measurable attribute which is useful in measuring changes in the status of community cohesion and integration. Indicators should be valid, measurable, factual, sensitive, and reliable. Indicators are determinants of the type of tools and techniques to be used in monitoring and evaluation. There are a number of tools and techniques that can be used to collect data. These include:

    a. Questionnaires;
    b. Interviews;
    c. Baseline surveys;
    d. Observation guides;
    e. Incidence reporting; and
    f. Focus group discussions.

The framework in Table 3 can be used to measure programme performance at different levels.

Table 4: Measuring Programme Performance

Measuring Programme Performance			Evaluating National Cohesion Outcomes and Impacts	
Input	Process	Outputs	Outcome	Impact
Human Financial logistics Research Policy guidelines Technical assistance	Using financial resources for planning; Training Meetings Advocacy Communication Procurement	Coordination mechanism Partnership development People trained Services offered	Improved awareness Increase into access of justice Increase in coverage	Improved national cohesion status Social economic empowerment
Input indicators	Process indicators	Output indicators	Outcome indicators	Impact indicators

2. Monitoring and Evaluation Framework in National Cohesion and Integration Activities

The monitoring and evaluation process is carried out at various levels which include input, output, outcome and impact, as described in Table 4.

Table 5: Levels of Monitoring and Evaluation

Level	Description	Frequency
Inputs	Resources that are put into the project. Lead to the achievement of the outputs.	Continuous
Outputs	Activities or services that the campaign aimed at providing. Outputs lead to outcomes	Quarterly
Outcomes	Changes in behaviors of skills as a result of the implemented activities. Outcomes are anticipated to lead to impacts	2-3 years (short to medium term)
Impacts	Measurable changes in cohesion status i.e. reduced conflict impact. Impact results are effects of the intervention	3.5 years (long term)

3. Results-Based Monitoring & Evaluation

Traditional Monitoring and Evaluation focuses on inputs, activities and outputs. The challenge with this approach is that it does not focus on the results of interventions carried out and its risk is that many lessons, best practices and post intervention experiences are lost. This approach is referred to as implementation monitoring.

To avoid this, a results-based approach to M&E is adopted that focuses on how effectively projects and programmes are performing and achieving the intended goals. Therefore, results-based M&E takes into consideration the implementation part and goes on to analyze the outcomes and impact of the programme/project.
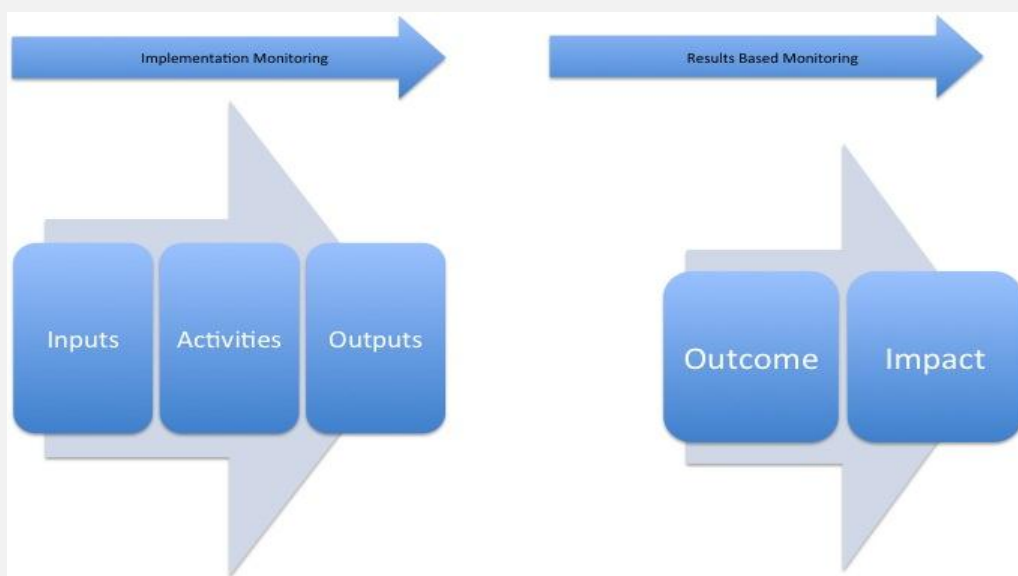

Fig 27: Results Based Monitoring and Evaluation Approach

Sample Monitoring& Evaluation Framework

To comply with a results based approach to M&E, the following framework which lays emphasis on achieving certain targets for specified indicators is recommended.

Table 6: Sample Monitoring and Evaluation (M&E) Framework

Indicator	Baseline& Targets					Data acquisition			
	BL	Y1	Y2	Y3	Y4	Schedule	Data source	MOV	Responsibility
1.									
2.									
3.									

4. Monitoring and Evaluation Strategy for National Cohesion and Integration Programmes and Activities

To design effective monitoring and evaluation strategies, the following should be observed:

a. Determine the purpose of the monitoring and evaluation mechanisms and assess information needs;

b. Ensure national cohesion interventions have clearly defined objectives, outputs and indicators;

c. Establish coordinated and common reporting tools;

d. Determine methods for obtaining information on indicators;

e. Assign responsibilities for information gathering, determine time frame and frequency of data collection and allocate resources; and

f. Establish mechanisms for sharing information and incorporating results into national cohesion and integration planning.

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