

KUMEKUCHA QUEST

Healing-Centred Peacebuilding

QUARTERLY REPORT

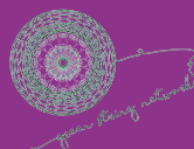
QUARTER 1

(March 31st to June 30th, 2021)



Kumekucha Quest
Connections for Healing and Hope

IMPLEMENTATION PERIOD: 24 months
GRANT NUMBER: R-GMH-POC-2107-45792



 Grand Challenges Canada®
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I. EXECUTIVE SUMMARY

Kumekucha Quest (KQ) is a new, innovative, two-year project that adapts Green String Network's (GSN) existing community-led social cohesion program, *Kumekucha: It's A New Dawn* (*Kumekucha*), for children and youth aged 10- to 24-years-old in Nairobi and Kwale counties, Kenya. This project is supported by Grand Challenges Canada. Grand Challenges Canada is funded by the Government of Canada and is dedicated to supporting Bold Ideas with Big Impact®.

The KQ project comprises two distinct stages of programmes. During the first stage, youth aged 18- to 24-years-old will embark on a 12-week peer-facilitated quest to address experiences of past trauma and learn to build resilience to daily stressors and challenges. Youth participants in this 12-week *Kumekucha Quest* Programme will, then, have the option to be trained as mentors who can further hold space for younger children and teens in their communities who have similar life experiences including toxic stress, childhood adversity, and trauma. This second stage of the KQ project is referred to as *Kumekucha Watoto and Vijana* (KWV) - translating to children and teens, respectively - and is geared specifically towards 10- to 17-year-old participants.

During the first quarter, GSN and its two implementation partners, namely Diplomats for Health in Resilient Community (DFH-RC, in Nairobi) and SambaSports Youth Agenda (Samba, in Kwale), focused on start-up activities. The main activities undertaken during the course of the quarter include partnership development with the two local, youth-led, community-based organisations (CBOs); hiring the new Project Coordinator; holding a virtual Wellbeing and Resilience (WebR) Framework Training and the curriculum Adaptation Workshop; developing the Institutional Ethics Review Committee (IERC) application; finalising the KWV Methodology; and, lastly, discussions with African Nazarene University (ANU) regarding a formalised partnership with GSN piloting the Community Facilitators certification process. Three of the four expected milestones were completed during the quarter with the final one, the IERC application, being delayed by one month.

Challenges encountered during the quarter included the continual alterations of project plans due to the on-going COVID-19 pandemic - most notably, regarding the WebR Framework Training and the Adaptation Workshop. On the former, this was held virtually due to travel restrictions in place arising from a particular national lockdown. GSN had planned to conduct it physically but was forced to move it online, over Google Meets and Google Classroom. This meant providing participants with cellular airtime so that they were able to access the internet for their sessions. Similarly, it was originally intended for the Adaptation Workshop to be held in-person at the GSN offices in Nairobi, with participants from both partner locations in attendance. Instead, it was held concurrently in the two locations, with reconciliation over Google Meets. Nonetheless, after making the necessary adjustments, both of these events proceeded and were overwhelmingly successful.



II. PROJECT BACKGROUND

Kumekucha Quest (KQ) is a new, innovative, two-year project that adapts Green String Network's (GSN) existing community-led social cohesion programme, *Kumekucha: It's A New Dawn* (*Kumekucha*), for children and youth aged 10- to 24-years-old in Nairobi and Kwale counties, Kenya. This project is supported by Grand Challenges Canada. Grand Challenges Canada is funded by the Government of Canada and is dedicated to supporting Bold Ideas with Big Impact®.

Kumekucha is a practical, hands-on initiative, developed by GSN, focusing on the transformative power of what is often overlooked: the courage and grace of ordinary people; the communal impulse to be whole again; and the will to move past the ravages of violence. It teaches on the key concepts of an introduction to toxic stress and trauma, the effects of trauma, coping mechanisms, forgiveness, healing, reconciliation, resiliency, and 'dealing with the past' – whilst providing a realistic context through incorporating local, cultural stories and artwork - to bring forth peace and healing to ravaged communities.

In the past year, during the global pandemic, GSN began to move away from the language of trauma-informed peacebuilding. At the 2019 Collective Healing Summit, Dr. Christine Bethell struck a chord with us when she noted that "we are a society organised based on trauma, so we need to go from being trauma-organised to being trauma-informed and then, eventually, healing-centred." Accordingly, GSN has fundamentally shifted from trauma-informed to healing-centred peacebuilding, as we believe that people are not just their traumas. We constantly ask ourselves; how do we create the conditions for healing? How do we create the conditions for communities and people to thrive?

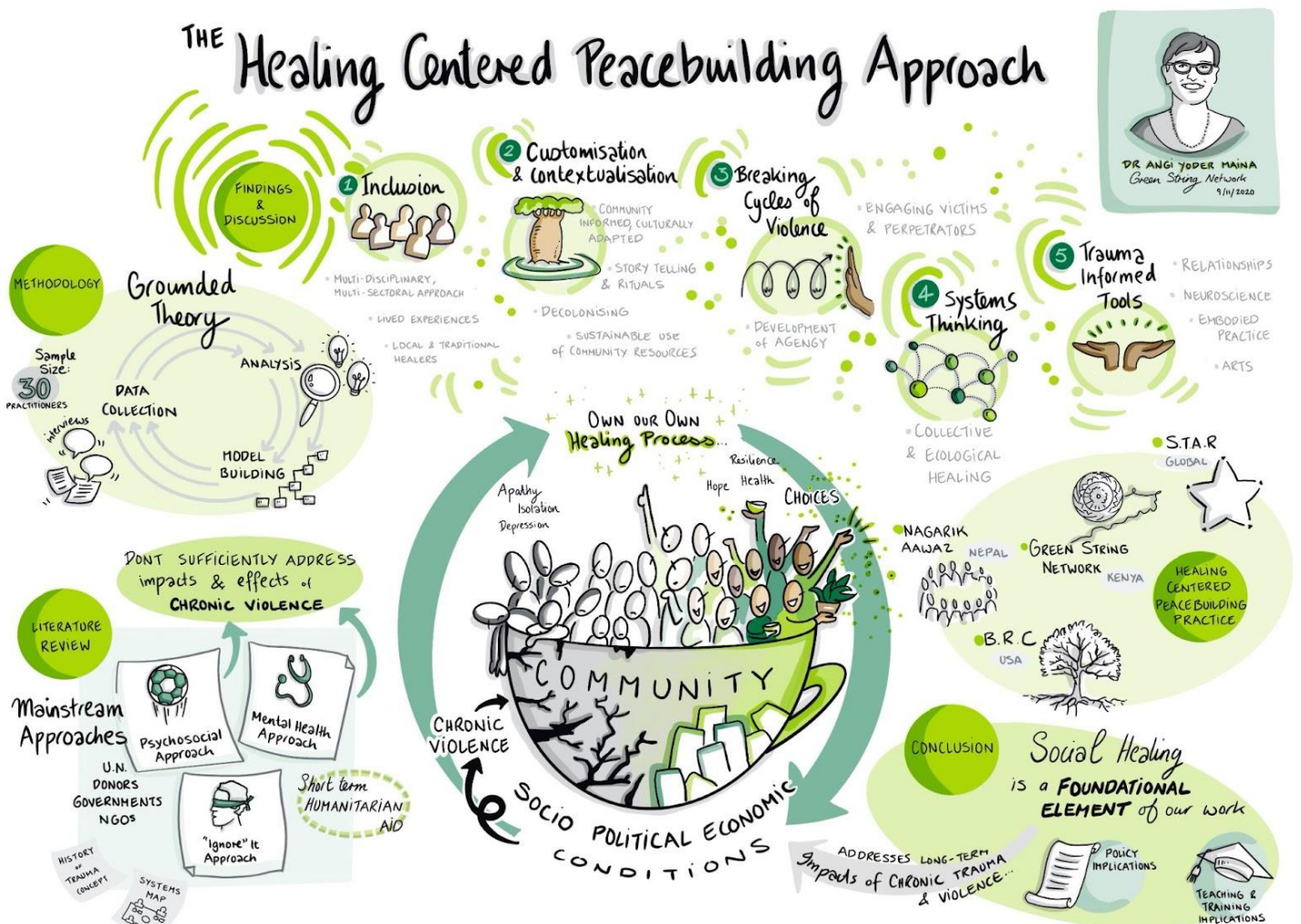


Figure 1: Graphic of GSN's Healing-Centred Peacebuilding Approach

Youth in Kenya - representing upwards of 60% of the population - experience chronic stress as a result of high levels of poverty, unemployment, domestic violence, police harassment, and exposure to traumatic events such as violent crime, electoral violence, witnessing extra-judicial killings, and terrorism. There are also high levels of fear and stigma in Kenya when it comes to talking about mental health. In response to this, GSN purposed to create a newly adapted version of *Kumekucha* that is specifically and contextually adapted for this group, and that incorporates a greater emphasis on mental health and wellbeing. The KQ project, consequently, is informed by youth who come from the communities it aims to operate in and was developed with their issues, voices, and recommendations in mind.

Trauma is measured at the individual level but can be collectively experienced, especially when populations collectively experience the Pair of ACEs (Adverse Childhood Experiences and Adverse Community Experiences). These may shape memories, perceptions, attitudes, and identity but, moreover, they may have an additional effect: communities collectively experiencing trauma. When you have high percentages of a population suffering, then the symptoms become a shared experience. What happens when rage can erupt from the slightest bump, whether with a stranger or friend or family member? The effects of trauma can be experienced in communities in behaviour such as domestic abuse - where women and children, and sometimes men, are vulnerable. It may be seen in high rates of substance abuse and impulsive, promiscuous behaviour resulting in the spread of sexually transmitted diseases or unwanted pregnancies. In this way, trauma is also shared, and it adds to the already high levels of insecurity in many communities. So, in this sense, these high levels of trauma do not relate only to mental health indicators but are a matter of both family and community stability.

The KQ project comprises two distinct stages of programmes¹. During the first stage, youth aged 18- to 24-years-old will embark on a 12-week peer-facilitated quest to address experiences of past trauma and learn to build resilience to daily stressors and challenges. Youth participants in this 12-week *Kumekucha Quest* (KQ) Programme will, then, have the option to be trained as mentors who can further hold space for younger children and teens in their communities who have similar life experiences including toxic stress, childhood adversity, and trauma. This second stage of the KQ project is referred to as *Kumekucha Watoto and Vijana* (KWV) - translating to children and teens, respectively - and is geared specifically towards 10- to 17-year-old participants.

The KQ and KWV Programmes seek to increase their target audiences' understanding of trauma and mental health as well as teach them practical skills for social and emotional regulation and maintaining wellbeing. The KQ project as a whole will create a social support network that youth can tap into in order to access various services and facilities as they work together towards the betterment of themselves, their younger peers, and their wider community².

KQ is a uniquely designed initiative that builds on the shared vision for peace in hurting communities, as well as engages and supports local youth volunteers to facilitate and sustain the change they wish to see in their communities. At its heart, it aims to build connections between community members, foster mentorship within these new connections to promote hope and healing, and empower them to flourish without any formal framework. KQ is a social movement, not simply a project, and is designed to be ongoing long after the two-year implementation period, offering long-lasting healing and transformation.

¹ While *Kumekucha Quest* is the overall name of the two-year project, comprising two stages of programmes, when it comes to programme implementation it also specifically refers to the first stage that targets youth (18- to 24-year-old) participants. Unless otherwise stated, where the phrase *Kumekucha Quest* or initials KQ are used in this report, this refers to the entire two-stage project, and not the first stage of programmes that targets youth participants.

² With additional funding from a separate donor, GSN is developing a family wrap-around component which will support parents, teachers, and other key community members in virtual peer-support groups on WhatsApp. GSN believes in mental health programming at the community level.

III. ACTIVITIES OVERVIEW

During the first quarter, GSN and its two implementation partners focused on start-up activities. The main activities undertaken during the course of the quarter include partnership development with the two local, youth-led, community-based organisations (CBOs); hiring the new Project Coordinator; holding a virtual Wellbeing and Resilience (WebR) Framework Training and the curriculum Adaptation Workshop; developing the Institutional Ethics Review Committee (IERC) application; finalising the KVV Methodology; and, lastly, discussions with African Nazarene University (ANU) regarding a formalised partnership with GSN piloting the Community Facilitators certification process.

A. Partnership Development

The consortium team leading this project includes GSN as the lead organisation and its two CBO implementation partners, namely Diplomats for Health in Resilient Community (DFH-RC) and SambaSports Youth Agenda (Samba). GSN serves as the curriculum design and research lead while the two registered CBOs will focus on implementation at the community level in Majengo (Nairobi) and Kwale (at the coast), respectively. This combined team will work in Majengo's and Kwale's complex environments and the hope is that the KQ model will grow to be a unique social movement.

As GSN prepared the initial proposal, both Samba and DFH-RC were identified as suitable partners for the project and were a part of the initial concept submission. Samba has successfully implemented *Kumekucha* in Kwale in the past, and DFH-RC had approached GSN in 2020 for a deeper partnership. Both Samba's and DFH-RC's subaward agreements were sent out in mid-June to be reviewed and signed by the organisations and copies sent back to GSN for filing. DFH-RC returned their signed agreement soon after. Following a slight delay, the subaward milestone was completed on the last day of June when Samba's signed subaward agreement was returned to GSN.

On the 7th of June, KQ's Project Coordinator (introduced under Activity B) met with Mohammed Mwachusa, Partnerships Advisor and GSN's KQ Liaison at Samba, over Google Meets for a formal introduction and to share wishes and ideas for the process ahead. Similarly, on the 18th of June, KQ's Project Coordinator met with the Edwin Michieka, DFH-RC's Founder and GSN's KQ Liaison, as well as other core DFH-RC team members in Majengo for a formal introduction, to go over the project implementation, and to field any questions or concerns. At said meeting, questions were raised on the budget and on project specifics (such as timelines), that were subsequently clarified by the Project Coordinator or on referral to the Finance team. During the start-up period, several more virtual and in-person meetings were held in order to further the programme development process and build fruitful partner relations.

As part of their agreements, both Samba and DFH-RC were asked to recruit a Project Officer (Logistics Officer in the case of DFH-RC), a Community Coordinator, and an Assistant Community Coordinator to be the official core team in charge of implementing KQ on the ground and reporting back to GSN as necessary. This core team of three, made up exclusively of people aged 30-years-old and under, as well as the CBOs themselves are introduced hereinafter.

1. SambaSports Youth Agenda (Samba)³

Samba is a social platform created in February 2018 by youth and friends of youth from Kwale County, on the Kenyan coast, to inspire and influence behavioural transformations in young boys and girls through the use of targeted, integrated sports and skits activities. They work in 11 locations across Kwale and was started up following the founders' growing concerns of the rate at which teenagers and youth in the area

³ <https://www.sambasports.org/>.

were degenerating to drug addicts, juvenile criminals, and forced labourers, as well as falling victim to the increasing number of human trafficking cases and the impacts of HIV/AIDS on individuals and families. Samba is fully youth-initiated and youth-led, has been operating for two-and-a-half years, and has the operational systems able to handle donor funds directly, based on our organisational capacity assessment.

Key Persons

Mwanaisha Kuwaina, Project Officer

At 30 years old, Mwanaisha is the Lead Trauma Healer at Samba, having been trained by GSN in 2018. Over her years at Samba, she has mentored several groups of young people around Kwale county, including all the Samba team members who are currently mentoring other youths and children in Kwale and Mombasa counties. On top of this, she works as a Peace Promoter Fellow at Equal Access International in Kwale, where she has been running a social media campaign on mental health awareness directed at young people called Stress 2%. Mwanaisha is also the Trainer of Trainers (ToT) for Value Based Education (VBE), a self-searching and value-infused educational model implemented by the Aga Khan Foundation, Kenya, in conjunction with Dream a Dream, India. As one of only two VBE ToTs in Kwale, she trains schoolteachers and school board members to be facilitate the VBE model in their institutions. Coming from a Diploma in Mass Communication/Journalism from Mombasa Aviation Training Institute, Mwanaisha's career thus far has strengthened her resolve to create a safer world for young people by instilling in them sound values and enlightening them with methods on how to regulate themselves during stressful times and how to develop a positive attitude. Her vision for the KQ Project is to see a mentally healthier generation being built in her community than the one before it.

Siti Sadala, Community Coordinator

Having graduated with a Diploma in Community Development and Social Work Management from Mombasa Aviation Training Institute, Siti went on to achieve Certificates in HIV Testing and Counselling (from the Community Development Centre, Nairobi), Research Work and Surveys (Hellen Keller International, Nairobi), and Mental Health Literacy (International Mental Health Association in collaboration with the Kenya Red Cross). She was also one of the attendees at the virtual WebR Training held in May and, therefore, has received training from GSN on trauma awareness and wellbeing practices, among others. At 25 years old, and armed with this experience, Siti has dedicated her career to advocating for mental health awareness and management at both the community and institutional levels and using her extensive knowledge to mentor young people in becoming well-adjusted and positive forces in their communities.

Abigael Ndizi, Assistant Community Coordinator

Abigael is 25 years old and a Fourth Year student at Kenyatta University, pursuing a BA in Education. She was trained by Samba as a mental health counsellor and, though this, has counselled several young people (mostly adolescents) who have experienced trauma at a young age. Abigael's passion is to inspire and influence positive attitudes and behaviours in young people, equipping them with the necessary skills to bring forth desirable changes in their lives.

2. Diplomats for Health in Resilient Community (DFH-RC)⁴

DFH-RC is a newer, youth-led CBO, registered in March 2019 by recently and soon-to-be graduated university students from various colleges and universities in Nairobi. Based in Majengo, Nairobi, it champions for the mental and emotional wellbeing of young people by providing safe spaces that build 'Resilient Minds, Resilient Youths'. DFH-RC's focus is on building and investing in a resilient generation, and their areas of expertise within this are mental health, trauma healing, gender-based violence, social empowerment, poverty reduction, physical and reproductive health, HIV/AIDS, and human rights advocacy.

Of relevance to KQ, DFH-RC has extensive experience working with mental health and resilience in schools, particularly in an urban setting. Many of its members have lived experiences with the Pair of ACEs and, thereby, are intimately familiar with the topics on which KQ teaches. DFH-RC was selected by GSN

⁴ <https://twitter.com/DFHRC?s=20>.

because of its more nascent nature. Based on our organisational assessment, they will receive an in-kind award and one of GSN's goals whilst working with DFH-RC on this project is to support them in growing their organisational capacities.

Key Persons

Edwin Michieka Ogendi, Logistics Officer

Edwin is a 28-year-old skilled HIV Counselling and Testing Practitioner, Mentor, Youth Leader, and Mental Health Advocate with an academic background in Environmental Health. He founded DFH-RC having been spurred on by what he witnessed whilst fulfilling these roles. Edwin is passionate about building resilient communities and enhancing resilient minds and has a keen interest in - and demonstrated record of - community development initiatives, particularly through empowering communities' environmental management and in advocating for mental health and wellbeing. Through his organisation, DFH-RC, and its partnership with GSN on the KQ project, Edwin hopes to create safe spaces within his community to foster healing, and to continue championing for resilience and mental health awareness in young people. On this, he states that "developing resilience in young people is critical in enabling them to achieve the best outcome possible, regardless of the difficulties they may face in life."

Paul Nyakundi Momanyi, Community Coordinator

Paul is a 28-year-old graduate from Kenyatta University with a BSc in Environmental Health. He is passionate about mental health and, specifically, the mental and emotional wellbeing of teens and youths. Paul has volunteered in many organisations that work on mental health advocacy, and it is this that brought him to DFH-RC. His vision is for a community where young people are resilient, mentally and emotionally sound, and supportive of each other through personal and community struggles.

Nancy Achieng Okoth, Assistant Community Coordinator:

Nancy is a 30-year-old graduate from Kenya Medical Training College, having obtained a Diploma in Environmental Sciences. She is dedicated to serving her community, especially when it comes to mental health issues amongst teenagers and youths - a prevalent issue there. Her vision is to create in her own community holistic and well-adjusted young people that have the ability to address their emotions effectively which, in turn, shall prepare them for a better future.

B. Hired a Project Coordinator

In May 2021, GSN hired a new youth Project Coordinator to lead the KQ and KWV Programmes: Patricia Waibochi. GSN was keen to find a young person to lead the project in order to bring real youth leadership to the management of the programmes.

Patricia is 24 years old and, as of July 2020, a BSc Criminology graduate from the University of Surrey. Over the past 5 years, she has also obtained certifications from the International Juvenile Justice Observatory, in Implementing Restorative Justice with Children, the Prevention of Juvenile Radicalisation, and Alternative Ways to Address Youth (Offenders); from the UK Home Office, in the Prevention of Radicalisation and Violent Extremism; from the UN Women Training Centre, in the 'I Know Gender' Series; and from various e-Learning platforms on Safeguarding and Child Protection. She is also currently studying a short course in Child Protection (Children's Rights in Theory and Practice), as offered by Harvard University through their online learning platform, HarvardX

Patricia has long held a passion for working with and for young people. Throughout her academic, extracurricular, and professional endeavours, she has remained dedicated to causes that, in some way, enrich the standing of young people and/or afford them the quality of life enshrined in their human rights - that is, in the development of communities that protect and support children and youth, and the rectification and betterment of these where they have thus far failed to do so. The issues of particular interest to her within this are matters of criminal justice and mental health. Enter GSN.

Patricia came to us as an intern in March 2021, hoping to further her interest in community development and having been particularly drawn to GSN for its refreshing approach to community strengthening and restoration through healing from trauma, as well as its recently completed *Muamko Mpya: Healing the Uniform*⁵ programme. When the time came to recruit the Project Coordinator, she was invited to interview and eventually chosen for the position.

Fresh from a degree based in Sociology, Patricia's background has taught her to approach a community's ills from a holistic perspective, which perfectly complements GSN's multidisciplinary outlook on peacebuilding. Her growing up in Kenya and not only bearing witness but, at times, being subject to the struggles that the average youth face there every day has provided GSN with a project lead who is familiar with KQ's young audiences and the issues they face. On top of this, she contributes her prior experience supporting at-risk, out-of-school, and unemployed young people in various ways - most of whom had mental or behavioural disorders, histories of alcohol or drug abuse, were subjected to unstable or abusive home lives, and/or were in conflict with the law.

C. Virtual Wellbeing and Resilience (WebR) Framework Training

The curriculum for the KQ project is centred around GSN's WebR Framework, comprising seven elements, namely: stress and trauma awareness, wellbeing and practice, safety and security, relationship, identity, resilience, and healing and transformation (See Figure 2).

1. Overview of the WebR Framework

The WebR Framework is multidisciplinary, with a foundation in peacebuilding and conflict transformation, social work, psychology, counselling, mindfulness and mediation, and African traditional healing practices and methods. The Framework supports community facilitators, police officers, leaders, and organisations working in violence-prone environments in examining how interventions and programmes are impacted by violence and instability through the effects of compounded stress and/or trauma.

While the Western approach is based on professional expertise as a resource, something which is often lacking in conflict and violence-prone zones, the WebR model is based on relationships as a resource and builds on existing, local community resilience factors. The WebR Framework posits that trauma and its resulting distress is not a mental illness: what people experience is traumatic, but the symptoms are an adaptation to trauma, not an illness.

Through images and storytelling, the WebR Framework has simplified the materials to create a space for people without a formal education, but with life experience, to move deeply in their understanding of how violence and the effects of trauma and compounded stress can affect decision making, community wellness, governance issues, and social healing. The WebR Framework supports people engaging in deep conversations about grievances, injustice, and the inability to change the future of their lives as well as their social interactions within and beyond their communities. It focuses on relationships and builds on existing community strength. Evidence shows that this is a more cost-effective, sustainable, and overall effective way of dealing with complex issues in the long-term in areas that are under-resourced. This is even more so the case in societies that are communal and relationship orientated.

⁵ *Muamko Mpya: Healing the Uniform* is the version of *Kumekucha* developed specifically for the Kenyan National Police Service.



Figure 2: The Wellbeing and Resilience (WebR) Flower, Highlighting the Seven WebR Elements

The WebR Framework is designed to give community practitioners a strong platform for developing and providing a healing-centred system of support. Healing-Centred means that programmes and organisations infuse trauma awareness, knowledge, and skills into their organisational and programme cultures, practices, and policies, and, subsequently, translate this knowledge to focus said cultures, practices, and policies on ways to heal from trauma. These community practitioners act in collaboration with all those who are involved with the overall wellness of the community, using the best available science, to facilitate and support the recovery and resilience of the society, community, the family unit, and the individual. The support offered understands the biological, psychological, and social effects that stress, trauma, and violence have on human beings.

Embedded within the seven elements of the WebR Framework, the KQ project curriculum also focuses on the Cycles of Violence (CoV): 'Acting In' (Hurting Self), 'Acting Out' (Hurting Others), and 'Breaking Free'. Several folktales and stories are used to contextualise and teach on the seven elements of the WebR Framework as well as the CoV. The WebR Framework's seven elements and the CoV, as well as their respective stories or folktales, are what GSN focuses on during the adaptation process⁶. For the KQ project, specifically, among the items to be adapted during the workshop were logo and tagline, the CoV (including their definitions and respective stories), and the identity and relationship stories. Following the workshop, the other item on the roster for creation was paintings to depict the newly adapted curriculum items. GSN anticipated that many of the original *Kumekucha* and *Muamko Mypa* paintings would be re-used but expected at least 50 new paintings to be developed specifically for KQ.

2. Virtual WebR Framework Training

In preparation for the Adaptation Workshop, GSN held a virtual, three-day WebR Training - from 19th to 21st May 2021 - to introduce those workshop participants that had never attended a GSN WebR Training nor a *Kumekucha* peer-support group to both the WebR Framework and the CoV concept. GSN felt it important to familiarise these participants with both the WebR Framework and the CoV before their scheduled adaptation.

The virtual training was conducted with 15 participants: 13 from DFH-RC and Samba, spread across the two target locations, namely Majengo and Kwale, respectively; and 2 from GSN, including the KQ Project Coordinator. The participants, all young adults and split evenly between male and female, met over Google Meets and Google Classroom⁷. Ideally, this training would have been held in person, but the COVID-19 pandemic forced GSN to conduct this online. To access the internet for these sessions, participants were provided with cellular airtime.

Each of the three days were broken down into an Opening Circle, followed by a break, a morning session, a morning Reflection Circle, lunch, an afternoon session, and, finally, an afternoon Reflection Circle. In the Opening Circles, along with introducing the day's activities, participants engaged in meditation activities. On Wednesday 19th May, both the morning and afternoon sessions were dedicated to Stress and Trauma awareness (Element 1 of the WebR Framework). Thursday 20th May focused on Wellbeing and Awareness Practices (Element 2) and Safety and Security (Element 3) in the morning, and Relationships (Element 4) in the afternoon. To round off, Friday 21st May was dedicated to Identity (Element 5) and the CoV (incorporating Resilience, Element 6, and Healing and Transformation, Element 7).

Though participating in the training primarily to familiarise themselves with the WebR Framework and CoV, participants in both locations fully embraced the learning process. They shared with each other - at times, on deeply personal struggles - and created bonds among themselves in the same way that both the KQ and KWV Programmes hope to do.

⁶ See <https://sites.google.com/green-string.org/adaptation-portfolio/home> for an overview of GSN's adaptation process, including a downloadable adaptation manual.

⁷ See <https://classroom.google.com/u/0/c/MTI4NDgxMDU2NDIx> for a full overview of the virtual training's agenda, materials, and participants.

D. Adaptation Workshop

The Adaptation Workshop for the KQ project was held from 24th to 28th May 2021. For each iteration of GSN's programming, such a workshop is held to adapt the materials and curriculum to the new context. A new context may be a new country (or a new location in an existing or new country), institution, organisation, audience, or theme that the programme will focus on (for example, violent extremism, security, gender-based violence, education, or governance). In this case, the new context is a specifically targeted work audience of Kenyan children and youth (10- to 24-years-old), burdened with unhealed childhood adversity, and a thematic focus on their emotional and mental health.

It is vitally important to GSN to adapt the curriculum and design new materials for new contexts so that the new programme speaks to the realities, experiences, and uniqueness of the people it is targeting. When adapting new materials and curriculum, GSN abides by five principles of adaptation:

- **Inclusion:** having a diverse group present during the adaptation process provides insight, critical information, and feedback to it that ensures the adapted materials are relevant to the target population.
- **Cultural Sensitivity and Contextual Relevance:** adapted materials must be culturally appropriate; honour and be sensitive to the communities' beliefs, practices, norms, culture, and traditions; and should speak to the realities of the context in which they are being used.
- **Local/Indigenous Storytelling:** stories are powerful tools for expression and communication – studies show that, if you share a story, people are often more likely to be persuaded, and that stories are remembered up to 22 times more than facts alone. When data and stories are used together, audiences are moved both intellectually and emotionally.
- **Continuous Learning:** as time passes, new issues may emerge globally and locally that may nudge groups to adapt the process or materials. For example, the COVID-19 pandemic forced many around the world, including GSN, to move their physical processes online. Additionally, over time, new approaches and/or academic research may emerge that the group or team may feel is important to include in the new curriculum to, ultimately, improve the work they do.
- **Integration:** integrating information from previous interventions with what is learned when adapting materials to a new context is important for continuous improvement of the programmes GSN implements - both in content and impact.

The five-day Adaptation Workshop was conducted at the GSN offices in Nairobi and the Samba office in Kwale by GSN facilitators and included local artists, the DFH-RC and Samba team members present at the three-day virtual WebR Training the week before, as well as others from their teams who had previously participated in either a WebR Training or *Kumekucha* peer-support group. The participants primarily represented the young people that GSN aims to work with in the KQ project. They were invited to provide their deeply invaluable knowledge and understanding of the target groups, and the context and culture of the communities they live in. By engaging young people in the design and development of the materials, they have informed the essence, focus, content, and drive of the KQ project.

These two groups of participants worked simultaneously in their separate locations, collaborating over Google Meets, on occasion, to reconcile the newly developed curriculum and materials. It was originally intended for the workshop to be held in-person at the GSN offices in Nairobi, with participants from both locations in attendance. Due to the COVID-19 pandemic and subsequent county lockdowns in Nairobi and Kwale, however, this was not possible.

In the two locations and across the entire five-day workshop, the days consisted of two morning sessions, separated by a break, and an afternoon session after lunch. Altogether, the days ran from roughly 9:00 A.M. to 17:00 P.M. Several games, icebreakers, and meditation circles were also held intermittently throughout the workshop. What follows is a brief summary of each of the 5 days.

1. Monday 24th May 2021

The day started off in both locations with a conflict analysis and mapping. It was of paramount importance to GSN and the adaptation of the KQ project curriculum to hear from the youth of Majengo and Kwale on what issues they and their communities deal with daily and how these issues impact both their individual and collective mental and emotional wellbeing. Participants were invited to think about the big youth issues present in their communities, on which KQ could begin to address.

Importantly, they were also asked to consider the emotions that arise from these issues. They wrote down their individual contributions on sticky notes and GSN staff then helped group together similar issues and emotions. By and large, the participants' responses brought out similar themes across the two locations.

The major issues put forth in both locations were:

- Unemployment and Underemployment
- Sex and Relationships
 - Sexual Violence (e.g., prostitution, gender-based violence, sexual assault/abuse)
 - Sexual Irresponsibility (e.g., teenage pregnancy, abortion)
 - Heightened Sense of Importance on Dating and Relationships
- Gang Activity / Violent Crime
- Police Profiling / Police Brutality / Extrajudicial Killings
- Adverse Childhood Experiences
 - Abuse and Neglect
 - Incarcerated or Missing Fathers
 - Abusive and Violent Homes
 - Family Issues (e.g., strained parent-child relationships)
 - Drug and Alcohol abuse
- Political/Social/Economical Disenfranchisement
 - Government Corruption
 - Land Grabbing
 - Marginalisation of Youth in Government Initiatives
 - Lack of Educational Opportunities
- Lack of Positive Influences/Role Models and Local Success Stories (or, perhaps, a lack of promoting them)
- 'Adultification'
 - Early Marriage
 - Early Responsibilities (e.g., child-carers, child workers)
 - Exposure to Mature Content/Situations.

On these, participants reiterated the following emotions as most prevalent:

- Anger
- Fear
- Frustration
- Powerlessness
- Hopelessness
- Dissociation (vs. laziness / unwillingness)
- Confusion
- Resentment
- Anxiety
- Misunderstanding
- Dependency
- No closure / festering emotions.



Image 1: 'The Major Issues in Our Communities', by Majengo and Kwale Youth

One by one, the participants in each location ran through each grouping holding in depth discussions, facilitated by the GSN team, on said issues for them to elaborate on how their communities are affected by them, who they most affect, the emotions and reactions they illicit, and what such a programme as KQ (and KWV) may do to tackle them.



Image 2: Discussions on Participants' Conflict Analysis

Following on from this discussion, participants were reminded of the concepts of 'Acting In' (Hurting Self) and 'Acting Out' (Hurting Others) by the GSN team, and asked to ruminate on how the aforementioned and any other issues in their community fall into either of these categories, for discussion on the next day.

At the end of the day, the GSN team informed the participants of our intent to develop a Community Facilitator Certification, such that their work may gain formal recognition. The participants agreed that this would be extremely helpful as they have lots of experience in counselling and/or mentorship in practice - in no small part thanks to previous *Kumekucha* programmes - which other entities such as NGOs or government workers cannot understand or replace but, without a professional qualification, they are not consulted as much as they should be. Having such a qualification, they posited, would allow such entities to view them as the valuable resources they are.

2. Tuesday 25th May 2021

a. The Adaptation of the Cycles of Violence

Having deliberated overnight on what they believed to be the main issues in their communities impacting young people's mental and emotional wellbeing, Tuesday started off with the creation of the CoV. Participants in both locations, using the ideas and sticky notes from the previous day, developed a list of components for each cycle. During the discussion in Nairobi, one participant raised the point that "when one is trapped in a cycle of violence, sometimes they ask for help that [we as] youth leaders in the community are not equipped to provide or that the individual is not willing to accept or act on". This led to an illuminating response from one of the GSN facilitators that it is okay for mentors to not know all the answers nor how exactly to help certain people, **but it is important to try**.

After each location brainstormed their own CoV lists for 'Acting In' and 'Acting Out', small groups from both locations met over Google Meets to reconcile these. The agreed upon CoV are summarised in Figure 3 below. Following the Adaptation Workshop, the GSN team then refined these elements' names and order to create the final, official KQ CoV, as summarised in Appendix I.

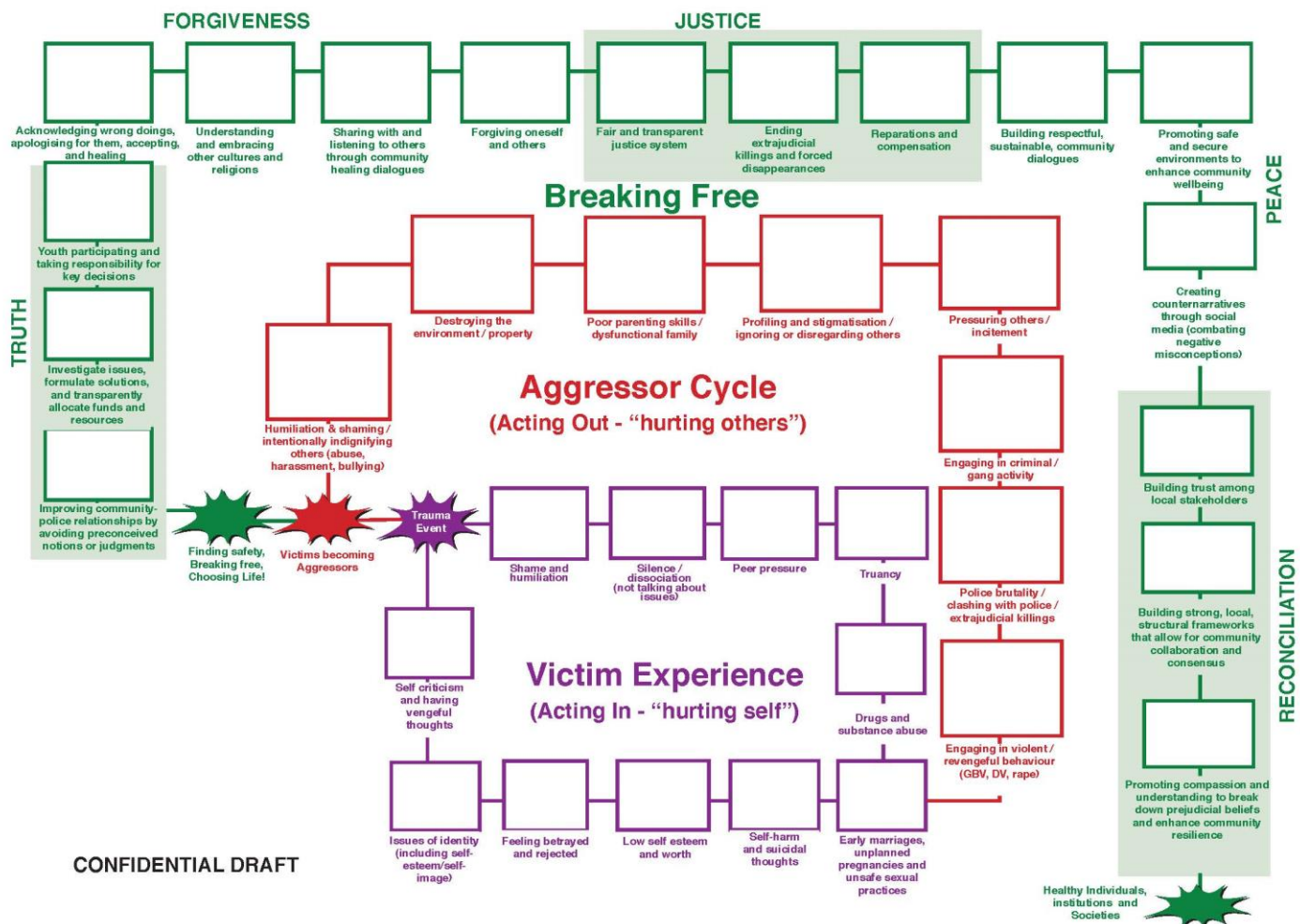


Figure 3: The Initial Kumekucha Quest Cycles of Violence as Developed During the Workshop

At first, it was intended for both groups to meet over Google Meets to engage in the cycles and story development processes together. However, technical difficulties and the large size of the groups prevented this from going smoothly. Instead, the decision was made to have participants in each location go on with their own discussions and have a smaller group of representatives consolidate the two discussions during the breaks, which proved to be much more efficient and effective.

In the afternoon, the GSN team reintroduced the concept of 'Breaking Free' and its five elements: Truth, Forgiveness, Justice, Peace, and Reconciliation. Each of these elements were examined in detail in the contexts of Majengo and Kwale by the corresponding groups and with guidance from the GSN facilitation team.

During this time, it was discussed what each of these elements would look like in the communities and how they may be achieved. As with the previous day, sticky notes were used for participants to individually note down their thoughts under the corresponding heading, after which followed discussions with the entire group. Through this, participants in each location came up with their respective lists, and representatives from each location consolidated both groups' contributions into one over Google Meets.



Image 3: Creating the Cycles of Violence

3. Wednesday 26th May 2021

a. Logo and Tagline Creation

The morning sessions on Wednesday were focused on creating a logo and tagline for the KQ project. It started off by the GSN team asking the group what they believe KQ stands for, what it represents, and, consequently, what should be emphasised on both the logo and the tagline. Since KQ is for 10- to 24-year-olds, the brainstorming focused on issues for this age bracket.

GSN recognised that it was important to engage young people in developing the programming from the beginning, so that they may claim ownership of it. In doing so, language becomes a critical factor when adapting materials to the KQ context and culture - the language used influences the level of reception and understanding of the curriculum content. In both Majengo and Kwale, Swahili (or its slang derivative, *Sheng*) is the major language spoken amongst youth in everyday life. Consequently, the workshop participants opted to maintain the original *Kumekucha* programme name but wanted to develop imagery to complement it that specifically portrayed the youth elements of KQ.

Several themes were explored and concepts debated in both locations on the logo and tagline. When discussing what KQ stands for and, therefore, what should be emphasised on these, the major emerging themes were of **hope**, **connection**, and **intergenerational mentoring**. When invited to think of a symbol, icon, or image that represents youth - such that viewing it would immediately conjure up the idea of a young person - several options were flouted that ultimately centred around elements of youth culture such as music (which all youth in Kenya enjoy and relate to), energy or vibrance, and hustle (symbolised by, for example, a boda boda⁸). Both the Nairobi and the Kwale teams brainstormed and sent their notes to the artists who were listening intently in Nairobi.

The artists, then, began to sketch.

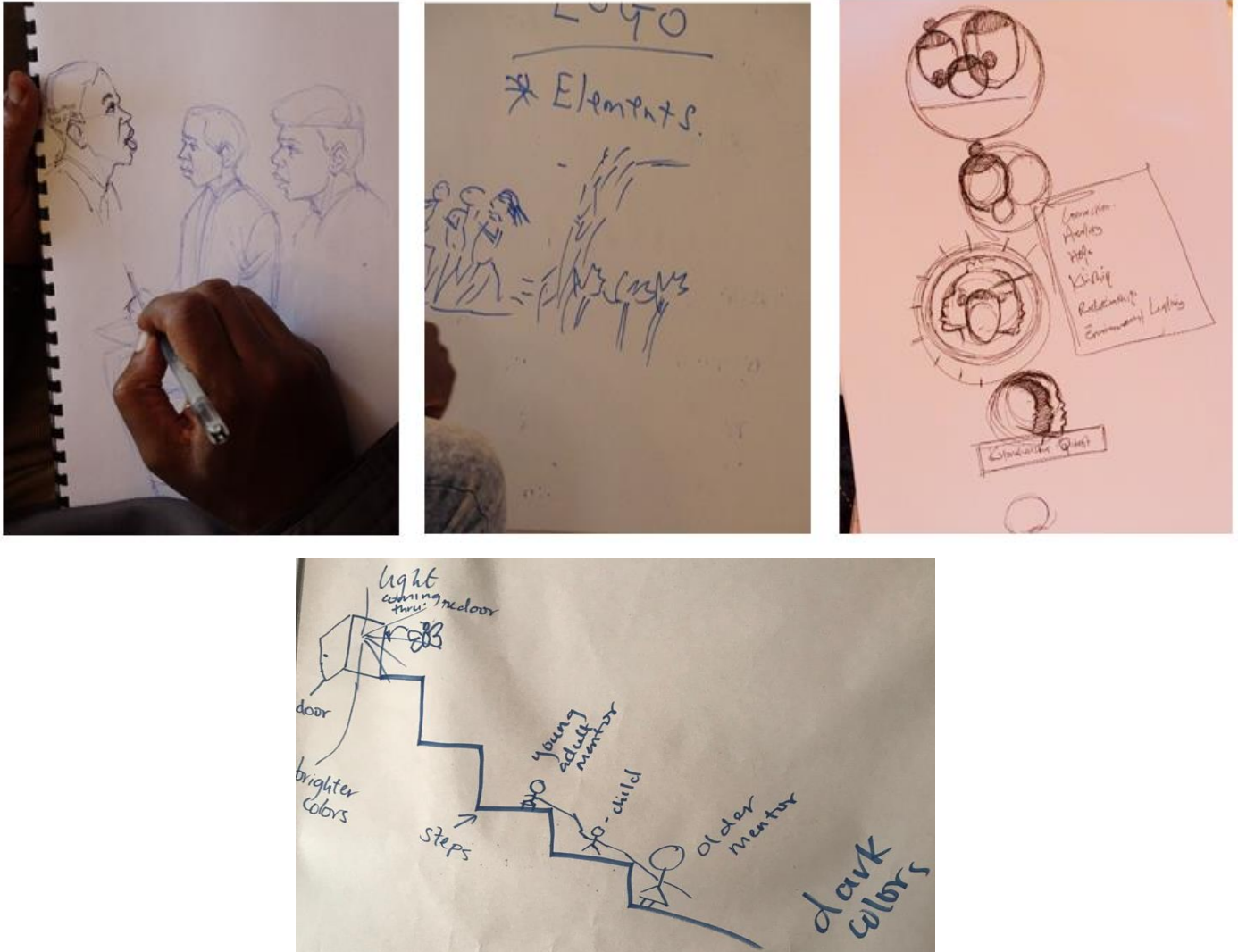


Image 4: Logo Sketches by the Local Artists

Building on these discussions, Elvis Owuor, one of the artists present in the Nairobi workshop, stood up and did a quick sketch on the whiteboard of the ideas that came to him as he listened. “I do not often have words to express myself,” he said. “My expression comes out in my drawings.” The group in Nairobi sat spellbound as he revealed his idea. All the young people present had goosebumps and, as the image was shared on WhatsApp with the team in Kwale, they established and took pride in their ownership of the programme. Over the following days, the idea was refined by the participants of the workshop and eventually adopted as the official KQ project logo.

⁸ Boda bodas (sometimes known as piki pikis) is the name given to the motorcycles taxis that are increasingly popular in Kenya and the wider East Africa in general. Large public demand for affordable transport, high youth unemployment, and, consequently, increased opportunities to buy motorcycles inexpensively and/or on credit has resulted in a massive boom in boda bodas, which are mostly operated by young people looking to make a living.



Figure 4: The Development of the Kumekucha Quest Logo and Tagline

The three faces in the logo - representing a young adult, a teen, and a child - symbolise the intergenerational links that KQ aims to foster. The headphones represent music which, in turn, symbolises youth of all ages (for whom the programme is geared towards) and youth culture.

The outline of the African continent on the headphones is to show that healing comes from home – it is grown within our own communities and is not a foreign concept nor does it require outside intervention to achieve; and youth can and should own their own healing agenda. Last but not least, there is the *Kumekucha* sun shining bright in the background. This sun is incorporated into the logos of all *Kumekucha* iterations to represent the literal meaning of the word: ‘it’s a new dawn’.

On the tagline, participants asserted that connections and relationships will be the focus of our work with young people in the community and that these shall be used to bring about healing. It was noted that from healing would come hope. Hope, one participant said, “is the number one predictor of future success. Hope is knowing your future will be better than today and that you can find both the internal and external resources to make this true.”

b. The Definitions, Story, and Paintings Development Process

Riding a wave of excitement from the inspirational logo and tagline creation, both teams, then, spent the afternoon defining and creating stories for the ‘Acting In’ and ‘Acting Out’ cycles. Participants in each location were split into groups and each group given specific definitions and stories to develop that corresponded to a particular element under one of these cycles. Over the weeks following the workshop, GSN staff then refined these stories for grammar and flow and commissioned the artists to create their respective paintings (where none was found to depict it).

When it came to developing stories, participants were instructed to centre these on issues and examples in their communities that, with all their intimate knowledge of said community, they know would elicit the target audience’s understanding of and engagement in the programme. Most of the stories eventually adopted are taken from real life, and some are even of notorious standing in the target communities. Participants constantly asserted throughout the workshop that using such close-to-home stories would be of benefit in reframing the WebR elements and CoV in formats the beneficiaries would relate to and better comprehend.

For example, during the workshop, the issues of police brutality and extrajudicial killings were reiterated time and time again. So important did the participants feel this issue was that it was finalised as a standalone element under the ‘Acting Out’ cycle, namely ‘Police Brutality / Clashing with Police / Extrajudicial Killings’ (See Figure 3). When asked to define it, they came up with the following:

“Police brutality refers to the use of excessive and/or unnecessary force by police officers against civilians which may result in emotional or physical harm. Extrajudicial killings are the killing of a person by governmental authorities without a legal and valid reason, the sanction of any judicial proceedings, nor due process. Following actual or perceived acts of police brutality or extrajudicial killings, individuals or communities may engage in confrontations that, in turn, harm others.”

One of the DFH-RC participants in Nairobi then told the story of a well-known young man in Majengo who was wrongfully accused of drug peddling and, subsequently, killed by police. GSN staff implored all the participants present to explore the impacts of this event on their individual state of mind as well as the community’s collective wellbeing. They stressed that this killing was a massive blow to the community’s morale and further strained the already deteriorating relationships between the community and its police officers. Following it, both those who did and did not know the young man relayed a sense of powerlessness, frustration, and dissociation that fell on the inhabitants of Majengo. Participants also spoke on how this killing and others like it (that are not unfamiliar occurrences to them) strike up volatile emotions in Majengo’s youth that are often left unresolved, leading to both individual and collective hopelessness.

During the refinement process in the week(s) following the workshop, the GSN team rewrote the element name to be ‘Clashes in Response to Issues of Police Brutality and/or Extrajudicial Killings’ (See Appendix I).

The tale from Majengo was adopted as this 'Acting Out' element's story, with the name and some details changed to protect the young man's identity⁹. GSN Staff, then, found paintings used in a *Kumekucha* programme performed in Kisumu, Kenya, that matched this definition and story - as below - and these were also adopted for this 'Acting Out' element.



Image 5: 'Clashes/Police Brutality' Definition Painting

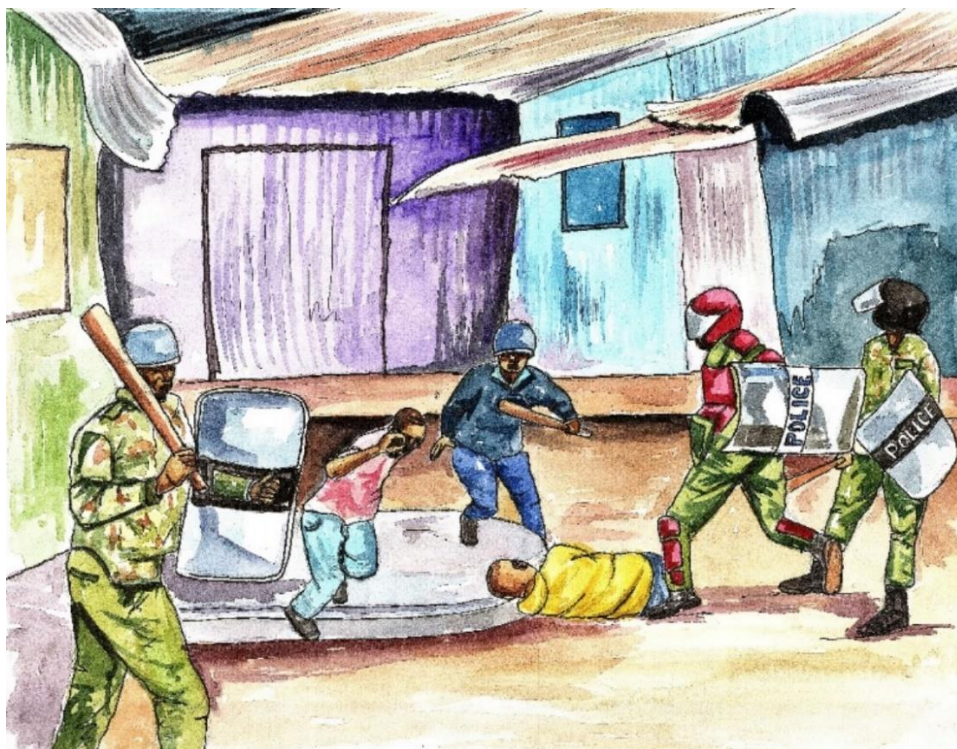


Image 6: 'Clashes/Police Brutality' Story Painting

This same process was repeated for all definitions and stories (for all CoV elements) developed during the workshop. All the CoV elements, including their assigned Definition Paintings, can be found in Appendix I.

⁹ See https://drive.google.com/file/d/1gF0XtR_ButM3lLQO3LNn31_ED-QJdfx1/view?usp=sharing for the finalised name, definition, and story of this 'Acting Out' element.

4. Thursday 27th May 2021

The morning sessions were spent developing definitions and stories, this time for the 'Breaking Free' cycle and using the same smaller groups as the previous day.

The afternoon was dedicated to brainstorming ideas for participant engagement in the KWV Programme (10- to 17-year-olds). Some of the things discussed include what sort of venues to use, how the programme should be implemented, what materials are needed, and the issues to consider. Participants were also asked to think about what mentorship meant to them and how KQ could be successfully implemented to achieve this. They were tasked with coming up with ideas on how the mentorship circles and connections that are, hopefully, built from the KQ and KWV Programmes are sustained long after the project's end.



Image 7: Brainstorming on the Kumekucha Watoto and Vijana Programme

5. Friday 28th May 2021

Building on from the previous afternoon's discussions, this day encompassed discourse on how the KQ and KWV Programmes could be incorporated into already existing community mentoring structures, and which child-friendly games, exercises, and activities to utilise for the *Watoto* and *Vijana*.

On the former, discussion surrounded how the programmes could engage with already existing schools, sports teams, art groups, community/mentorship groups, as well as their existing leaders or coaches, to source participants and facilitators. On the latter, participants listed several games, exercises, and activities that are enjoyable to 10- to 17-year-olds which GSN duly noted and has stored for the development of its KWV Online Resource Bank (See Appendix II).



Image 8: The Nairobi Team

Following the engaging discussions had throughout the Adaptation Workshop, the KQ Logo and Tagline were created (See Figure 4) and newly adapted CoV (See Appendix I), as well as the identity¹⁰ and relationship¹¹ stories were finalised. For each of the elements in the CoV, a definition and story were also developed. Subsequently, local artists have been commissioned to produce paintings to depict these CoV definitions and stories, along with the identity and relationship stories. For some of the definitions and stories developed, however, GSN already had in its possession paintings used in previous *Kumekucha* programmes that were deemed suitable to portray them. Accordingly, only 45 paintings were commissioned, with the rest being pulled from existing stock.

The newly developed logo, CoV (including their definitions and stories), identity and relationship stories, and (old and new) paintings are what shall be included in the digitised and printed KQ project materials that include:

- The WebR Facilitator Guide and 'I Refuse to be a Victim, I am a Resource for Peace' (IRTBV) Handbook, which act as the programme facilitators' handbooks
- Participant Handbooks
- Programme Collateral (i.e., bags, t-shirts, stickers, folders, etc.)
- Audio and Video Training Content
- and any and all flipcharts, flashcards, healing cards, and picture books that will be used in the project.

In addition to these newly developed materials, participants in the workshop raised valuable ideas about the KQV programme specifications (such as length, group sizes and make-up, and venues), activities and games, materials needed, and issues to consider (for example, consent, appropriate conduct with children, and safety).

On top of this, the workshop provided a platform for youth and community leaders from Majengo and Kwale to air their views on and hopes for the KQ project with GSN and allowed for valuable insight into the communities KQ aims to work in that shall inform the project going forwards. Through engaging directly with representatives from these communities, participants and the GSN team were able to develop programme curriculums specifically catered to their needs and that may be as effective as possible.

¹⁰ <https://drive.google.com/file/d/1n7PgLj2JdbpvHSF50dqzivy8iLjxVzi/view?usp=sharing>.

¹¹ <https://drive.google.com/file/d/16o1Y5qu8wD0uQ6KaUOqTDODfHWYoTGf5/view?usp=sharing>.

E. Kumekucha Watoto and Vijana Mentorship Groups Methodology Meeting

In late June, a meeting was held to discuss and finalise the implementation of the *Kumekucha Watoto and Vijana* (KWV) programme for 10- to 17-year-olds. The meeting was attended by GSN staff and included the Executive Director, Senior Programmes Manager, KQ Project Coordinator, Critical Psychologist, and a board member. At the meeting, the KWV Programme was designed based on the brainstorming sessions held during the Adaptation Workshop. The Programme components designed include the proposed parameters (including the goal and objectives), how to select volunteer mentors, group sizes, curriculum content, and activities. Following a productive meeting, a finalised methodology and implementation plan was agreed upon, as detailed in Appendix II.

F. Institutional Ethics Review Committee (IERC) Application

In Kenya, ethics approval is provided through an accredited Institutional Ethics Review Committee (IERC) located at an approved university, and is governed by the National Commission for Science, Technology, and Innovation (NACOSTI). In June, GSN's Evaluation team - including the Lead Researcher, M&E Manager, and the KQ Project Coordinator - worked on finalising the IERC application.

This evaluation team reviewed the entire project's implementation plan to familiarise the lead evaluator with the project, after which the existing evaluation tools were discussed and modifications on survey tools were agreed upon (for KQ) and new ones were finalised (for KWV). The team reviewed a list of several accredited NACOSTI institutions, their guidelines, and requirements, and selected United States International University Africa (USIU-A) as our host institution. In July 2021, GSN submitted its research proposal¹² to the IERC at USIU-A for approval. It is estimated that the approved IERC will be returned by 31st August 2021.

G. Memorandum of Understanding (MoU) with Africa Nazarene University

GSN's praxis¹³ clearly indicates that the work of healing individuals, communities, and institutions requires definitions, concepts, and approaches that build on Indigenous cultural resources and, more importantly, transcend the bio-medical approaches that emphasise mental health and the dominant one-on-one counselling.

Therefore, sustaining healing and peacebuilding requires organic processes that are locally rooted and led by the community. The GSN model focuses on "how the community holds itself together" and seeks to strengthen partnerships between local groups and organisations and county governments by supporting new and organic trauma-informed practices, resources, and service providers at the county level.

In line with this, GSN has proposed a partnership with the Nairobi-based university, Africa Nazarene University (ANU) to jointly develop an Applied Healing-Centred Approaches for Community Facilitators Certificate. Currently, it is proposed that the Facilitator Certification programme will include 96 required training hours (including pre- and post-tests), 120 documented practice hours leading peer support groups within their community (either physically or virtually), participant feedback on facilitation skills, and completion of and passing score on a final group project.

¹² See <https://drive.google.com/file/d/1uwt2TAyRmdtj3L9RkSu3UpQTbaD2c1bH/view?usp=sharing> for the submitted proposal.

¹³ The term praxis is used here in the manner Paulo Freire defines it in *Pedagogy of the Oppressed*. In other words, praxis (unlike practice) refers to the dialogical process that enables the oppressed to not only gain knowledge of their social reality but "they must act together upon their environment in order critically to reflect upon their reality and so transform it through further action and critical reflection."

IV. MILESTONES OVERVIEW

As per the deliverables set for us by Grand Challenges Canada, this quarter, GSN achieved the following:

#	MILESTONE	STATUS	DATE ACHIEVED
1	Institutional Ethics Review Committee (IERC) Application Submission	Completed (with a month's delay)	Submitted to USIU-A IERC on 27 th July 2021.
2	Subawards Signed with Implementation Partners <ul style="list-style-type: none"> SambaSports Youth Agenda (Cash Award) Diplomats for Health in Resilient Community (In-Kind Award) 	Completed (on time)	<ul style="list-style-type: none"> 30th June 2021 22nd June 2021
3	<i>Kumekucha Quest</i> Material Design and Adaptation Workshop Completed	Completed (on time)	28 th May 2021
4	<i>Kumekucha Watoto and Vijana</i> Mentorship Groups Methodology Designed	Completed (on time)	21 st June 2021

Table 1: Overview of Quarter 1 Milestones

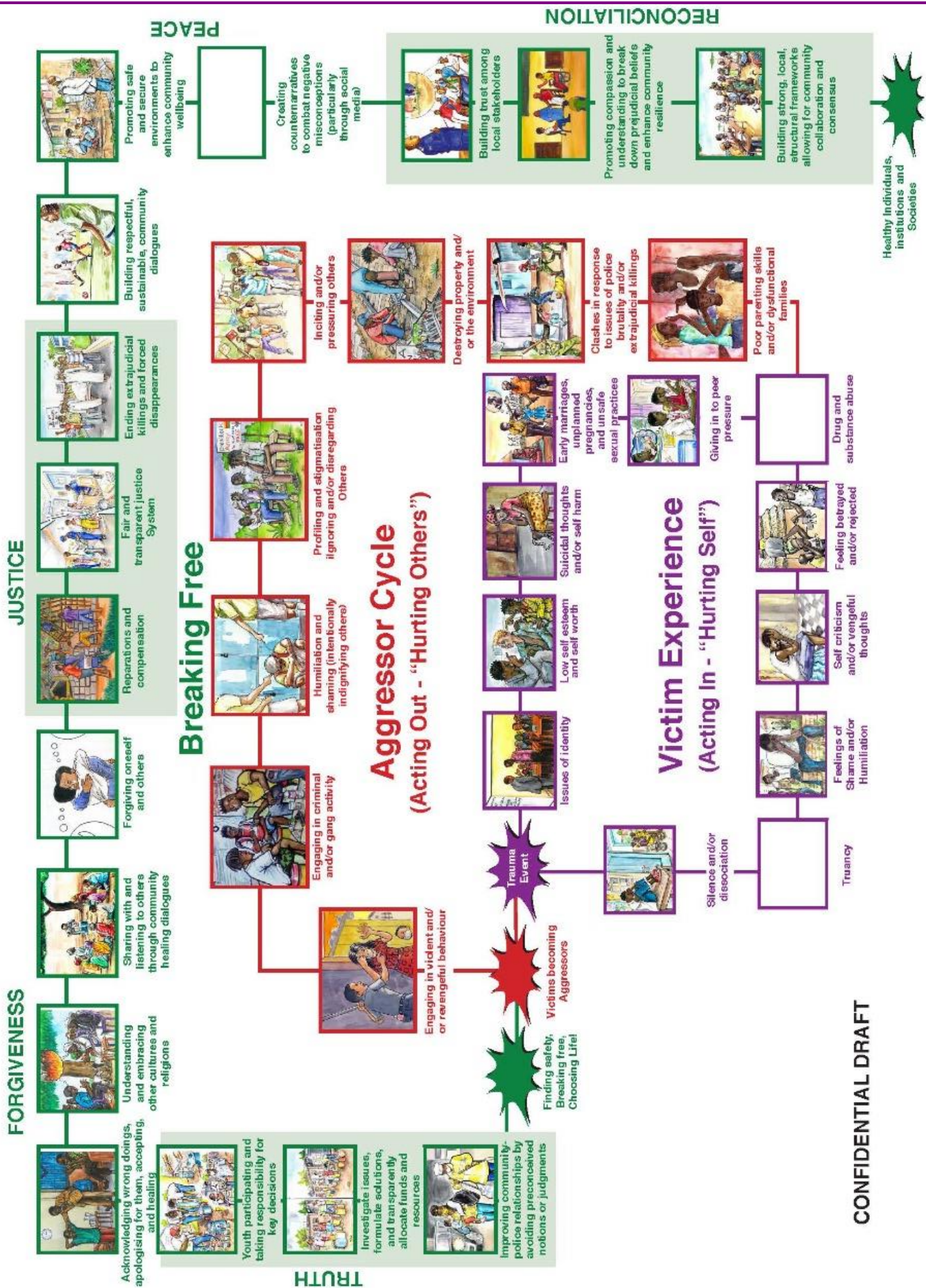
V. PLANNED ACTIVITIES FOR QUARTER 2

In the coming months, GSN will be focusing on the following activities:

#	ACTIVITY	ANTICIPATED TIMELINE
1	IERC Approval	Completed by 31 st August 2021
2	Finalisation of the Community Facilitators (CF) Certification Course with ANU	Completed by 31 st August 2021
3	Layout of Adapted KQ Materials Completed and Validated	Completed by 31 st August 2021
4	Recruitment and Training of Enumerators	Completed by 31 st August 2021
5	Selection of 24 CFs	Completed by 31 st August 2021
6	Training of Trainers (ToT) for CFs	Started by 30 th September 2021
7	Recruitment of KQ Participants (Round 1)	Started by 30 th September 2021
8	Baseline Data Collection (Round 1)	Started by 30 th September 2021
9	Implementation of KQ (Round 1)	Started by 30 th September 2021

Table 2: Planned Activities for Quarter 2

Appendix I: Kumekucha Quest Adapted Cycles of Violence¹⁴



¹⁴ This is a current working draft. Where the boxes are blank, this means the paintings are still being completed by the artists.

Appendix II: Kumekucha Watoto and Vijana Mentorship Groups Methodology

A. Objectives

The *Kumekucha Watoto and Vijana* (KWV) Programme Objectives are to:

- Strengthen the connection in intergenerational relationships for the mentorship and support of children and teens (10- to 17-years-old) by youth and adults (over 18-years-old)
- Introduce children and teens to emotional regulation tools such as meditation, controlled breathing, physical exercise, and the emotional thermometer, that they will continue to use throughout their lives
- Facilitate a clinically significant improvement (10% change or higher) in the overall wellbeing of children and teens, based on the WHO-5 Wellbeing Index that shall be conducted as part of the end line assessments
- Bring forth increased engagement by children and teens in community activities and social groups by programme end, as evidenced through qualitative Key Informant Interviews and Focus Group Discussions with participants.

B. Group Leaders

GSN, with the support of its implementation partners, will be recruiting 144 18- to 24-year-olds (72 per location), themselves graduates of the 12-week *Kumekucha Quest* (KQ) Programme, to become Youth Mentors (YMs) for the *Watoto* (Children) and *Vijana* (Teens) (10- to 17-year-old) Participants (WVPs). Each of these YMs will form a single group.

As Round 2 of the 12-week KQ Programme will be going on at the same time as the KWV sessions, this means that only participants from Round 1 of the 12-week KQ Programme will be picked as YMs.

For those 144 KQ Programme Participants (KQPs) from Round 1 selected as YMs, their completed end-line as KQPs shall serve as their baseline as YMs.

The 144 YMs (72 per location) will be partnered with one of the 24 Community Facilitators (CFs) (12 per location) that facilitated the 12-week KQ Programme to deliver the KWV sessions to their group, thereby incorporating the intergenerational element.

In each location, the 12 CFs will be divided amongst the 72 YMs. Resultantly, each CF shall have 6 KWV groups to supervise (each of which has its own YM), on top of facilitating their Round 2 group from the 12-week KQ Programme.

Given that the 24 CFs are half youth and half adults, this means that half of the KWV groups will be led by two 18- to 24-year-olds (a YM and a youth CF), while the other half is led by an 18- to 24-year-old and an over-35-year-old (a YM and an adult CF).

The 24 CFs will have completed baselines and end-lines as part of their Training of Trainers (ToT) to become CFs. These ToT end-lines they performed as CFs for the 12-week KQ Programme will be used as their baselines as mentors for the KWV Programme.

The 144 YMs and 24 CFs will all be trained (ToT) in mentoring the WVPs before the sessions start. For the former, this will be a 2-day ToT to introduce the former KQPs to the complexities of and sensitivities involved in mentoring children and teenagers, as well as how the KQ content and delivery will be adapted for these groups. For the latter, this will be a 1-day event incorporating a retraining for KWV as aforementioned, as well as a debrief of Round 1 and preparation for Round 2 of the 12-week KQ Programme.

After their respective trainings, the 144 YMs and 24 CFs, hereinafter collectively referred to as KWV mentors, shall be mid-lined - using an online, self-assessed questionnaire - to gauge knowledge uptake from the training and their suitability to facilitate the KWV Programme.

C. Participants

The KWV Programme's targeted participants are divided into:

- *Watoto* (10- to 12-year-olds); and
- *Vijana* (13- to 17-year-olds).

As much as possible, and to the best of its abilities, GSN and its implementation partners shall strive to ensure that groups are formed within these age brackets. However, when reporting as per the RMAF, the age brackets 5- to 9 years, 10- to 19 years, and 20- to 24 years shall be used.

Watoto groups (10- to 12-year-olds) will be mixed-gender but *Vijana* groups (13- to 17-year-olds) will be male or female only, due to sensitive topics under discussion.

Once the KWV mentors have completed their training and midline assessment, they will form groups of 6 *Watoto* or *Vijana* per YM, resulting in 864 WVPs (432 per location). These groups shall:

- Derive from already existing mentorship groups, where present, such that the KWV content may be embedded seamlessly into already existing community meetups.
- Be formed according to shared characteristics, interests, or activities, where no existing mentorship groups are currently operating - including but not limited to schools, neighbourhoods, churches, madrassa classes, sports teams, arts groups, or community self-empowerment/life skills groups. The KWV content and sessions may, then, be built around these shared activities.
- Be allowed to combine with another group of the same age bracket, should the mentors see fit, to collaborate on certain activities.
- Be allowed to comprise the mentors' younger relatives.

At the end of the KWV Programme, it is hoped that 67% of the 864 WVPs (i.e., 578 WVPs) attend at least 90% of sessions and it is expected that at least this number shall complete it.

Of those 578 WVPs that completed the KWV Programme, 30% (i.e. 173 WVPs) shall be the sample, where this, ideally, is evenly split between *Watoto* and *Vijana*.

D. Sessions

In total, the KWV Programme shall encompass six 1-hour sessions. Four of these sessions will be held with just the groups of 6 and their mentors. Two of these sessions will be joint sessions, where all groups in the location (totalling 432 WVPs) and their mentors will be invited for a combined activity.

The first four of these six sessions will be done on a weekly basis, for four weeks straight, the last of which will be a joint session. If it better suits the mentors and their mentees, however, groups may be allowed to meet twice weekly. Following the four weeks, there will be a week's break. After the week's break, the remaining two sessions will be conducted every other week, the last of which shall be a joint session.

Once all six KVV sessions have been completed, the sample as well as the mentors shall be end-lined.

- The WVPs sample will be end-lined using face-to-face interviews conducted by trained enumerators. Over the course of a few days, all WVPs in each location shall be brought together to a venue where the enumerators may interview them one-by-one.
- The mentors will be end-lined over a phone interview by trained enumerators.

E. Content and Activities

The KVV Programme will base its curriculum, resources, and materials on those developed for the 12-week KQ Programme during the Adaptation Workshop with a few minor adjustments, as below:

- Stories may be slightly reworked to fit the younger audience.
- There will be an increased focus on activities, games, and exercises, which will be built around and used to teach the WebR and CoV elements.
- All currently existing and all newly sourced or developed activities, games, and exercises will be compiled into an online Resource Bank that is held on a Google Site, shared with all mentors, and continuously updated as necessary up to and throughout the Programme. The mentors will use this bank of resources to facilitate their group sessions with the WVPs.
- An adapted Facilitator Guide will be created that details specific information on engaging with and mentoring young children and teens. This guide will be held online (on the same site as the Resource Bank) such that it may be accessed and printed as necessary by the mentors both during and after the Programme.
- The mentors shall be free to repeat the KVV content or re-explore it in different ways, based on participants' needs and utilising the Google Site, to ensure continued engagement and support effective learning.



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Kumekucha Quest
Connections for Healing and Hope

